Señora Soto-Weisman David W. Butler High School

Phone:**:(980) 343-6300** Winter 2016

Email: m1.soto-weisman@cms.k12.nc.usSpanish I

***¡Bienvenidos a nuestra clase de ESPANOL 1 !***

Welcome to our Spanish class!

**COURSE DESCRIPTION:**

***This year, we will become proficient, passionate language learners who make a difference in the world.*** In this class, you will actually work to become more ***fluent*** in the Spanish language. By the end of this semester, you will be able to express yourself in ***speaking*** and ***writing***. In addition, you will be able to comprehend ***spoken*** and ***written*** Spanish.

**BUILDING PROFICIENCY:**

* **Gestures:** We will use many fun and interesting strategies to ***acquire*** the Spanish language. In the beginning I will often give you commands and you will respond by physically doing something.  It's a lot like how you learned your native language when your parents told you what to do when you were very little:  "Come here.  Sit down.  Eat your peas. Don't hit your sister.” Research on how we learn has proven that we remember better and longer what we have actually experienced physically. Gesturing and acting out commands will help you acquire the language more quickly.
* **Dialogue:** Another very powerful way to acquire language (also supported by research) is through ***stories*** or ***narrative***.We will create and even act out situations or stories in class to work with new vocabulary. We use props and movement to make it easy for you to understand at all times. I prefer to laugh a lot in class and I hope that you do as well !!
* **Reading:** Perhaps the most powerful way to acquire language is to read. When you read, you are exposed to a variety of vocabulary and grammar in authentic contexts. Research shows that reading is ***vital*** for acquiring a language. Whenever we read, I will make sure that you know at least 75% of the words in the reading selection.
* **Writing:** Both extensive writing—having students produce a significant quantity of work—and intensive writing—asking students to focus on and revise one small piece of writing for clarity—will help increase overall language proficiency and can be used to complement and support other language skills as well. Weekly dialog journals or e-mail exchanges not only enhance writing skills, but may also expand critical thinking skills and foster cultural interaction.
* **COMPREHENSIBLE INPUT leads to OUTPUT**: I will work to make sure that you ***hear*** and ***read*** a lot of Spanish. The guiding principle behind our class is this: ***The more Spanish that you hear and read, the more Spanish that you will be able to speak and write.***
* ***PRACTICE, PRACTICE, PRACTICE:*** Languages are active and require exercise. Find avenues to practice to practice wherever and whenever you can. The internet has many wonderful websites where you are able to review and practice what you have learned in class. The key to success is practicing beyond the classroom!

**WHY ISN’T SPANISH LIKE SOME OF MY OTHER HIGH SCHOOL COURSES?:**

Spanish, like any language, is a skill.  This is not a class where you can learn material for a test and then forget it.  Acquiring a language is like learning how to ride a bike or learning how to swim.  It's a skill you build gradually, use and remember a long time.  Because in order to communicate successfully in Spanish you will need to continually know vocabulary, you may be tested over any vocabulary acquired in class at any time during the year. Sometimes this class will resemble an elementary classroom. This is desirable since we are working on acquiring a new language. How did you ACQUIRE your first language? In a level I class it’s as though you are a “baby” in new the language but your will grow quickly.

**RULES FOR OUR CLASSROOM:**

In order to become ***AGENTS OF CHANGE***, it is important that we work together to create an environment that allows us to learn as much as possible. The following classroom rules and procedures are in place to make sure that everyone is able to learn, and that none of our valuable class time is wasted:

1. *Golden Rule:* Treat one another as you would like to be treated.
2. Be prompt and prepared.
3. Be respectful.
4. Be engaged.
5. Speak Spanish
6. Complete assignments/projects on time
7. Attend class regularly
8. Arrive on time (not tardy)
9. Dream Big

**BUTLER RULES IN EFFECT:**

1. No food or drinks (except clear water bottles).
2. **No cell phones**, PDAs, electronic games, laptops, or MP3 players. **Phones will be confiscated and parents will be called.**
3. No passes will be issued during the first or last 10 minutes of class.
4. No head wear of any sort will be permitted.
5. Any work that you turn in that is not your own will receive a 0, cannot be made up, and your parents/guardians will be contacted.
6. **Student ID should be worn at all times!**

**WHAT HAPPENS WHEN YOU BREAK A RULE?**

**1st Offense:** First Verbal Warning

**2nd Offense:** Second Verbal Warning

**3rd Offense:** Parent/Guardian contact.

**4th Offense:** You will be sent directly to the office with an office referral

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| **GRADING SCALE:** |  | **GRADING PERCENTAGES:** |
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|  | 100-90 | **A** |  | **Classwork, Homework, Participation (informal)** | 30% |
|  | 80-89 | **B** |  | Tests/Projects/Quizes (formal) | 70% |
|  | 70-79 | **C** |  |
|  | 60-69 | **D** |  |
|  | 59 and below | **F** |  |  |  |

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| **ATTENDANCE POLICY:** |

In Spanish, we do almost all of our learning together in class. It is *very* important to be in class and actively participating every day.

If you must be absent (excused or unexcused), you are responsible for getting all of your in-class assignments and make up work done within 5 days of your absence. If it is late, see the following information:

6 days late = 70%, 7 days late =60 %, 8 days late = 50%, and 9 days late or more = 1% (one percent!) You may contact a classmate to see what you have missed in classs. Make-up work cannot be done during class. The easiest way to avoid this is to be in class everyday!

Additionally, in accordance with David W. Butler High School police, **you will have five (5) days to make up a test if you are absent on a test day.** Once again, it is **your responsibility to schedule a make-up time** with me, your teacher to retake a test. However, you must attend tutoring first and then take the test.

I usually hold tutoring after school from 2:15 pm. to 3:00 pm., unless there is a meeting. Therefore, talk to me first before you stay after school.

**Every student is expected to attend class and participate in order to ensure their success in the course. Charlotte Mecklenburg Schools (CMS) stipulate that students enrolled in a 4x4 that miss more than six classes run the risk of failing the course. I offer attendance recovery during tutorials.**

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| **TARDY POLICY:** |

Timeliness to class marks an important component to academic success. In the event that a student arrives late to class they are expected to record their name, the time they entered class, as well as the reason for the tardiness on the Tardy Sheet located on the table as you enter the classroom. The consequences for tardiness are as follows:

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| --- | --- |
| 1st Tardy | VERBAL WARNING |
| 2nd Tardy | STUDENT/PARENT INFORMED |
| 3rd Tardy | TEACHER ASSIGNS LUNCH/A.S. DETENTION/PARENT NOTIFIED |
| 4th Tardy | REFERRAL TO THE APPROPRIATE ADMINISTRATOR/ADDITIONAL INTERVENTIONS |

**UNITS**

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| **Units** |
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| 1. **It’s all About me!**
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| **2.Where I Spend my Time** |
| **3. Chilling****4. Getting Around****5. Review for Final** |
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| **TUTORIALS:** |

Tutorials will be held upon request and by appointment, usually after school from 2:15 pm to 3:00 pm.

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| **CONTACT:** |

I can be reached via phone at Phone:**:(980) 343-6300**. I also check my e-mail daily and I can be reached at m1.soto-weisman@cms.k12.nc.us if you should have any questions or concerns. I welcome any invitation for conferences; my planning period is 2nd period, 8:50 am – 10:20 am.

**SUPPLIES NEEDED:**

* 2 Inch binder
* 8 Dividers with tab (dollar store)
* Loose paper (dollar store)
* Composition notebook (dollar store)
* **1-2 packs of index cards – A MUST!! (dollar store)**
* Red and black color pens
* highlighters (any color)
* Pencil and eraser
* I box of Kleenex (PLEASE BRING ONE!!)
* Hand sanitizer (not soap)

**IMPORTANT: INDEX CARDS ARE A MUST, we will be using them during the whole course!!!**

**MY BACKGROUND:**

My name is Minerva Soto-Weisman. I was born and raised in Mexico. I came to the Unites States when I was 16 years old and finished High School in Waukegan, Illinois. I then pursued a career in Bilingual/Bicultural Education from Western Illinois University with an English as a Second Language endorsement and Spanish. Later, I went to graduate school to pursue a career in Special Education through National Louis University (Chicago). I have been teaching for 23 years. I am happily married and enjoy spending time with my children, William who is nine years old and Kathryn (Katie) who is five. My passion lies in teaching. I love to respect my students, and I expect mutual respect as well. I hope to have a wonderful semester with you!

**QUALIFICATIONS:**

* Bachelor’s Degree (Bilingual/Bicultural Education) from Western Illinois University
* Special Education Degree from National Louis University
* English as a Second Language and Spanish teaching endorsements

**MY PHILOSOPHY:**

I believe that **ALL** students can acquire a second language. I have a passion for Spanish, and I will do all that I can to help you acquire Spanish. By committing to show up to every class and participate, you will make significant progress this year and receive a grade that reflects that progress. I know that this is going to be a fun and exciting semester, full of laughs and success for all.

I am so excited to get to know each of you this semester. I hope that through my class you will learn a little more about yourself, while learning several things about the language and culture of Spanish-speaking groups all over the world. Together, we will learn not only how to tolerate differences, but also how to appreciate uniqueness and diversity. I cannot wait to watch you become ***proficient, passionate language learners who make a difference in the world!***

Sincerely,

Señora Soto-Weisman

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***Syllabus and Classroom Agreement***

*Please fill out, sign, and return to Mrs. Soto-Weisman by January \_\_\_\_\_\_\_\_\_\_\_\_\_, 2016.*

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read my syllabus and understand the expectations for me in Mrs. Soto’s class.

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, as parent/guardian of this student understand the expectations placed upon my student in his or her Spanish class.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Parent/Guardian Contact Information:***

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| Student’s Name: |  |
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| Parent/Guardian’s Name(s): |  |
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| Relationship to Student: |  |
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| Home Phone: |  |
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| Work Phone:  |  |
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| Cell Phone: |  |
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| ***Email Address:*** |  |
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| What is the best way to contact you? |  |
|  |  |
| What is the best time to contact you? |  |
|  |  |
| Cell Phone:  |  |

Are there any issues, concerns, or anything else you would like to share with with me so that I may best serve your student? **Yes \_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_ If yes, please explain below:**

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\*\*If you did not leave it above, please consider leaving an ***email address*** that you can be reached at, as I will be sending periodic updates on our class throughout the semester. Thank you!\*\*

**PARENT/GUARDIAN CONTACT RECORD**

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| **Date** | **Contact Person** | **Method** | **Notes** |
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