



¡Bienvenidos a la clase de español!

¡Saludos! I, Señora Johnson, am looking forward to a wonderful year ahead with all of you. Language learning consists of 4 areas: reading, writing, listening, and speaking. In Spanish class we will explore themes such as self, family, home, food, restaurants, weather, time, past/future constructions, and the many Spanish speaking countries throughout the world.

Curriculum

Spanish 1/Spanish 2 – Across the district students will be using “¡Qué Chévere!” by EMC World Languages as a basis for customized units at each site. Every student will have an online textbook with many opportunities for interactive experiences, both listening and speaking. In addition to the new curriculum, students will continue to learn language through TPRS, Duolingo, Kahoot, and hands-on activities. The plan is for level I (year 1) students to complete units 1-5 and level II (year 2) students to complete units 6-10 of the new curriculum. By completing both levels over the course of two years students will receive high school credits!

Exploratory World Languages (Spanish)– This introductory semester-long class, offered on an every other day schedule, is designed specifically for 6th graders. They will experience language in action through Total Physical Response and a content-based unit about Chile (this includes food, music, history and geography)

Learning supports: In addition to traditional assignments/text, authentic experiences and tasks will support a more meaningful language learning experience. These may include:

- field trips – ordering in a restaurant
- Concordia Language Villages, and the History Center
- Cooking
- using technology to present/communicate
- Mexica and Spanish flamenco dance residency
- Acting/singing/games
- partnerships/lessons with native speakers/other learners

High school placement-

Students who complete level 2 in middle school will be placed in Spanish 2 in high school. Some exceptions may be made for exceptional completion of level 2, and students may be placed in Spanish 3 in high school. This is at the teacher’s discretion. Parents and students will be notified in before high school registration if Spanish 3 is an option. It is advised that students speak with a level 3 teacher at their high school to complete an informal conversational interview (usually during registration night).

Expectations

Language learning is a dynamic entity. Students are expected to engage through observation, listening, and responding, either in writing, verbally, or physical response. Success will come with a positive attitude, a willingness to take risks and practice, practice, practice (AT HOME, TOO!!!) The expectation is that, if this is done, students will excel in demonstrating proficiency in Spanish. ...And that is exciting!

Classroom expectations (P⁴):

- * Be on time (punctual).
- * Be prepared.
- * Be peaceful (with all people and property).
- * Be present (both physically and mentally).
- * Be honest (try Spanish without worrying about being perfect; translators are only allowed for one word translations).

*****Devices other than school iPads are not allowed (SEE SCHOOL WIDE EXPECTATIONS)

Supplies

Daily students will bring the following to class:

- Pencil
- Notebook
- Folder (x2) (Spanish 1 and 2 **ONLY**)
- iPad
- headphones

(OPTIONAL (and much appreciated)): kleenex, dry erase markers, and 4x6 note cards)

Communication/Availability

All relevant course material and class notices will be found on Schoology.

I love to hear from parents, but please also encourage your child to communicate directly with me. They may do this via email or in person (before 8:30am, at the beginning or end of class, or at 3:00). Please communicate with me via email at: adrienne.johnson@spps.org or leave a voicemail at (651)325-2500; I am available to talk M-F 8-8:15 am and 3:00-3:15pm. Please allow for a 24 hour response. *Students may make an appointment for additional help during recess or foundations (they must have a pass).

Grading (of final grade)

80% assessments (includes quizzes (biweekly), tests, and projects). Students may retake/do assessments until they are satisfied with their learning/grade IF they have completed all work in the category of participation.

20% participation (daily notes (in **notebook** (*students may use iPad for notebook with an IEP or 504 plan that includes this accommodation), practice items that lead to assessments, in-class speaking, learning logs (quarterly).

Homework is given 2-3 times per week (**Spanish 1 and 2 only**), unless there is a larger project being worked on. *Late work will be accepted up until a week before the last day of the quarter.*

See next page for more grading information.

Learning Target Assessment 4-point Grading Scale

<i>Achievement Level – Not all bullets apply to all tasks</i>	
4 – Exceeds	<i>Displays excellent quality on grade level standard, Performs with exceptional accuracy on grade level standard, Applies the learning in complex ways, Extends the expectations of the criteria for meeting the standard</i>
3 – Proficient	<i>Displays high quality, Performs with high accuracy, Applies the learning accurately, Meets expectations on all standards</i>
2 – Developing	<i>Displays basic quality, Performs with inconsistent accuracy, Applies the learning at a basic level, Partially meets expectations on all standards</i>
1 – Beginning	<i>Displays limited quality, Performs with limited accuracy, Applies the learning at a minimal level, Does not meet expectations on some standards</i>
0 – Learning not Observed	<i>Provides insufficient evidence, Provides evidence unrelated to task expectations Shows little evidence of understanding Demonstrates unacceptable errors or flaws</i>

Each learning target is based on the national ACTFL standards and are designated by the district as high priority standards. Projects are used to provide students with individualized instruction that engages with Spanish language and culture. Learning targets are assessed on a 4-point scale.

Because each learning target assessment is out of 4 points the traditional grading scale will not work. If a student correctly completes a Proficient level question, they receive a score of 3. But a 3 out of 4 is 75%, which usually means a C. Thus the grading scale must be adjusted.

The grading scale is as follows:

<i>4-point scale</i>	<i>Percent</i>	<i>Grade</i>
4	87.5-100%	A+/A/A-
3	62.5-87.49%	B+/B/B-
2	37.5-62.49%	C+/C/C-
1	25-37.49%	D+
0	0-24.99%	N
M/I	Missing/Incomplete	N



SPANISH CLASS CONTRACT

Please detach this form and send it to school by Friday, September 7th. This verifies that both parents/guardians of the following Spanish student have read and understood the learning/grading system and expectations for learning Spanish at Capitol Hill Middle School.

****Please sign and return this form for credit by **Friday, September 7, 2018.**

Name of student _____ Period _____

The Spanish expectation signature is due on or before Friday, September 7, 2018. Please turn into homework bin or via Schoology.

___ Please check (X) here if you **have** internet access.

___ Please check (X) here if you are willing to volunteer in the Spanish classroom (Spanish ability is NOT required).

___ Please check (X) here if you have any experience in the Spanish speaking world that you would be willing to share with students (travel, work, studies, living). If so, please explain:

I have read and understood all of the expectations for Spanish class.

Parent/s Signature X _____

X _____

Student signature X _____

Questions or concerns:

Thank you, and I look forward to a wonderful year in Spanish class!

Sra. Adrienne Johnson