**6th Grade Spanish**

**Course Syllabus**

**Teacher:** Ms. Sara LeDuc

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**Classroom:** M202

**Course Time:** Period 5

**Course Description:**

This course is an introductory exposure course into the process of learning a foreign language. In this course, students will be exposed to a different language and a new way of communicating. Students will understand the importance of learning the Spanish language and how it relates to their own goals and values. They will learn pronunciation and simple vocabulary and other building blocks for language learning. Ultimately, students will be developing basic reading, writing, speaking and listening skills that will be built upon when they reach the high school level.

**Student Expectations:**

* Demonstrate the ability to participate in various class activities.
* Demonstrate the skills needed for the beneficial use of technology as a tool in learning a language.
* Demonstrate the ability to work cooperatively within a team to enhance growth in a language.
* Demonstrate preparedness and being on time for class.

**Rules:**

1. Be PREPARED for class with homework and materials

2. Be RESPECTFUL of others, their efforts, and their belongings

3. Be ATTENTIVE to teacher, task, and procedure

4. Be WILLING to participate in and contribute to class activities

5. Be HONEST in your communication and work

**Daily Materials:**

* Notebook
* Pocket folder

OR

* Binder with paper and dividers
* Pen or pencil
* Dry erase marker

**Grades:**

Point values will be assigned to every assignment with larger assignments and projects as well as quizzes having higher point values. Participation will be graded and will be an important part of the class.

**Late Assignments:**

All assignments are to be turned in at the beginning of class the day it is due, unless an extension has been given. Any assignment not turned in by the beginning of class will be considered tardy and will receive a 10% grade decrease for every day it is tardy. Opportunity time will be assigned to students to make up the assignment that same day.

If an absence occurs, the student will retrieve the notes and assignments and will have one class day to make up any missing work if the absence is excused. If this is not met, it is considered a late assignment and the above explanation applies.

If a planned absence occurs, the student will retrieve the notes and assignments and will be expected to either turn in work ahead of time or will be expected to turn in work immediately the next school day. Planned absences should be discussed ahead of time every time.

**Cell Phones and Electronic Devices:**

Devices will only be used as tools for learning a foreign language in class when it is appropriate. Students are not expected to have any particular device but will be given suggestions on various websites, and apps that may be helpful for practice. When devices are allowed it will be a privilege and any misuse will result in a loss of privileges for the remainder of the semester. Misuse is considered any use of a device that is unrelated to the task or is considered inappropriate.

**Cheating:**

Academic dishonesty will not be tolerated in this classroom. This includes using someone

else’s work or using unapproved testing materials (cheat sheets, electronic devices, etc.). The assignments/test in question will receive a zero and possible disciplinary actions will be taken.

**Conversation/Virtue Cards:**

Students will work on virtues in my classroom through the use of Conversation Cards. Each student will develop their own goals for virtue building throughout the year. I will help them to recognize virtues they can build upon as well as virtues they are already strong in. When a student is building a virtue and exhibits contradictory behavior they may be assigned a behavior assignment to reflect on a certain aspect of their behavior or their struggle in building that virtue. Conversations about their virtues will happen as I deem fit and students will be notified at the time of the good or bad behavior but the conversation will happen after class.

**STATEMENT OF PHILOSOPHY For the National Standards**

**for foreign Language Learning**

Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language.

**STANDARDS FOR FOREIGN LANGUAGE LEARNING**

COMMUNICATION

COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH

* **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
* **Standard 1.2:**Students understand and interpret written and spoken language on a variety of topics
* **Standard 1.3:**Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES

* **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
* **Standard 2.2:**Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS

CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION

* **Standard 3.1:**Students reinforce and further their knowledge of other disciplines through the foreign language
* **Standard 3.2:**Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS

DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE

* **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
* **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME & AROUND THE WORLD

* **Standard 5.1:** Students use the language both within and beyond the school setting
* **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

\*See more at: http://www.actfl.org/publications/all/national-standards-foriegn-language-education#sthash.HTgkdPi8.dpuf

