**DECKERVILLE HIGH SCHOOL**

**Course Syllabus**

**Name of Course: Middle School Spanish**

**Number of Credits:** ½ each year

**Course Instructor**

Dan Woodard

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**Prerequisites**

none

**Course Description**

We live in a diverse society. World Languages help prepare our students to live and work in the real world. Learning a second language promotes understanding and improved relations in our world. The student will gain proficiency in listening, speaking, reading and writing in the target language. They will develop an understanding of the Culture, customs, literature, art, music, history and geography associated with the Spanish language.

**Relevance**

Our students face a diverse world when they move on to the next phase of their life. In 2015, a news report named a second language as one of the top skills sought after in the work force. Proficiency in a second language equips our children with a valuable tool that can greatly improve their options as they enter the work force. Many four year universities now require 1-2 years of High School Credit in a Foreign Language. The fact that Spanish is one of the most spoken languages in the world makes it a very valuable asset.

**Course Outline and Objectives**

**Spanish 7**

By the end of this course, the successful student will be able to:

***1.*** Greet someone and tell them farewell.

***2.*** State the time and weather in Spanish.

***3.*** Use the verb *ser* in all forms in the present tense and correctly use the subject pronouns.

***4.*** Differentiate placement of nouns and adjectives in Spanish.

***5.*** Use the verb *tener* to discuss the home and his/ her family.

***6.*** Properly use possessive adjectives.

***7.*** Use regular present tense verbs (*AR, ER, & IR*) to talk about school, what he or she does outside of school and what he or she likes to eat.

**Spanish 8**

***1.*** Compare and contrast uses of the verbs *ser* and *estar*.

***2.*** Identify irregularities in the verbs *ir* and *dar*.

***3.*** Construct the contractions *al* and *del*.

***4.*** Properly construct sentences using expressions with infinitives.

***5.*** Recognize stem-changing verbs in the present tense and use them to discuss various sports and sporting events.

**Course Standards**

**Strand 1: Communication- Communicate in World Languages**

**Standard 1.1 Communication**

**Standard 1.2 Interpretive**

**Standard 1.3 Presentational**

**Strand 2: Culture- Gain Knowledge and understanding of other Cultures**

**Standard 2.1 Practices and Perspectives**

**Standard 2.2 Products and Perspectives**

**Strand 3: Connections-Connect with Other Disciplines and Acquire Information**

**Standard 3.1 Knowledge**

**Standard 3.2 Point of View**

**Strand 4: Comparisons- Develop Insight in the Nature of the Language and Culture**

**Standard 4.1 Comparing Languages**

**Standard 4.2 Comparing Cultures**

**Strand 5: Communities-Participate in Multilingual Communities at Home and Around the World**

**Standard 5.1 Use of the Language**

**Standard 5.2 Personal Enrichment**

**Lifelong Learning Standards**

* Every student will become a knowledgeable person.
* Every student will become a complex thinker.
* Every student will become an effective communicator.
* Every student will become a self-directed learner.
* Every student will become a quality producer.
* Every student will become a contributing citizen.

Lifelong learning benchmarks may be viewed at: www.mi.edu

**Board-Approved Instructional Materials**

Textbook: James F. Funston, Somos Así En sus Marcas, 2nd Ed., 2000

**KEYS TO SUCCESS**

To learn a Foreign Language one must be involved and participate in class. It has been said “If you don’t use it…You lose it”. It is not a topic you cram for the night before the test or 5 minutes prior to a quiz. To be successful, one must study and practice the language daily

**Methods of Assessment**

The final exam will be cumulative in nature, emphasizing the most essential benchmarks for the course. Results of the final exam represent 10% of the final grade, but this single measure may not drop a student’s grade by more than one letter grade. (PROJECTS /CLICKERS /WRITING/READING/LISTENING COMP)

**Board-Approved Grading Scale**

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

E = Failure

CR/NC – Credit or No Credit

Point Distribution

I do not weigh my assignments differently. With the exception of the final exam everything is worth the same.

Coursework 90%

Final Exam 10%

Final Grade 100%

**Make-Up Work** (Make this your own)

Students submitting work up to ten school days late without prior approval may receive up to two grades lower on the work than they would have received if the work had been submitted on time (i.e., B+ lowered to A D+). Student work submitted after ten school days without prior approval shall not be accepted for credit and shall be recorded with a score of zero.

Upon returning to school after an absence, a student has the responsibility within the number of days equal to the length of the absence or suspension to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. A truant student has the responsibility on the first day he or she returns to the course/class to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. Lower grades may not be given for late work due to excused absences, suspension, or truancy unless the work is submitted later than agreed upon deadlines.

*Prepared to Learn*

*Responsible*

*Integrity*

*Dependable*

*Earn and give Respect*