

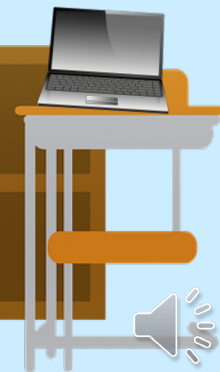
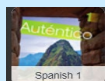
¡Hola!  
Soy la  
maestra  
Clendaniel

*¡Bienvenidos a la clase de  
español!*

**Syllabus**

**Class  
Rules**

**Daily  
Agenda**



## *All about me*

I grew up in Delaware. I attended Salisbury University and earned a BA in Spanish. Later, I attended Wilmington University to earn a Master's in Education. I have lived in Savannah, Georgia, Hilton Head, South Carolina, Bluffton, South Carolina, and Due West, South Carolina. This is my third school year teaching in St. John's County. I love learning and teaching Spanish! In my free time, I love going to the beach with my family.



# *Supplies*

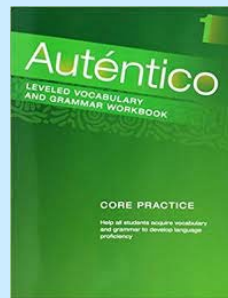
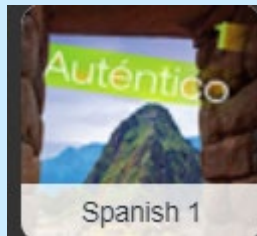
- 1 composition notebook
- 1 2 pocket plastic folder
- Pencils or pens
- Index cards (Optional)



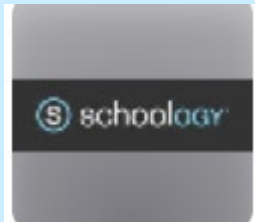
# Textbook & Resources

These will be used daily

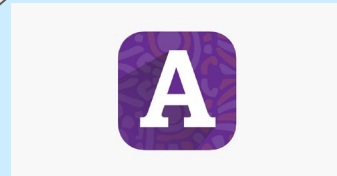
*Text Book &  
Workbook*



*Main Communication  
Center*



*Additional  
resources*



# Structure

Students must adhere to student the code of Conduct

## Schoology

- Daily Agenda
- folder for lessons & assignments due
- Calendar
- All announcements

- Warm ups
- Note taking
- Skits
- Homework is practice

## Skills used

- Listening
- Speaking
- Writing
- Reading

## Class rules

- Be on Time
- Be prepared
- Be polite
- Be ready to think
- Be open to new ideas
- Be willing to take risks

Failure to follow class rules will result in the warning procedure:

1. Verbal warning
2. Student/Teacher Conference
3. Email home with documentation
4. Dean referral (Demerit)

Attendance will be taken at the beginning of every class

# *Important Info:*

- All warm-ups are reviewed each day. I randomly select 1 warm-ups at to grade.
- Students are required to keep an organized composition book.
- Students are notified of upcoming assessments verbally, on the board in class, update reminders in Schoology and on the calendar in Schoology.
- Students may not submit formatives beyond the unit summative.
- Make-up work takes much longer to grade than work submitted on time!

How can I help my child be successful in Intermediate Spanish?

1. Review the class expectations with your child. I will be addressing them in class, but your support at home is appreciated too!
2. Ensure sure he/she is here at school and has good attendance.
3. Remind your child to save socializing for before school, the hallways, lunch, and after school.
4. Stress the importance of respecting the teacher.
5. **Empower your child to check Schoology for posted upcoming assignments and HAC for any missing assignments.**
6. **Encourage your child to study!!**

## **Spanish Beginning Course Description:**

The M/J Beginning Spanish course is an introductory course that presents vocabulary and grammar needed by beginning students to use in basic conversations. Students will also have the opportunity to learn about different cultural aspects related to the Spanish language from various countries. This course is modeled on the communicative approach where emphasis is placed on communicating a message through meaning-bearing input and structures output rather than just repetition and rote memorization. While it is important for you to study vocabulary and produce the language, our approach will be directed toward the exploration and understanding of the language. Students are expected to use the target language every day and have fun exploring the Spanish language culture.



## **Spanish Intermediate Course Description:**

The M/J Intermediate Spanish course is a continuation of M/J Beginning Spanish. We will expand on vocabulary and grammar and continue our communicative approach to learning by engaging in speaking, listening, reading and writing skills. Students will also have the opportunity to learn about different cultural aspects related to the Spanish language from various countries. Students are expected to use the target language every day and have fun exploring the Spanish language culture. At the end of this course, students who do very well in both Beginner and Intermediate Spanish can choose to earn a high school credit for level 1 Spanish.



# SCHOOLGY

- The weekly agenda is posted Sunday for the upcoming week.
- All formatives and summatives are announced on the Schoology Calendar at least 3 days in advance.
- Each chapter has a folder. All notes, practice booklets, and classwork can be found under the chapter folder. For example: Capitulo 1A
- I post practice booklets for each vocab and grammar topic that we cover. These are a great study resource.

# *Course at a Glance Beginning*

## Quarter 1: Para Empezar

**1- En la escuela**

**2- En la clase**

**3- El tiempo**

## Quarter 2: Cap. 1 Mis amigos y yo

**Capítulo 1A: ¿Qué te gusta hacer?**

**Capítulo 1B: Y tú, ¿cómo eres?**

## Quarter 3: Cap. 2 La escuela

**Capítulo 2A: Tu día en la escuela**

**Capítulo 2B Tu sala de clase**

## Quarter 4: Cap. 3 La comida

**Capítulo 3A: Desayuno o almuerzo**

# Course at a Glance Intermediate

## Quarter 1: Tema 1

**REVIEW. All units from Para Empezar through 3A**

## Quarter 2: Tema 2 & Tema 3

### **Capítulo 3B / Para mantener la salud**

- Healthy Activities, Food groups

### **Capítulo 4A | ¿Adónde vas?**

-Leisure activities, places in the community

**Gramática:** verb ser, ir, asking questions, plural of adjectives

## Quarter 3: Tema 4

### **Capítulo 4B ¿Quieres ir conmigo?**

-Sports and activities outside of school

Extending, accepting, and declining invitations

**Gramática:** Ir + a + infinitive

## Quarter 4: Tema 5

### **Capítulo 5A: Una fiesta de cumpleaños**

- Family members and pets

### **Capítulo 5B Vamos a un restaurante!**

- Food and table settings, Eating out , Describing people and things

# STANDARDS

Both courses will cover the “main” standards of the language each day:

- Standard 1 : **INTERPRETIVE LISTENING:**

The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.

- Standard 2: **INTERPRETIVE READING:**

The student will be able to understand and interpret information, concepts, and ideas, in writing from a variety of culturally authentic sources on a variety of topics in the target language.

- Standard 3: **INTERPRETIVE COMMUNICATION:**

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

- Standard 4: **PRESENTATIONAL SPEAKING**

The students will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

- Standard 5: **PRESENTATIONAL WRITING:**

The students will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

# Good Habits for a Successful Language Learner

- Takes risks
  - Is not afraid to speak
- Respects the culture differentiation
  - Is not ethnocentric & keeps an open mind
- Listens carefully
- Uses cognates often
  - Words that sound alike, look alike and mean the same thing
- Practices real world content
- Memorizes vocab
  - Spelling
  - meaning

# Contact Information

Need help! I'm here for you ...

Allow 24 hours for a response



[kelly.clendaniel@stjohns.k12.fl.us](mailto:kelly.clendaniel@stjohns.k12.fl.us)



Message me in schoolology