

Spanish 1B Syllabus

Señora Bainbridge

Baines Middle School

Contact
Information

Course
Description

Curriculum

Class
Expectations

Grading

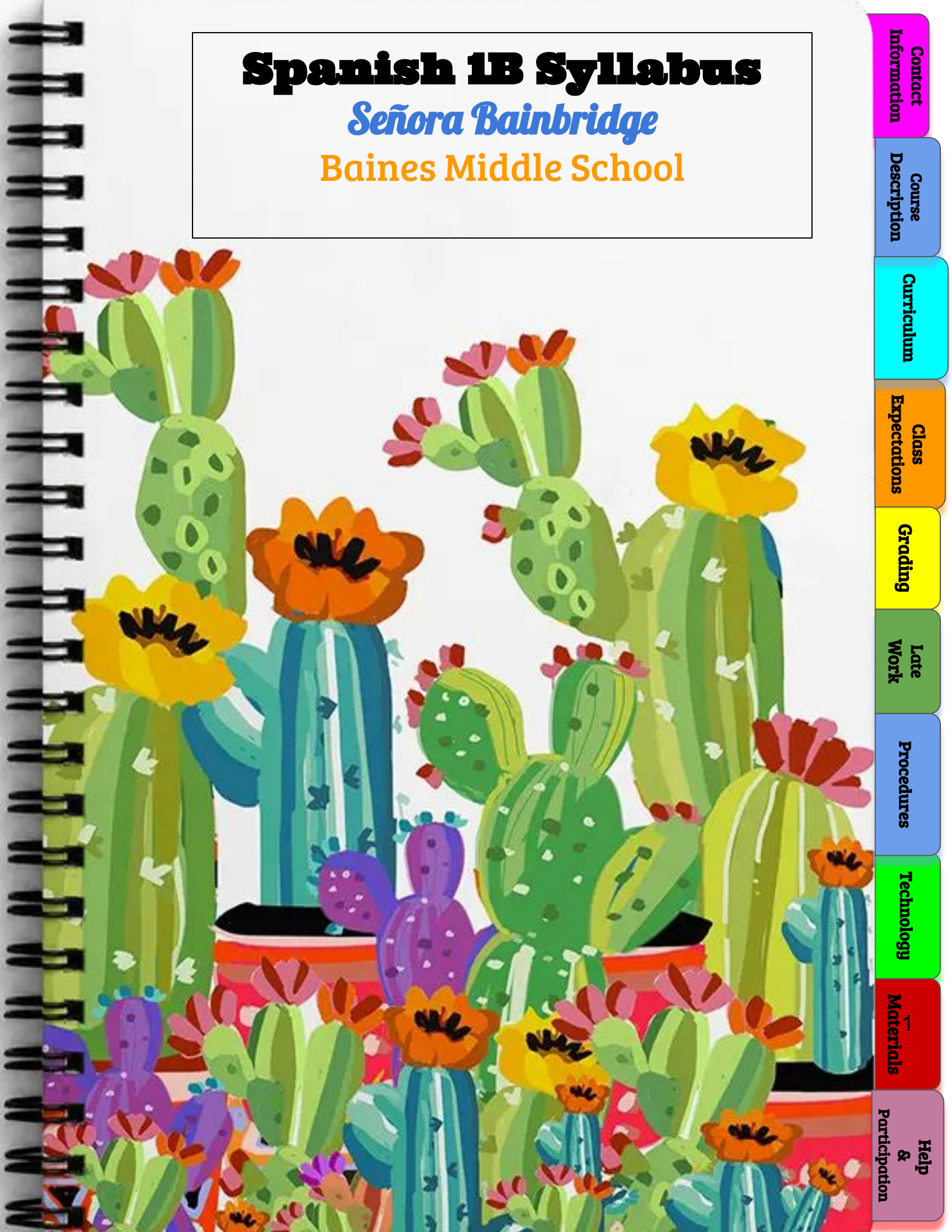
Late
Work

Procedures

Technology

Materials

Help
&
Participation



Spanish 1B

Teacher:
Zoraida Bainbridge

Email:
Zoraida.Bainbridge@FortbendIsd.com

Phone Number:
281-634-5106

Conference:
4th period

Tutorials:
Tuesdays
8:15 - 8:45 A.M.
4:20-4:55 P.M. (by request)



Contact
Information

Course
Description

Curriculum

Class
Expectations

Grading

Late
Work

Procedures

Technology

Materials

Help
&
Participation

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Course Goals

This is a proficiency-based classroom. Proficiency means actually internalizing the language, not just memorizing words or grammar points and taking a test. Rising in proficiency means being able to communicate messages more effectively. Our goal at the end of Spanish 1B is at a novice-mid level.

Things you will be able to do:

- I can understand the main idea in short, simple text on familiar topics when I listen and read in Spanish
- I can ask and answer questions in a conversation on familiar topics, using simple sentences.
- I can write or speak on familiar topics, using phrases and short, simple sentences.

What will we do?

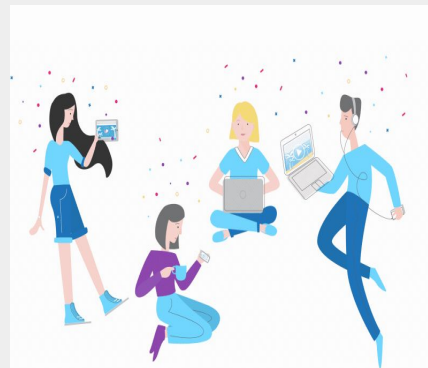
The way to become proficient in a language is through comprehensive input. My job is to give you compelling and understandable language. Yours is to give me your eyes and ears, and let me know when you need help.

Learning a new language is like learning a sport or musical instrument. It requires dedicated practice and your success depends on the effort you put forth. Bring a positive attitude, an open mind and be ready to enjoy being immersed in a new language and culture.

Spanish 1B Units

Term 1: Having fun in my Free Time

In this unit, learners will build upon their knowledge of free time activities from Spanish IA. They will be able to discuss what they typically do for fun in their free time. They will also be able to talk about what they did for fun over the summer or last weekend. Finally, students will make plans to do something fun with friends in the near future, building upon their skills at making plans that they acquired in Spanish IA.



Term 2: Where all my Money Go?



Students will begin the unit by describing what's in their closet, including brands, where things are made, and what influences their decision to purchase certain items. They will compare their shopping habits, fashion preferences and favorite possessions with those of people around the world. They will look at prices of goods around the world and discuss how the exchange rate affects the value of things. By the end of the unit, students will be able to function in a world shopping scenario in order to express their needs, wants, and preferred food while shopping. Additionally, students will be able to explore pop culture items they absorb in their lives and compare different cultures to the target culture typically purchased by teens in the target culture.

Term 3: What's Most Important to Me

In this unit, students will build upon what they learned in Spanish IA and describe in detail their families and friends. They will focus on the qualities that are important to them in those relationships. Students will then evaluate how technology impacts their relationships with the people who matter most to them. Finally, they will express opinions about the relationships and possessions they cherish, while also differentiating between wants and needs.



Term 4: Exploring the Target Language

In this unit, students will draw upon all the skills they have learned in previous units as they explore the target culture. They will begin by exploring where they could go and what they could do when visiting the target culture. They will ask and answer questions about weather, things to do and food to eat in a variety of target language cities, as well as what to pack for a trip like that. Next, they will explore pop culture in the target culture, expressing their opinions about cultural trends and comparing their own culture to the target culture.



Contact
Information

Course
Description

Curriculum

Class
Expectations

Grading

Late
Work

Procedures

Technology

Materials

Help
&
Participation

Class Expectations

**BE KIND, STAY ENGAGED,
+ WORK HARD**

Respect yourself, others, and property in room. You must, at all times, treat everyone and everything in this room with respect. In return, you should expect to be treated with respect. We will have discussions where people have different opinions. It will be one of your challenges this year to learn to respect others for their beliefs and values although you may not agree with them.

Do not disturb the learning/teaching process of any person. When someone is talking, you should be quiet and listen. There will be times when you are presenting, and others will be expected to listen to you as well. In addition, when it is time to work in class, I expect that you will be working on the assignment for this class and not for other classes.

You are responsible for your own actions. Students are expected to turn in your work, come to class prepared and be ready to learn. In addition, students are expected to complete your own work- this means there will be no tolerance for copying, cheating or plagiarizing work.

In Class
**Come prepared,
Be an active
participant of your
learning,
Listen,
Collaborate,
&
Ask Questions**

Contact
Information

Course
Description

Curriculum

**Class
Expectations**

ding

Late
Work

Procedures

Technology

Materials

Help
&
Participation

Grading

The class grade in world language will be based on what you are able to do with the language. It is a performance-based grade designed to make certain that you are able to use the language in meaningful ways beyond the classroom. The class grade will be calculated as explained below.

1 Major grade – 50 % from Interpersonal, Interpretive or presentational assessments or projects.

3 Minor grades – 50 % from the Learning Experiences in class, HomeWorks, etc.

Category	What it measures.
Learning Experiences (Minor grades)	Grades in this category reflect the preparation work that you will do to be ready to use the language in real world ways. Homework, participation, in-class work, and quizzes count in this category.
Interpersonal (Speaking) (Major grade)	The interpersonal mode of communication measures how well you speak the language and is the mode that prepares you to speak the language. You speak or write to exchange information in natural ways and you do not have a chance to script or memorize conversations or dialogues.
Interpretive (Reading and Listening) (Major grade)	The interpretive mode of communication measures how well you understand spoken or written authentic texts. There is no opportunity to interact with others so you must be able to understand the spoken or written text on your own.
Presentational (Speaking or Writing) (Major grade)	The presentational mode of communication allows you to think about what you will say or write. When writing, you may have time to draft and revise before producing a final product. When speaking, you are not able to rehearse and/or to record multiple times. One recording will be graded and only will be given enough time to record once.

Tests and Quizzes:

- Tests will be announced one week in advance (a quiz might not be announced)
- *A student missing a test due to an absence must schedule a makeup with in one day after absence.*

SEMESTER EXAMS

- Semester exams are 15% of your semester grade. We do not have EOC or STAAR in Spanish.

Missing Work

Retesting:

Students are encouraged to retake major assessments. It will be the responsibility of the student to attend a tutorial, all within 7 school days of his/her receipt of the non-passing grade. Attendance in tutorials is required prior to retesting, and the maximum score that may be earned on a retest is 75%.

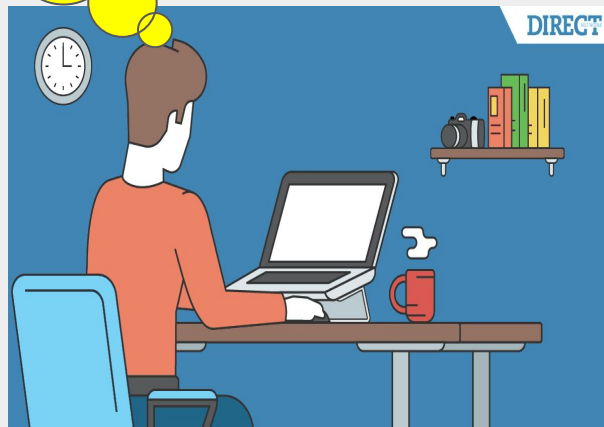
Missing Daily work

- **Students are responsible for obtaining and making up all assignments missed during an absence** – It is your responsibility to go to **Schoology** and review missing work and information learned in class while absent. Class time will NOT be used to make up quizzes, test or explain missing work. I will happily explain the missed work
- **Three days** after absence will be given to make up the missed assignments, otherwise no credit will be given. **The number of classes allowed to make up work and give full credit is based on the days of absence.**
- Each missed assignment is points off your average. The tardy policy is **-10 points each day is tardy and after 5 days late assignment cannot be turn in.**

Late Work Policy

1 day = -10
2 days = -20
3 days = -30
4 days = -40
5 days = -50
+6 days = 0

- **Handling Missing Work** - Turn in missing work in late work basket or in Schoology as soon as you can.



Procedures

A. Entering Classroom

1. All students will enter the classroom in a quiet and orderly fashion.
2. All preparations for class must be done before the bell rings. Students must have all supplies and be seated before the bell rings.
3. Students should be working on the warm-up activity when the bell rings. The warm-up should be kept on the student's journal, until the class has gone over the warmups as a class. Students will place journals back in the bookshelf at the end of the class, not in the middle of class to avoid class distractions or interruptions.
4. Students should have a sheet of paper to begin class and something to write with by end of the warm up activity.
5. All homework and late assignments must be turn in as they enter the classroom.

B. Tardy Policy

1. Students who are outside of the doorway when the bell rings will be counted tardy. Students are expected to go to the tardy station and be walk back by a teacher from the tardy station.
2. Students must have a pass from another teacher, clinic, library or AP to prevent being counted as tardy.
3. Reporting to class after the first 20 minutes of class will result in an unexcused absence.
4. **Tardy Disciplinary actions will be handled by the Administrators.**
5. If a student is tardy to class, the student is expected to enter the room quietly, write their names on the tardy log, and have a seat at his /her desk. The instruction will not be repeated. It is the responsibility of the student to get the information or assignment he/she has missed while not in the classroom.

C. Classroom Volume.

1. Students will follow the rules for the volume of their voices. The following standards for volume in the classroom are below.
 - 0 – Quiet (Independent work)**
 - 1 – Whisper with Partner (Partner work)**
 - 2 – Softly talk in Groups (Group work)**
 - 3 – Classroom Presentation (Classroom)**
 - 4 – Outside Voice.**
2. The volume for each procedure and activity will be based on whether the activity is independent, partner, group, or classroom.

Contact
Information

Course
Description

Curriculum

Class
Expectations

Grading

Late
Work

Procedures

Technology

Materials

Help
&
Participation

Technology

Students are responsible for remembering their passwords, login frequently, checking email regularly, turning work on time, and asking help when need it.



Schoology

- Go to the appropriate class folder and check on your class work and assignments.
- Turn in work on time and grades in the grades sections of Schoology.
- The official grades are reflected in Skyward.
- We have only 15 laptops in class and it is recommended to bring you own device to allow you to have access to a device when need it.

Contact
Information

Course
Description

Curriculum

Class
Expectations

Grading

Late
Work

Procedure

Technology

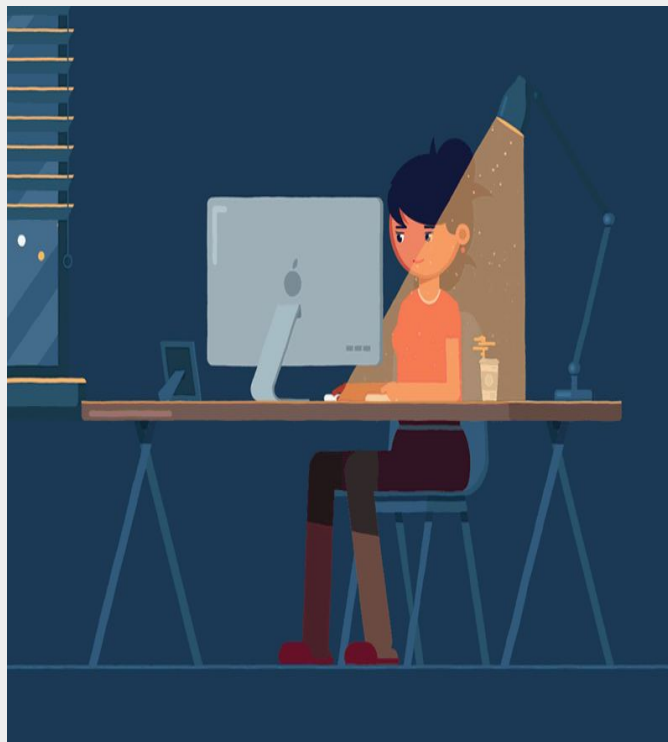
Materials

Help
&
Participation

Materials

Classroom

- Pens, Pencils, colors, Eraser, highlighter for own use
- Loose leaf paper
- 1"- 3 ring Binder
- 6 - Dividers we will divide the Binder by units (Warm ups, 4 Units total and portafolio)
- Headphones to connect to the computer



Contact
Information

Course
Description

Curriculum

Class
Expectations

Grading

Late
Work

Procedures

Technology

Materials

Help
&
Participation

Participation and Extra Help

Extra Help

If you feel that you need extra help at any time, please contact me to schedule a time to meet or send questions and concerns to my school email. Remember that Schoology is the place to go for general information about the class, notes and assignments.

Tutorials

Tuesdays and Thursdays

8:15 - 8:55

Please schedule tutorials ahead of time to get pass from teacher.

Participation

- Students are expected to participate daily, make good use of time, listen well, cooperate and show respect for everyone in the classroom. The more students participate the better they will become in the target language.
- Class participation in the target language is a key component in practicing your communicative skills, which are essential in language proficiency. Participation involves more than just raising your hand. Students must be attentive, participate in partner activities, speak the target language formally and informally, and come to class prepared. COMPLETING THE ASSIGNMENTS IN CLASS IS MOST OF YOUR PERFORMANCE GRADE.



Contact
Information

Course
Description

Curriculum

Class
Expectations

Grading

Late
Work

Procedures

Technology

Material

Help &
Participation