



Spanish I 1st & 3rd Period.
60.0710000-2 Spanish I 60.2710016-1 Spanish I GFT
60.0740000-1 60.0710000-3 Spanish I

Semester/Year: Summer-Fall/ 2024

Instructor: Mrs. Rakestraw, Niurka

Class Location: Room 2111/ Spanish I - GFT

Class Meets at: 8:20-9:55 a.m. (1st Period), 11:30-1:40 p.m. (3rd period)

Tutorial Day and Time: Wednesdays 3:30– 4:30 pm.

Tel.: 770 – 473- 3241

Email: niurka.rakestraw@clayton.k12.ga.us (Enter your complete name, period, and reason in the subject line)

COURSE DESCRIPTION

This course is geared towards creating well rounded Spanish speakers both culturally and grammatically. This course should build students towards AP Spanish by following the units developed by the College Board. For more resources and information, please see GADOE Inspire: <https://inspire.gadoe.org/collection/60.071/0>

LEARNING OUTCOMES

Students will be able to:

- Communicate effectively in the foreign language in a variety of speaking situations.
- Communicate effectively in the foreign language via proficient, articulate, and well-organized writing.
- Demonstrate comprehension of the spoken foreign language in a variety of listening situations.
- Demonstrate comprehension of a wide range of foreign language written materials.
- Demonstrate a clear understanding of the culture(s) of the foreign language studied.

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: **Senderos I, II, III & IV**

Supplemental Texts:

Selected Readings: Culture / Lectura Literaria / Lectura Informativa/ ancillary resources (View list below)

Useful Websites: <https://translate.google.com/> <https://www.spanishcorrector.com/> <https://www.spanishdict.com/conjugation>
<https://www.elmundo.es/traductor/> <https://quizlet.com/>

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING

- **Projects** will be completed for each unit.
- **Research papers** will be completed for each unit.
- **Portfolios** will be completed at the end of the course.
- **Final Exam** will be taken at the end of the semester. It will include a selection of listening, speaking, reading, and writing activities of the four units of the semester.

SENIOR EXIT PORTFOLIO:

The CCPS Senior Exit Portfolio is a requirement for all 12th grade students taking the 12th grade British Literature and Composition course. Throughout the senior year, students will collect assignments, performance tasks, writings, assessments, and college/career preparation documents to complete their CCPS senior exit Portfolio. The CCPS Senior Portfolio integrates tasks that require knowledge gained from English, Social Studies, Science, Math, and Career Technical Agricultural Education (CTAE) courses. Teachers are required to facilitate adherence to the periodic due dates to ensure that students meet the final requirement of a portfolio that represents their best work and learning experiences. Teachers will use a digital resource to assist students in the management and maintenance of the portfolio throughout the year. The CCPS Senior Exit Portfolio is comprised of the following: biography, personal goals, college/career package, education philosophy, and independent study. At the end of the school year, students are required to deliver a formal presentation of the portfolio using presentation type software.

EVALUATIONS PROCEDURES

High School and High School Credit Bearing Courses Grade Weights					
Courses with an End-of-Course (EOC) Exam			Courses without an End-of-Course (EOC) Exam		
Classwork	35%		Classwork	35%	
Tests/Quizzes	30%		Tests/Quizzes	30%	
Projects	15%		Projects	15%	
End-of-Course Exam	10%		Final Exam	10%	

GRADING POLICY

Letter Grade	Performance Level	Description of Performance Level
A	90-100	Exceeding content expectations
B	80-89	Meeting content expectations
C	71-79	Working towards meeting content expectations
D	70	Inadequate progress towards meeting content expectations
F	69 and below	Did not meet content expectations
NC	No Credit	Enrolled 10 days or less
I	Incomplete	Course requirements not completed

Class Policy:

- Be on time (5-10 minutes earlier)
- Be on task
- Be prepared
- Behave appropriately at all times
- Be ready with the required technology
- Use appropriate clothing
- Do not eat while in live sessions
- Read course-related news and announcements
- Find out about your daily assignments
- Share work and discuss ideas with your teacher and classmates.
- Meet the course deadlines. Avoid late deductions. This course is not self-paced
- Look for scores when your teacher has reviewed, graded or commented assignments and returned to you
- Be clear, specific, and respectful when communicating with your instructor
- Be honest and original. I will not tolerate plagiarism in any way
- Participate active and regularly to earn credit
- Submit your work in Canvas for credit
- Cell Phones, headphones, music devices, hats, hoods, toys, dice, playing cards and the like are not permitted at school with students during school hours. Teachers will collect these items and send them with the student's name to the appropriate administrator. Such items will be kept until the last day of school or until a parent retrieve them ([Student Handbook, Behavior Code Student Offenses/ Communication Device Offenses - unauthorized possession/use](#)) p. 43.

MAKE-UP WORK POLICY:

All students are provided an opportunity to make up missed assignments, regardless of the reason for the absences. It is the student and parent's responsibility to complete all work within three school days of the student's return to school. Students will present the make-up work to the teacher for grading. Grading for the make-up work should be shared with the student within a reasonable period, i.e. 3-5 days. It is the parent and student's responsibility, as appropriate, to initiate the make-up work for missed assignments, tests, and class work. Students must assume responsibility for obtaining the required information and making whatever arrangements are necessary with the teacher. Parents should assist their child with requests for make-up work and other missed assignments and tests.

Students may arrange times with the teacher for making up work for the mutual convenience of student and teacher. Make-up of tests/quizzes should be done before or after school except otherwise arranged by the teacher. Teachers may assign different work or a different test than that which was originally assigned to other students. It is critical that parents remain involved in this process to ensure academic success for the student. Long-term assignments with preset dates are due on the assigned dates, regardless of a student's previous absence.

PARENTS-TEACHER CONFERENCE

Parents can contact the student's counselor to schedule a parent-teacher conference with:

[Ms. Jenkins](#) (Student's last names A-D) [Ms. Corell](#) (Student's last names E-k)
[Ms. White](#) (Student's last names L-Q) [Dr. Jorge](#) (Student's last names R-Z)
Graduation/Credit Recovery Counselor: Ms. [Taylor Robinson](#)

Parents can access their student's grades and attendance online via Infinite Campus Parent Portal. Please see the parent liaison, Mrs. Tonya Pass-Brown to obtain their username and password.

Grade Reporting:

Progress reports are issued every four and one-half weeks within each nine week grading period. Report cards are issued every eighteen weeks at the high school level. Report card grades will include both letter and numeric grades for all students.

Progress Report Dates:

Semester One:	September 11	October 21	November 21	January 15
Semester Two:	February 18	March 24	May 1	June 5

Week #	Units	Readings Materials
Week 1	Course Introduction	Explanation & practices of Reading Comprehension Tests
Week 2	Unit 1 – Personal and Public Identities	Cultura: Spanish speaking countries around the world. Nationalities of people from Spanish-Speaking Countries.
Week 3	Senderos - Lección 1: Hola ¿Qué tal?	
Week 4	Unit 2 - Global Challenges	Cultura: School and education activities that are available in Spanish speaking countries and countries around the world. What are some barriers to education for students in countries outside of the US? What does secondary school look like in Mexico?
Week 5	Senderos - Lección 2: En la clase	
Week 6	Unit 3 - Families and Communities	Cultura: Understanding family relationships from a family tree, professionals of family members, and familial traditions in Spanish speaking countries.
Week 7	Senderos - Lección 3: La familia	
Week 8	Unit 4 - Contemporary Life	Cultura: The practice of bullfighting as a sport in Spain and dishes from different hispanic countries.
Week 9	Senderos - Lección 4: Los pasatiempos	
Week 10	Unit 5 - Science and Technology	Cultura: Find and choose ecotourism travel destinations throughout Latin America where flora, fauna, forests, volcanos, or other natural attractions or cultural preservations are known for drawing tourists.
Week 11	Senderos - Lección 5: Las vacaciones	
Week 12	Unit 6 - Beauty and Aesthetics	Cultura: Currencies used in different Hispanic countries. Pictures of traditional outfits worn in Hispanic countries.
Week 13	Senderos - Lección 6: De compras	
Week 14	8/14 – MAP, 10/23 – PSAT/ACT/ASVAB	Make-up days & testing period
Week 15	Seal of biliteracy – Georgia International Skill Diploma Seal Hispanic Heritage Month (September 15-October 15) Halloween Themed Lessons	
Week 16	Thanksgiving Themed Lessons National French Week (November 3-9)	
Week 17		
Week 18		

ACADEMIC INTEGRITY

Students are expected to submit work for evaluation that has been completed solely by that student, unless group assignments have been so designated. Academic integrity is expected at all times. If a student is found cheating on a graded assignment, the student will not receive credit for that assignment and will face possible disciplinary action. Cheating and plagiarism are considered very serious academic offenses. Any student who plagiarizes or cheats on an assignment and/or test should be referred to the administrator.

GEORGIA'S SEAL OF BILITERACY AND INTERNATIONAL SKILLS DIPLOMA SEAL

ALL Morrow High School students are eligible to attain Georgia's Seal of Biliteracy and the International Skills Diploma Seal. In today's global marketplace, it is important for students to acquire the interdisciplinary skills they need to be globally competent and competitive. It is a signal to employers and higher education institutions that a student is prepared to participate in the global economy. To obtain these seals, students must demonstrate the determined level of proficiency in English, as well as one or more additional languages, be that language a native language, a heritage language, or a language learned in school or another setting. Students must also engage in extracurricular activities and experiences that foster the achievement of global competencies.

****Some components for Georgia's Seal of Biliteracy may be completed prior to high school for some students (as with dual language immersion programs, English learners, and other populations).**

Georgia Seal of Biliteracy: <https://tinyurl.com/5fvfkakp>

International Skills Diploma Seal: <https://tinyurl.com/mtksuy28>



Morrow High School Cell Phone Policy Electronic Devices

Cell phones will not be permitted during class time.

Cell phones are to be placed in lockers at the beginning of each school day and retrieved after school **OR** secured with the teacher at the beginning of each class period and returned at the end of the class period.

Violation of this policy will result in the following:

- **1st Infraction:** Confiscated and returned at the end of the class period.
- **2nd Infraction:** Confiscated and returned at the end of the school day.
- **3rd infraction:** Confiscated and returned to parent at the end of the day.
- **4th Infraction:** Confiscated and returned to parent at the end of the week.

Refusal to comply with request to turn over cell phone when instructed to do so:

- Administrative referral

Please support us in our efforts to maintain a distraction-free environment.



DRESS CODE

ITEMS NOT PERMITTED

THE FOLLOWING LIST CONTAINS SOME OF THE ITEMS THAT ARE PROHIBITED FROM BEING WORN AT MORROW HIGH SCHOOL.

- Flip-Flops/Slides/House Shoes/Crocs
- Bonnets and Hats
- Pajama Tops and Bottoms
- Biker Shorts
- Leggings or Tights
- See Through Shirts
- Short Cut Off Shirts Exposing Mid Section
- Tank Tops/Sleeveless Shirts
- Ripped Jeans
- Short Skirts 3 or more inches above the Knee
- Sagging Pants (a belt should be worn)
- Shirts promoting drugs, alcohol, profanity, racial, ethnic, or sexual discrimination
- Shirts displaying Offensive Graphic material

Student/Parent/Guardian Signature Page

(By returning this document completed in its entirety you will obtain the first 100 points of the participation. Students will have two weeks from the first grade of class to return the sign contract) Parents and students

I have read and understood the course outline for Mrs. Rakestraw Spanish class.

I _____ promise to comply with everything that is established in the syllabus and obtain excellent grades while staying focused on learning a second language.

Student's signature: _____ Period: _____

Parent/Guardian contact (name):

Parent/Guardian email address:

Parent/Guardian telephone number:

Parent/Guardian Signature:

Parent Questions or comment:

