**Modern Languages**

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# The Georgia Performance Standards for Modern Languages (GPS) are based on Standards for Foreign Language Learning in the 21st Century and the American Council on the Teaching of Foreign Language (ACTFL) Performance Guidelines for K-12 Learners. The GPS are organized in outline form, integrating the national standards and the three modes of communication: interpersonal (IP), interpretive (INT), and presentational (P), as well as Cultural Perspectives, Practices and Products (CU), and Connections, Comparisons, and Communities (CCC). Also included are assessment recommendations and a list of suggested skills and topics for each level.

 **Goals:**

**•**To equip students with realistic lifelong skills that will enable them to function competently in a language other than their own and communicate and compete effectively in the global community and marketplace;

**•**To instill a greater awareness of their own culture and the culture(s) of others;

**•**To enrich students' lives by increasing their appreciation for language and culture

 The modern language curriculum will develop students’ skills in the skill areas of listening, speaking, reading, writing and cultural competence. In addition, the curriculum will provide them with the ability to view, absorb, and evaluate material from non-print sources.

 **Standards:**

 a. Communication –Students will engage in conversations, understand and interpret

 spoken and written language, and present information on a variety of topics.

 b. Culture – Students will learn about target culture products, practices and

 perspectives.

 c. Connections – Students will connect aspects of their target language learning with

 information acquired in other subject areas such as Math, Science, Social Studies,

 English and Art.

 d. Comparisons – Students will demonstrate an understanding of the nature of

 language and culture, making comparisons between those of the target language

 and their own.

 e. Communities – Students will find and engage in the target language outside of the school environment and show evidence of building a life-long skill for their own

 personal enjoyment and enrichment.

Specific proficiency targets for middle school fall in the Novice and Intermediate-Low levels of the ACTFL Proficiency Scale. Students work towards the year-end goal of reaching novice mid listening, reading, writing and speaking levels. (Students can communicate using common words and phrases to provide basic information about themselves and selected topics).

 **Scoggins Middle School**

 **Spanish 6, 7 and 8**

 **1.Teacher:** Carolyn Angresano

 **2.** **Auxiliary Textbook(s):** Descubre 1, José Blanco/En Español, McDougal Littell

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 school environment and show evidence of building a life-long skill for their own

 personal enjoyment and enrichment.

**4**. **Course Description:**

The course is designed to teach elements of the Spanish language and culture. Through short dialogues using everyday vocabulary, students will begin to speak, read, write, and understand conversational Spanish. Students will be engaged in a variety of activities to foster a better understanding of the language and the culture. Students will be accustomed to the instruction in the Spanish language. As students continue in their course of study in the language their level of proficiency increases.

**Modern Languages Connections Course Description**  Connections language course focuses on the introduction of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have no prior knowledge of the language and culture. Under no circumstances should a student who has had elementary foreign language for the equivalent of 30 minutes per day for five days per week for one year or more be allowed to take a Connections course unless it is in a different language than the one originally experienced. This course may be taught over **nine weeks** (e.g., middle school programs). The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of the Connections language course, students will exhibit Novice-Low level proficiency in speaking, listening, and reading and possibly Novice-Mid level proficiency in writing (ACTFL Proficiency Guidelines, 1999). Student Profile (Connections)

 **Modern Languages Connections Suggested Topics** The following topics are strongly suggested for the Connections course. These topics should be combined into coherent thematic units and taught in context. The GPS for Modern Languages encourage language taught in communicative context and discourage language taught in isolation. Celebrations, Colors, Family and Friends, Geography, Numbers, School and Classroom Routine, Self, Time and Calendar Weather.

**5. Parent Communication:**

Email – is the most efficient way to contact teachers

Remind-81010 6th - @cangres 7th -@cangresa 8th- @cangresan

Conferences – may be scheduled based on each student’s needs

Interim Report Cards – come home every 4 ½ weeks

Infinite Campus – please check frequently for your child’s progress

**Mrs. Angresano’s email is** [**cangresano@paulding.k12.ga.us**](file:///C%3A%5CUsers%5CCarolyn%5CDocuments%5Ccangresano%40paulding.k12.ga.us)

**6. Absence Make-Up Procedures: See Student Handbook**

Upon returning to school following an absence, it is the student’s responsibility to contact the teachers to request make-up work. Students will be given the same amount of time to make up the work as the student was absent unless other arrangements are mutually agreed upon. The student will receive the actual grade on the make-up work if the absence was “excused.”

**7. Assessments:** Students are evaluated in a variety of ways including unit tests and quizzes (both teacher-made and commercially-produced). District-wide Final Common Assessments are administered at the end of the school year to assess overall student performance.

**8. Projects:** Will be assigned at teacher’s discretion; announced in class and posted on my website

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**9. Classwork:** Students will be given daily classwork and are **expected to complete all classwork assignments**. At the discretion of the teacher, some classwork may be assigned for homework. All graded assignments must be handed in prior to the lesson summative assessment for full grade earned. Classwork completed after the summative assessment for that lesson will be accepted for a grade of 60%.

**10. Homework:** Students should be **reviewing material covered in class every evening**, in addition some homework may be assigned to reinforce vocabulary and/or grammar**. Work sent home for completion** must be handed in on the date specified by teacher. **Late work** will be accepted for: 1 day late 80%, 2 days late 70%, 3 days or more 50%.

**11.** **Recovery Policy:** Students who wish to participate in the recovery process must engage in a remediation activity in order to attempt a retest for a *summative assessment*. ***If a student scores 79% or less on a summative assessment, they are eligible to request recovery.*** After a student requests recovery and engages in a remediation activity, ***he or she may take the recovery assessment.*** If the recovery grade earned is higher than the initial grade, it will replace the initial grade in the gradebook, but will not exceed 80%. Furthermore, all recovery opportunities expire 5 days after receiving the grade on the initial assessment to request recovery.

**12. Paulding County Grading Scale:**

A: 100-90

B: 89-80

C: 79-70

F: 69 and below

ACTFL (American Council Teaching of Foreign Languages) developed “can do” statements that indicate growing language proficiency. Students work towards the year-end goal of reaching novice mid listening, reading, writing, and speaking levels. (Students can communicate using common words and phrases to provide basic information about themselves and selected topics.)

 ** Novice Low Novice Mid Novice High Intermediate Low Intermediate Mid**