



Heritage Spanish



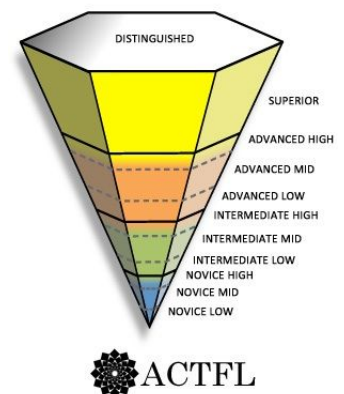
Teacher: Santamaría	Course: Heritage Spanish I and II
Virtual tutoring will be announced World Language Website: https://gofalconswlkhhs.weebly.com	Email: santamariaph@scsk12.org

Course Description

In World language class, students begin their exciting language journey filled with loads of new vocabulary, phrases, and grammatical skills in order to share and understand some information about themselves, their families, and their school and social lives. In addition, students will be exposed to the cultures of Target language-speaking countries and regions throughout the course, including music, literature, art, and cuisine. Students will participate in many specially designed assignments and projects for a deeper experience of the language and cultures.

As the target for modern languages in high school is the Intermediate level, the goal for this course is for students to attain Novice-Mid to Novice-High fluency (explained below). Therefore, this course will be conducted as an **IMMERSION** course, with target language spoken 90% - 100% of the time. The best way to learn a language is to be immersed in it, so you can hear it and read it; and then write it and speak it – very similar to how you learned your first language. But no worries ☺. Bring your will, and a positive and supportive attitude, and I will set you up for success!

ACTFL Proficiency Levels ("Superior" and "Distinguished" levels omitted here)



ACTFL Proficiency Guidelines and Performance Descriptors for the Novice level

(ACTFL is the American Council on the Teaching of Foreign Languages. For more detailed information regarding proficiency and performance, links are available within the "Resource" section of the class website.)

Intermediate-level: Speakers are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

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Novice-level: Speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

Novice-High: Speakers at the Novice-High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice-High Speakers are able to express personal meaning by relying heavily on learned phrases or re-combinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or re-phrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to nonnatives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

Novice-Mid: Speakers at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor’s words. Novice-Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Performance Descriptors

The ACTFL Performance Descriptors for Language Learners are a companion to the ACTFL Proficiency Guidelines designed to describe language performance that is the result of explicit instruction in an instructional setting. They help describe a student’s language performance level across three modes of communication:

(1) Interpersonal, (2) Interpretive, and (3) Presentational

Curriculum Overview: Below is a brief summary of topics to be learned this year. You will receive a quarterly schedule of specific topics, dates, and deadlines at the beginning of each quarter. The teacher may adjust the syllabus/schedule as needed. For a detailed look at the entire curriculum, please visit the “Resource” section of the class website and select the link for the Shelby County Schools’ Department of World Languages.

<u>Heritage Spanish I:</u>	<u>Heritage Spanish 2:</u>
<p><u>Unit 1:</u> Who You Are? <u>Unit 2:</u> My Values and Traditions <u>Unit 3:</u> Social Awareness <u>Unit 4:</u> A Contented Life</p>	<p><u>Unit 1:</u> Personal Identifier <u>Unit 2:</u> Cultural Context <u>Unit 3:</u> Socially Relevant <u>Unit 4:</u> Way of Life</p>

Websites/Supplies Needed

The following materials are required daily. You will not be successful if you are not prepared!

- 5 subject notebook with pockets
- Pens, pencil
- **WEBSITES:** TEAMS/Google Classroom/Remind/Canvas/Access to Kahoot and Quizlet
- Materials will vary by topic and unit

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Virtual Classroom Expectations and Procedures

As previously mentioned, this is a language classroom and will be conducted as expected by the Shelby County Schools' Department of World Languages. 90 - 100% of the class will be done in target language; so when the "Spanish only" sign is displayed on the board, all communication should be in target language. You are expected to participate fully, support your peers, and be willing to learn.

1. **Be on time.** Wake up early and log on a few minutes before class.
2. **Be in a quiet place.** Check your surroundings.
3. **Be prepared.** Computer is charged. Camera is on and use headphones if you have them.
4. **Presentation.** Wear appropriate clothing. Be in camera view and sit up straight.
5. **Mute yourself.** Mute yourself when your teacher or another student is talking.
6. **Participation.** Be focused. Be attentive. Be an active participant.
7. **Chat responsibly.** Raise your hand to speak. Type your question in the chat box.
8. **Communication.** Speak clearly. Look up when speaking. Stay on topic (no side conversation)
9. **Be respectful.** Be kind. Be considerate.

Consequences (Consecuencias)

In addition to the disciplinary policies and procedures outlined by the principal and SCS Student-Parent Handbook, please be aware of the discipline procedures for this classroom.

1. Warning
2. Behavior noted in record book (0 – 2 mark = E, 3 – 4 marks = S, 5 – 7 marks = N, More than 7 = U. Marks can be removed by exhibiting consistent, appropriate behavior after being redirected.)
3. Conference with student (Separate student/Remove from activity)
4. Phone call to parent
5. Conference with parent
6. Guidance referral/Administrative referral

Virtual Classroom Reminders

Reminders

- Communicate in the target language when designated to do so.
- Beware of online translators!
- Food, drinks, candy, and gum are not permitted.
- Personal electronic devices are not permitted.
- Offensive language of any kind is not permitted.

Grading

Homework 10%
Participation 5%
Classwork 35%
Project 10%
Assessments 40%

Parent Signature: _____
Student Name: _____ **Period** _____
Phone #: _____ **Email:** _____