

## HONORS SPANISH III SYLLABUS, 2018-2019

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### **COURSE DESCRIPTION/OBJECTIVES**

Spanish III is a thematically organized course that vertically aligns the building of communication skills to Advanced Placement Spanish 5. Students who earn a 3 or higher on the AP Exam- one kind of proficiency test- are eligible to earn a Bilingual Seal/Proficiency Certificate from the State of MN that can be used for jobs, careers, and future study.

**Students will use authentic print and audio texts along with textbook content to explore essential unit questions that relate to unit themes. Spanish III themes will be:** To Each Their Own - My Life, The Flavors and Tastes of Mexico, My healthy lifestyle - Then and Now, Crime and Mystery, Let’s Study Abroad in Madrid!, Conservation and the Natural World **Each unit will be carefully developing and strengthening abilities in the standard areas listed below:**

<b>American Council for Teaching Foreign Languages (ACTFL) Standards</b>	<b>ACTFL Advanced Proficiency Benchmarks</b> (target for all students for the end of level 3 course)  Students will be working towards the following “Intermediate Mid” performance range abilities.
<u>Interpersonal Communication</u> Conversations	<ul style="list-style-type: none"> <li>● I can exchange information in conversations and discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</li> <li>● I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</li> <li>● I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</li> </ul>
<u>Presentational Communication</u> A speech An essay	<ul style="list-style-type: none"> <li>● I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.</li> <li>● I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.</li> <li>● I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.</li> </ul>
<u>Interpretive Communication</u> Podcasts, movies, commercials, news segments A short story, a biography, a newspaper article	<ul style="list-style-type: none"> <li>● I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts.</li> <li>● I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.</li> <li>● I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.</li> </ul>

# STUDENT Learning

## Course Proficiency Scale:

## Why grading in a foreign language class is a little different from other subjects:

Advanced	A 100-92	<p>Learning a Foreign Language is a continual process of assessing and reassessing of language skills- speaking, reading, listening, and writing- as they work together to create linguistic proficiency.</p> <p>“Learners demonstrate what they “can do” consistently in each mode and at each sub-level, in numerous situations throughout the learning process. Learners may be at different levels for different modes (Interpretive, Interpersonal, Presentational) or skills (reading, listening, writing, speaking, signing).” -ACTFL, American Council of Teaching of Foreign Languages</p>	<p>Assessing language learning requires a certain element of spontaneity. Students must demonstrate what they are able to do in a variety of non-rehearsed contexts in order to determine a proficiency level. This proficiency level can be tracked, reassessed, and advanced by revisiting performance goals and applying strategies for improvement.</p> <p>“It is not sufficient for learners to show evidence of performance in just one specific situation; the indicators and examples at each sublevel illustrate how learners might demonstrate skills in each mode of communication through a wide variety of evidence.” -ACTFL, American Council of Teaching of Foreign Languages</p>
Proficient	A- to B 91-82		
Emerging Proficiency	B- to C- 81-70		
Minimally Proficient	D to D- 69-60		
Insufficient	F 59 and below		

### Determining Proficiency

Assessing a student’s proficiency in a second language is complex and will not progress without set-backs. A student’s proficiency is impacted by a number of variables, such as, topic of a prompt, personal interest, background information, and mode: speaking, reading, writing, and listening. Therefore, a student must demonstrate ability to *use* foundational knowledge in a variety of contexts over a period of time for the teacher to be able to determine the student’s level of proficiency. All of the data (student scores) are considered when determining a grade/proficiency level. Prior to the end of the trimester, students will be formally and informally assessed **many times** in a variety of themes in the skill areas of speaking, listening, reading, and writing. To develop proficiency, students need to receive specific feedback on a regular basis in relation to the learning outcome/standard. Students are then expected to apply different strategies and adjust their performance. In this way, students are given multiple opportunities to relearn and improve upon a skill in the context of the course outcomes listed above. At the end of the trimester prior to determining a final grade, all data is reviewed and considered. Teachers will look more closely at the most recent assessments. Additionally, if an “outlier” is identified (an uncharacteristically low score- say a 65 when all other scores in that skill area are 85) it will be dropped. Teachers will use their professional judgement and understanding of growth trajectories to contextualize a student’s data (scores) to determine the final proficiency scale/grade. Homework assigned will be tracked and reported for the purpose of providing actionable feedback to the student. Sometimes these assignments will be used as a formative assessment. Tracking progress, behaviors that support academic growth, goal setting, and applying strategies are integral to the course and students will be expected to participate in these activities that support their learning as they learn Spanish. (See these categories below for more information.)

**Formative assessments** are at the heart of teaching and learning and provide the student with an opportunity for critical feedback, which is then used by the student to improve his/her performance. Formative assessments serve as checkpoints for both teachers and students as students advance towards the more complex skill and knowledge levels that they must demonstrate for that unit/course. Examples include: quizzes, peer assessments, written paragraphs, and group presentations and or conversations, reading articles, and listening to podcasts/video segments. Not all formative assessments will be graded, but when they are the assignment score will not exceed 10 points and as a whole they will not make up more than 20 percent of the final grade. Formative assessments will be categorized by skill area (speaking, reading, listening, writing) so as to allow for ease of tracking skill development in that area and applying specific strategies for improvement. Each trimester will have a minimum of 4 formally

graded formative assessments in each skill area.

**Summative assessments** are considered high-stakes and are designed to provide students with the opportunity to showcase complex skills and knowledge that they have developed during a unit/a course. Consider these exams. There will be 2 unit exams each trimester. Each unit exam will include a reading, writing, listening, and speaking section and will be worth 100 points each section. Students will have had ample opportunity to practice the various components that make up the summative assessment/unit exam, receiving targeted feedback for improvement. Additionally, each trimester will end with the CSA (Common Summative Assessment) for the course and that will include an reading/listening exam for the “A” trimester and an additional writing/speaking for the “B” trimester. On the whole, the summative assessment category will make up approximately 80 percent of the final grade. Summative assessments will be categorized by skill area (speaking, reading, listening, writing) so as to allow for ease of tracking skill development in that area and applying specific strategies for improvement.

## **GUIDELINES FOR STUDENT SUCCESS**

**Participation IN SPANISH:** “Real World Español”. This class requires students to participate in the target language. Every level allows for this. My job is to always support this skill development by properly building lessons and scaffolding with visuals, partial phrases, vocabulary, etc. Your job is to TRY. We meet this expectation together as a team. Progress in this area is part of your grade and will count as ongoing formative assessments scores.

**Behavior:** Student expectations in the area of “In-Class Student Behaviors that Support College and Career Readiness” will be set and feedback will be provided to students. Students will be monitored through daily observations. In the grade book, a non-graded category will appear for each of the areas (see attachment) that will correspond to a number defined in the feedback column. Behavior feedback will coincide with progress reports so as to provide a more complete picture of how students are responding to the learning environment.

\*\*\***Cell phones/unauthorized electronic devices** are not to be seen or heard during class time without the express permission by the teacher. They are to be put away- not stored on your desk or anywhere else in view- during class time.

**Goal-Setting/Student Self-Reflection/Relearning:** Students will be given multiple opportunities to demonstrate their proficiency in each skill area. In foreign language, these learning outcomes- standards- are the same throughout the course, therefore, this is relearning! Students will be given class time to reflect and self-assess so as to track personal growth and progress made towards learning outcomes. Students will be provided a variety of strategies for improving the various skills areas of the course and will be expected to apply and refine the strategies they use. Parents and guardians can ask their student at any time for these papers should they desire to see how the student has been doing in class as well as what strategies the student has been applying.

**Homework/Practice outside of class:** Using a language is much like playing a sport or an instrument: one must practice it if one wants to use it. Therefore, nightly practice is required and expected. Two to three times per week students will receive formal feedback on homework assignments for targeted improvement. Additionally, students will receive a practice tracking form where they will record the type of practice they do. This will be periodically collected and also used as a tool to assist in the process of targeting areas for improvement. Plan on 5-10 minutes per night for Spanish 1, 10-15 minutes per night for Spanish 2, 15-20 minutes per night for Spanish 3, 20-25 minutes per night for Spanish 4, and 25-30 minutes per night for AP Spanish 5.

**Absences:** When a student does not receive an assignment due to an absence, it is the student’s responsibility to find out what he/she missed that day by accessing the class website via Google Classroom. This should be done prior to coming back to class. If a student is absent on the day of an assessment, the student must come in outside of class within one week of missing the evaluation date to complete it. Please sign-up on the bulletin board, providing me with the date, time, and assessment you need to complete. Papers and handouts are stored in a box at the front of the room. Help yourself. If you have questions speak to me AT THE END OF THE HOUR. Anything requiring a lengthy conversation should be handled before or after school.

**Help:** Please sign up for before or after school “meetings” if you are in need of extra help.

## TEACHER PRACTICES

**Missing work:** All missing work is expected to be turned in by the teacher-posted end of the trimester deadline. The student should make every effort to come in as soon as possible to complete missed assessments so as to receive feedback which leads to self-improvement.

**Extra Credit:** Extra credit will not be offered. Students should focus on course expectations.

**Academic Dishonesty:**

Cheating: Consequences for academic dishonesty- which include copying others' work or allowing others to copy your work, engaging in unauthorized collaboration on academic work, use of online translators, use of resources not allowed during an exam or quiz, and plagiarism- will include: a call to a parent/guardian, notification sent to assistant principal, completion of assessment after school, under the direct supervision of the teacher.

Please detach below and return signed to teacher. KEEP THE SYLLABUS FOR REFERENCE.

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Student's Full Name, PRINTED: \_\_\_\_\_ Hour \_\_\_\_\_ Date \_\_\_\_\_

I have read the above course expectations and procedures for my student.

La firma del estudiante – X \_\_\_\_\_ Fecha- \_\_\_\_\_

Parent/guardian signature - X \_\_\_\_\_ DATE - \_\_\_\_\_