

**Dr. Charles FLEIS**[cfleis@buckleyschools.com](mailto:cfleis@buckleyschools.com)

Room 325

231-269-3325, option 9

**Course Description:** **World Languages** is a basic introduction to the Latin-based “cousin languages” of Spanish & French. Additionally, some time will be given to discussion of other world languages’ origins and their alphabets or writing systems for comparison/contrast. Additionally, there is a strong emphasis placed on the cultures of the peoples who speak these 2 key world languages. As is true in most language learning, we will practice the 4 key skills: speaking & listening, reading & writing, plus important cultural aspects. *[We follow the State of Michigan’s Department of Education Standards, which are based around the National Standards created by American Council on the Teaching of Foreign Languages: Communication; Cultures; Connections; Comparisons; and Communities.]*

**Topics Covered:** Key units of study & activities are:

- ✓ **cultural history** – what is the origin of these 2 cousin languages? What is the history of how they expanded across the globe? How do they influence the modern world?
- ✓ **maps** – Where in the world are these languages used and why? Spanish will have a map quiz on the 20 key Spanish-speaking countries. As there are 60+ French-speaking countries or regions, students do cultural presentations where it is spoken to teach the class.
- ✓ **alphabet** – alphabets and sounds are studied. To assess, I spell words and students write them.
- ✓ **numbers** – we learn 0-39 in both languages. I say the number and students write the numerals.
- ✓ **basic introductory vocabulary** – we study vocabulary for basic, introductory conversations. The students use this to write and perform brief skits in the language as a conclusion.
- ✓ **cultural contexts:** proper use of formal and informal speaking; a variety of focused regional studies; and fun videos about language usage and (mis)translation.

**8<sup>th</sup> Grade:** An accelerated general review is done to refresh former students and to introduce new students to the class and its topics. After that, we expand the previous culture and vocabulary knowledge. We learn other vocabulary to use for small skits and activities.

**Classroom Guidelines:** also, reference the Classroom Expectations page.

- **Arrival:** Be on time. Sit in assigned seat. Come prepared or get a tardy (pencil, notes, papers, etc.).
- **Attitude:** Be positive. Be productive. Use class time wisely.
- **Beverages:** Nothing other than water is allowed unless it is in a sealed container.
- **Respect:** All classroom materials; everyone’s ability to learn; each other; & yourself.
- **Phones:** No cellphones/electronic devices (unless approved for a class project).
- **Cheating:** NO! BAD! Plagiarism, Google Translate or similar are considered cheating.
- **Responsibility:** YOU are responsible for your learning. Manage your class grade.
- **Communication:** Language (written & spoken) is communication. It is the key!
- **Extra Help:** It is always available. Let me know, sooner than later, if you need extra help.

Schedule a time to meet with me. I am here to help you succeed!

## **Making the Grade:**

### **Grading**

All grades are posted on PowerSchool. The cumulative grading system calculates a student's grade in a class that counts each new assessment points as it is assigned throughout the semester. Check your grades daily, and stay aware of your assignment scores **and** missing assignments.

GRADING SCALE			
<b>A</b>	93-100	<b>C</b>	73-76
<b>A-</b>	90-92	<b>C-</b>	70-72
<b>B+</b>	87-89	<b>D+</b>	67-69
<b>B</b>	83-86	<b>D</b>	63-66
<b>B-</b>	80-82	<b>D-</b>	60-62
<b>C+</b>	77-79	<b>E</b>	59 ↓

a) **Classroom Performance and Attendance:** Given the communicative emphasis of this course, students are expected to attend class regularly. It is imperative that students be punctual, have their homework prepared, and willingly participate in class. 5 points are assigned weekly for the student's general overall attitude and willingness to participate.

b) **Classwork and Other Assignments:** Classwork will be given daily – excluding test days. This may include, but is not limited to, exercises from the text, extra handouts, listening activities, speaking activities, workbook assignments, and online activities.

c) **Assessments:** These may be given on paper or electronically.

**QUIZZES** will be given periodically, they are brief and are to spot-test a specific learning concept or two. They will focus on vocabulary and comprehension primarily. They may also test listening comprehension. Cultural lessons will be assessed in a quiz. An official quiz will be announced at least 2 class days in advance. Pop quizzes will calculate under (b).

**SKITS** will be assigned with a specific rubric to know requirements and grade expectations. There is a grade for writing the skit and one for performing it. Partners are graded individually for the work they do.

**PROJECTS** are assigned for cultural presentations or other general knowledge learning. They too have specific rubrics that demonstrate requirements and grade expectations. Typically, these are individual.

**Late work:** Most of the daily assignments given in this course are designed to be completed in class. If you do not complete the assignment during class time, then **YOU** are required to finish it before the next class date. If the work is due at the end of the hour and you do NOT complete it, then you will receive a "late" mark in PowerSchool.

## **Absence Make-up Work:**

### **Excused Absences:**

- Work may be made up either ahead of time (for planned absences) or one day late per day missed, per the student handbook.
- For **pre-excused absences** (e.g., vacation, hunting, events), work is due **two days after returning**.
- Students must write "**ABSENT**" at the top of any make-up assignment to ensure full credit.

### **Unexcused Late Work:**

- A **20% penalty** will be applied. Work will **not be accepted after the chapter test** unless special circumstances are approved by the teacher.

## **Re-do work for assessments (quizzes, quests, tests - not exams):**

**Re-do work** is allowed with the Bear Buck Policy. A **re-do an assessment** is allowed if the student **received 69% or less**; however, the best score that can be earned is a B- (82%). This provides an opportunity to learn properly certain subject material and to recover poor grades. Language is like Math, A student must understand the previous concepts in order to be successful in later concepts. Fortunately, there is a lot of planned repetition and reinforcement within the course normally.

## **REQUIREMENTS:**

**OTUS** – Study materials are posted through OTUS. This includes notes, worksheets, study guides, online practice links (QUIZLET), etc. Always access this information there if you have missed class or if you need to study and your class folder is at school.

**FOLDER/NOTEBOOK** – Nearly all information on quizzes, quests and tests are composed from practices and examples done in class. Therefore, it is important to **keep ALL notes and work** gathered and in order. All important papers are printed on colored papers. It is important to keep these collected and organized by chapter and section. This is typically noted in the upper left corner of a paper. For example, 3.2a notes grammar means notes of chapter 3, unit 2, grammar part A. This helps students to know where materials are for working and studying.

**WRITING TOOL** – As work is done daily in class. It is necessary to have a pencil (preferred for erasing and editing) or an ink pen for taking notes and completing assignments.

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### **ASSIGNMENT #1: 5 points: due by Friday, the 6<sup>th</sup> of September**

- 1) Create an EMAIL to Dr. Fleis - [cfleis@buckleyschools.com](mailto:cfleis@buckleyschools.com)
- 2) Write one (1) sentence that tells Dr. Fleis that you have read and understand the syllabus.
- 3) Write one (1) sentence telling me what your favorite activity/moment was from your summer break.
- 4) Send the EMAIL to Dr. Fleis

## **Dr. Charles Fleis - BMS - World Languages Classroom Expectations**

### **1) Respect: a pillar in any classroom, especially in languages.**

- a) Respect yourself, your classmates, your teacher, your school and the property therein. Plus, respect your own power to learn.
- b) Always listen attentively. Offer helpful information. Provide the support to others that you wish to receive.
- c) Kindness reigns supreme.

### **2) Responsibility: what you are supposed to do to be successful in class**

- a) Come to class on time, be positive and be prepared to learn productively.
- b) Complete work as required. Prepare properly for all classwork from exercises to exams. Always write your name, date, class and tasks on all assignments.
- c) DO YOUR OWN WORK. DO NOT use Google Translate or a neighbor (they won't be there to help you on quizzes & tests).
- d) If you are going to miss class, notify the school, then check the OTUS and, if the work is unclear, email the teacher. Have all work prepared to submit upon return.
- e) Keep all notes, practices and quizzes in a neat, orderly manner so that you can more easily prepare to succeed on tests.

### **3) Results: grades are earned, not given. You learn it when you earn it!**

- a) Offer active, productive and positive participation in class (in-class activities)
- b) Submit homework on time that is completed in a good, honest, thoughtful and effortful manner.
- c) Study regularly - a must in language learning. Give the necessary effort in your studying for the grade that you wish to earn. Do this on everything from practices to tests.

*Together, in doing these, we will have an exciting, enjoyable and productive time together as we learn another language and the cultures of the people who speak it.*