*¡Hola y bienvenidos a la clase de español IA!*

**Trimester 1 (A) 2016-2017**

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***Course Description/Objectives:***

This course is a beginning Spanish course, which centers around communicating about everyday topics, learning basic grammar structures, and gaining cultural awareness of Spanish speaking countries. We will learn how to communicate in the Spanish language utilizing the skills of speaking, listening, reading and writing.

***Learning Targets:***

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| Unit 1A Mucho Gusto: ¡Hola!* Identify basic biographical information based on what I hear and read
* Write basic biographical information about myself and others
* Ask and answer questions about basic biographical information
 | Unit 1B Mucho Gusto: Soy yo* Describe myself and others
* Ask you about yourself in a short conversation
* Express how I am and ask how you are
* Communicate time
* Use number 1-100
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| Unit 2A Mi Vida: en la escuela* Describe school like and schedule
* Discuss obligations and what one has to do
* Communicate likes and dislikes
* Engage in a conversation about school
 | Unit 2B Mi Vida: en mi tiempo libre* Discuss what I do during my free time
* Compare my free time with others
* Discuss the differences in free time between cultures
* Maintain a 2 minute conversation based on free time
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**Resources:**

*Remind101: To receive Spanish Dictionary App Quizlet*

*class updates and and*

*quiz/test reminders*.

**Grading Categories:**

Summative Assessments, 60% (equally divided between listening, reading, speaking, writing, and common summative assessments)

Formative Assessments, 40% (divided between quizzes, homework, and participation)

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| **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. Examples include: quizzes, peer assessments, written paragraphs, and brief verbal responses. Not all formative assessments will be graded, but when they are they will be categorized in a weighted category that makes up 32 percent of the final grade. 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. Formative assessments are subject to re-takes.  | **Summative assessments** are considered high-stakes and provide students with the opportunity to demonstrate skills and knowledge that they have developed over time. The summative assessment category will make up 68 percent of the final grade. These assessments are NOT subject to retakes. Students will have had ample opportunity to practice the various components that make up the summative assessment, receiving targeted feedback for improvement. For that reason, retakes will not be offered. Examples include tests, projects, written essays, and presentations/conversations and district final exams. Integrated Performance Assessments: there will be 2 IPA’s throughout the course. These summative assessments are meant to provide real world context and authentic learning opportunities. |

Within each category listed above, subcategories will exist that reflect the broad skills that students will be developing. These categories are speaking, listening, reading, and writing. They are divided evenly within those categories and will allow students to receive valuable feedback as to their strengths and weaknesses so as to allow for targeted improvement.

***Classroom Policies:***

1. **Bullying** of any kind will be not tolerated**.**
2. **Cell phones/unauthorized electronic devices** are not to be seen or heard during class time unless instructed by the teacher. If these devices are used during an assessment (test, quiz, etc.) will result with a 0 in the grade book, calls home and a referral to the office.

***Teacher Practices:***

**Missing work:** All missing work is expected to be turned in by the teacher-posted end of the trimester deadline.

**Late work:** Late work may be subject to a deduction/penalty of up to 10%.

**Re-Learning and Retaking Assessments:** As noted above, formative assessments may be retaken ONE time. The highest score will stand. The deadline for retakes will be three days before the unit’s exam date. This is to reinforce the idea that the purpose of the formative assessments is to provide the student feedback on his or her performance in class PRIOR to higher stakes testing (summative) that are NOT subject to retakes. Process to retake:

1. If applicable, arrange a time to meet with teacher by signing up to go over your assessment before/after school.

2. Arrange a date and time with teacher for retake-THIS CAN NOT BE ON THE SAME DAY YOU JUST COMPLETED A REVIEW/RELEARNING SESSION.

3. Retake assessment.

\*\*\*Grading modifications may be made for students with IEP or 504 plans.

**Academic Dishonesty:**

Cheating: Consequences for academic dishonesty, which includes 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.

Consequences for academic dishonesty:

1. A call will be made to a parent/guardian.

2. Assistant Principal will be notified in writing.

3. Student must retake assessment under direct supervision of the teacher to receive credit.

***Guidelines for Student Success***

**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.

**Participation**: This class requires students to participate in the target language at all times unless the teacher grants explicit permission for the use of English.

**Student Self-Reflection**: Students will be given multiple opportunities to reflect and self-assess so as to track personal growth and progress made towards learning outcomes.

 **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 teacher before or after class. 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 two weeks of missing the original quiz/test/presentation date to complete it. Please sign-up on the bulletin board, providing me with the date, time, and assessment you need to complete.

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

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

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