

¡Bienvenidos a la clase de Español 3 y 4!

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Hola, me llamo Sra. Carlstrom, pero puedes llamarme Sra. C. Abajo es una explicación de cómo va la clase de español... (we will be communicating in Spanish 90% of the time while online and in person, but this will be in English...)

We have 3 different learning models going on this year. For my course, if you are DISTANCE LEARNING, please join the A cohort for your period. Check into TEAMS each day take the attendance survey, to access materials, assignments, notes, class activities, and breakout TEAMS for conversation practice. For HYBRID LEARNING, follow the schedule, and check into TEAMS on the days that you are distance learning to access materials, assignments, and activities. For IN PERSON LEARNING, check in with me everyday. If we return to distance learning, TEAMS is where you will find all of our course information. Below is an explanation of my class, my expectations, and information for all of our Online Platforms.

- I. **Essential Standards:** Here are the key components of Spanish ¾. Our focus is on communication and interpretation (not translation) of the Spanish language. We will be learning new vocabulary and grammar, but the focus will be on listening, reading, speaking and writing in Spanish.

Los Estándares Esenciales:

1. **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions
2. **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
3. **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers
4. **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
5. **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

II. Los Materiales de la Clase:

Online Platforms: *Please make sure that you are able to log into the following online platforms and download the TEAMS app. When using TEAMS, please DO NOT post in the General Channel. This is for me to provide information to you only. Please keep all conversations/questions in the "Patio de Recreo Channel". If you have a specific question for me, you can email me or type @carlstrom into "start a new conversation" and it should flag the comment for my attention.*

A) Microsoft TEAMS: look for the TEAM that says Spanish ¾, your class period and has the Globe icon. I will be using this TEAM for the year. Here, you will find a link to the resources below under the General channel. **TEAMS is where you will be accessing notes, links to videos, and turning in many assignments.** *Please check TEAMS daily when distance learning. This is where I will be posting the daily schedule.*

Announcements will be made under POSTS in the General channel (daily activities, links to videos, instructions for the day or week)

Notes will be uploaded to the FILES in the General channel

Formative Assessments will be uploaded to the ASSIGNMENTS in the General channel

Conversations will be held in the PATIO DE RECREO channel.

- D. Interpersonal and Presentational Writing 15%:** You will be asked to write a variety of stories, skits, reflections, responses to emails or letters, and essays throughout the year. These will be in Spanish and will be graded based on the performance rubrics included.
- E. Summative Assessments 15%:** You will be assessed on your ability to read, listen, write, and speak throughout the year. Some of these assessments will be short vocabulary and grammar quizzes, while some of them will be longer Integrated Performance Assessments (IPA) which will include all of the essential standards. For distance learners, we will be using TEAMS to administer these assessments.
- F. Final Exam 15%:** As of now, you will be taking a midterm and final exam at the end of each semester. These will cover all of the material covered over the year, all of the essential standards and will be worth 15% of your final grade.

IV. Para Entregar Trabajo

Turning in work... I want to turn in all work electronically this year. You will be able to upload your assignments to TEAMS, EMC Passport and Sr Woolly. ***If this is an issue, please speak to me individually so that we can make an alternate plan.***

Cuando alguien está ausente

When someone is absent... It is your responsibility to make up the work. Please check TEAMS and Infinite Campus for missed assignments, notes, videos, and readings. You will be directed to the correct platform to be able to complete missed work. Since language learning is progressive, we are always building upon past knowledge, please make up work as soon as possible.

If you are having problems, please seek help from me. We can zoom, do a TEAMS breakout session, or email to help with anything that you need help with. I cannot help you if you do not communicate with me. My email is at the top of this form.

V. Expectaciones de la clase:

Mis valores (my values)

I truly believe that everyone is a language learner and that everyone has the ability to be successful in my class.

I value a classroom environment where everyone feels comfortable taking risks and making mistakes. We cannot learn another language if we do not put ourselves out there and try to communicate using that language.

I value a classroom where everyone is a learning partner and everyone is willing to help their classmates and be an active participant so that everyone can have fun learning another language and culture.

Whether in class or distance learning, these are my expectations. Not following these expectations will result in a lowering of your citizenship grade, and may result in further consequences. Please read through them and talk to me if you have concerns.

- 1) **Respecta a TODAS las personas en la clase.** Respect all students in the class. This means that if they are talking (via zoom/ TEAMS) or in person, you should listen to what they are saying, look at them when they are talking, and be encouraging. Everyone is expected to participate in-group activities (whether online or in person) to the best of their ability. It is not respectful to put others down or to make someone else do all of the work. If there is ever an issue regarding group work, please communicate with me so that I can help to correct the situation.
- 2) **Respetar la cultura de los demás.** Respect the culture of others. Learning another language includes learning about the products, practices, and perspectives of others. We will be comparing our experiences and culture with that of 20 other Spanish-speaking cultures. Everyone is unique and has something to offer if we are open to new ideas and experiences.
- 3) **Sea apropiado, amable y comprensivo.** Be appropriate, kind, and understanding to all class members. Please keep all comments and posts appropriate, kind, and understanding both online and in person.
- 4) **Haz tu propio trabajo** Do your own work. It is very easy to use google translate to complete an assignment, but this will not help you to learn to communicate in Spanish. Please use an online or paper dictionary to help you with words, phrases, or conjugations. Do not write your assignment in English and hit translate. I will know, and I will not accept the assignment because it is not your own work in Spanish. My favorite is: www.spanishdict.com
- 5) **Haz tu mejor.** Do your best! I do not expect perfection. No one is perfect. I expect you to try to communicate. It is ok to sound like a kindergartner when speaking another language. The more that you practice and learn, the better you will sound. Have fun with it! Use what you know to communicate. We will be speaking 90% in Spanish while in class and online. Try to focus on what you know to continue to move forward and improve your ability to communicate and understand Spanish.

Attached are copies of the performance rubrics that I will be using to evaluate students this year. Please take a moment to review them, and if there are any questions, please do not hesitate to ask. I look forward to a great year. We must all be flexible this year, so I promise to be patient with you as long as you promise to be patient with me.

¡Nos vemos pronto!

Con mucho cariño,

Sra C.

Performance rubrics:

Interpersonal Writing: some examples include letters, email, and journal prompts. Most of these will be on the spot to see how well you can answer in the moment.

	Exceeds Expectations 4 points	Meets Expectations 3 points	Approaches Expectations 2 points	Below Expectations 1 point
Task How well do I complete task?	• Task completed with elaboration.	• Task completed with some elaboration.	• Task completed with minimal elaboration.	• Task attempted.
Comprehensibility How well do others understand me?	• Message is fully comprehensible and clear.	• Message is mostly comprehensible and clear.	• Message is partly clear and somewhat understood.	• Message is not clear.
Mechanics How accurately do I use capitalization,	• Makes almost no errors in spelling, capitalization, nor punctuation	• Makes occasional errors in spelling, capitalization, and punctuation	• Frequent errors in capitalization, punctuation, and spelling.	• Makes little or no attempt to use correct spelling, capitalization or capitalization.
Vocabulary Use How extensive and applicable is my vocabulary?	• Vocabulary is appropriate and varied.	• Vocabulary is adequate with little variation.	• Vocabulary is limited and repetitive.	• Vocabulary is extremely limited and repetitive.
Language Control How accurate is my language?	• Grammar is appropriate and varied; errors do not interfere.	• Grammar is appropriate but errors occasionally interfere.	• Appropriate grammar is attempted but error frequently interfere.	• Grammar used incorrectly, errors usually interfere.
Communication Strategies How well do I organize my writing	• Writing is well organized with sequencing and transition words.	• Writing is organized with few transition and sequencing words.	• Writing is somewhat organized with no transition and sequencing words.	• Writing is not organized.

Interpersonal Speaking: conversations, direct replies to prompts without a lot of advance preparation

	Exceeds Expectations 4 points	Meets Expectations 3 points	Approaches Expectations 2 points	Below Expectations 1 point
Task How well do I complete task?	• Task completed with elaboration.	• Task completed with some elaboration.	• Task completed with minimal elaboration.	• Task attempted.
Comprehensibility How well do others understand me?	• Message is fully comprehensible and clear.	• Message is mostly comprehensible and clear.	• Message is partly clear and somewhat understood.	• Message is not clear.
Comprehension How well do I understand others?	• Message is fully understood with immediate response.	• Message is clearly understood with delayed response.	• Message is understood with delayed response and repetition.	• Message is not understood.
Vocabulary Use How extensive and applicable is my vocabulary?	• Vocabulary is appropriate and varied.	• Vocabulary is adequate with little variation.	• Vocabulary is limited and repetitive.	• Vocabulary is extremely limited and repetitive.
Language Control How accurate is my language?	• Grammar is appropriate and varied, errors do not interfere.	• Grammar is appropriate but errors occasionally interfere.	• Appropriate grammar is attempted but error frequently interfere.	• Grammar used incorrectly, errors usually interfere.
Fluency and Communication Strategies How well do I keep the conversation going?	• Conversation is maintained with elaboration.	• Conversation is maintained.	• Conversation is maintained with difficulty, frequent pauses.	• Conversation cannot be maintained, many long pauses.

Presentational Writing: Prepared writing based upon specific prompts

	Exceeds Expectations 4 points	Meets Expectations 3 points	Approaches Expectations 2 points	Below Expectations 1 point
Task How well do I complete task?	• Task completed with elaboration.	• Task completed with some elaboration.	• Task completed with minimal elaboration.	• Task attempted.
Comprehensibility How well do others understand me?	• Message is fully comprehensible and clear.	• Message is mostly comprehensible and clear.	• Message is partly clear and somewhat understood.	• Message is not clear.
Mechanics How accurately do I use capitalization, punctuation, and spelling?	• Makes almost no errors in spelling, capitalization, nor punctuation.	• Makes occasional errors in spelling, capitalization, and punctuation.	• Frequent errors in capitalization, punctuation, and spelling.	• Makes little or no attempt to use correct spelling, capitalization or capitalization.
Vocabulary Use How extensive and applicable is my vocabulary?	• Vocabulary is appropriate and varied.	• Vocabulary is adequate with little variation.	• Vocabulary is limited and repetitive.	• Vocabulary is extremely limited and repetitive.
Language Control How accurate is my language?	• Grammar is appropriate and varied, errors do not interfere.	• Grammar is appropriate but errors occasionally interfere.	• Appropriate grammar is attempted but error frequently interfere.	• Grammar used incorrectly, errors usually interfere.
Communication Strategies How well do I organize my writing	• Writing is well organized with sequencing and transition words.	• Writing is organized with few transition and sequencing words.	• Writing is somewhat organized with no transition and sequencing words.	• Writing is not organized.

Presentational Speaking: prepared speaking presentations based upon specific prompts

	Exceeds Expectations 4 points	Meets Expectations 3 points	Approaches Expectations 2 points	Below Expectations 1 point
Task How well do I complete task?	• Task completed with full elaboration and supported with a variety of examples.	• Task completed with some elaboration and some examples.	• Task completed with minimal elaboration.	• Task attempted.
Comprehensibility How well do others understand me?	• Message is fully comprehensible and clear.	• Message is mostly comprehensible and clear.	• Message is partly clear and somewhat understood.	• Message is not clear.
Impact How well do I capture and maintain my audience?	• Presentation is engaging using varied tone, gestures, eye contact and fluency.	• Presentation is somewhat engaging with some varied tone, gestures, eye contact and fluency.	• Presentation is minimally engaging with almost no use of varied tone, gestures, eye contact and fluency.	• Presentation is not engaging.
Vocabulary Use How extensive and applicable is my vocabulary?	• Vocabulary is appropriate and varied.	• Vocabulary is adequate with little variation.	• Vocabulary is limited and repetitive.	• Vocabulary is extremely limited and repetitive.
Language Control How accurate is my language?	• Grammar is appropriate and varied, errors do not interfere.	• Grammar is appropriate but errors occasionally interfere.	• Appropriate grammar is attempted but error frequently interfere.	• Grammar used incorrectly, errors usually interfere.
Communication Strategies How well do I organize the presentation?	• Presentation is well organized using sequencing and transition words.	• Presentation is organized with few sequencing and transition words.	• Presentation is somewhat organized almost no sequencing or transition words.	• Presentation isn't organized.

NVACSWL Performance Indicators: Choose applicable performance indicators to match task

3a Present and information using phrases and simple sentences about one's life and familiar experiences or about a familiar person, place or thing.

Exceeding standards	23-24	8
	21-22	7
Meets standards	20	6
	18-19	5
Approaches Standards	17	4
	15-16	3
Emerging toward standards	8-14	2
	6-8	1