AACT High School   <u>Spanish 5-6</u>   2020-2021

COURSE:	Spanish Level 3	classroom 104
TEACHER:	Profe Verdín/Maestra Verdín	
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COURSE DESCRIPTION & GENERAL POLICIES

Course overview	¡Bienvenidos! Spanish 5-6 is for novice high to intermediate low level students (based on the ACTFL standards) who wish to further develop their Spanish language proficiency. Students will be exposed to a variety of challenging reading material through historical, literary and journal texts. Students are expected to comprehend and primarily speak Spanish in this rigorous course. I will be using a communicative approach to learning and emphasize the 3 modes of communication (interpretive, interpersonal, presentational). This course is also based on ACTFL National Standards, which stress the 5Cs (Communication, Connections, Communities, Comparisons, and Cultures).
Grading system	**A** (100-90) **B** (80-89) **C** (70-79) **D** (60-69) **F** (59 and below)
Personal Devices	**If you can, bring your own Smart Phone/Table/Laptop/ Ear buds/PPE/Sanitizer**

Grading Categories

Practice (at home/class assignments) (35%)	Formative Assessments (quizzes) (15%)	Summative assessments (End of lesson **performance-based** exams) (30%)	Final Semester Exam (FSE) (20%)
-**Interpretive** listening/viewing/reading -**Interpersonal** Speaking/writing -**Presentational** Speaking/writing -Grammar reviews			

Required Materials, Websites & Apps	• **3-ring binder** & • **Dividers**: use dividers to organize your Spanish binder tab # 2: Rubrics (**print these from Teams**) tab # 3-8: a tab for each unit (per semester): Units 1-6 • **red or green pens**. • **pencils # 2 (all rough drafts will be required to be in pencil please)**, • **loose leaf paper** • **highlighter** • *Spanish/English Dictionary* (paper copy) • Website: Electronic Textbook EMC **EMC Passport**: *To access the textbook, ¡Qué Chévere!, level3 follow the following step or click on link below:* *1) Using Google Chrome, Firefox or Safari (NOT EXPLORER) go to the Washoe County School District Homepage* *2) Log into the site with your school email and password → 3) Go to the students and parents tab* *4) Click on EMC and click on the EMC Passport login* https://www.washoeschools.net/Domain/1403 *5) Log in using the active directory and then click on the EMC Passport App* *6) Please make sure that you are logged into the correct book 3 (for Spanish 5-6).* • **Apps**: Please, download these to your phone TEAMS. GENIUS SCAN, & FLIPGRID (Class codes will be on TEAMS and I will also give them to you in class)
Helpful Videos	Downloading Microsoft Suite: https://www.youtube.com/watch?v=R3_c1Y4iu9I&feature=youtu.be Tour of TEAMS: https://www.youtube.com/watch?v=DnVmhyS1ni0&feature=youtu.beTurning Turning in assignments in TEAMS: https://www.youtube.com/watch?v=-YB-5cAbMh0&feature=youtu.be
Assignments	• Label all work please (**name, date, title, number of sentences**) • If asked to make a drawing, it **must always be colored** (use colored pencils or crayons)
Make-Up Policy, Late Work & Extra credit:	It is the student's responsibility to access assignments they missed when absent (these will be posted on TEAMS) or get them from Mrs. Verdin when back to school. Please, make an appointment on their first day back from their absence to make-up quizzes or tests **EXTRA CREDIT**: There will be EXTRA CREDIT OPPORTUNITIES, these will be posted on TEAMS. If you do poorly on a given assessment, a retake may be provided.

EXPECTATIONS & Hybrid Teaching/Distance Learning	• Students are expected to participate in all assigned activities to the best of their ability. It is imperative that **students communicate with the teacher if at any time they feel concerned about the material being covered and/or the pace of the class.** •**The Hybrid learning (Group A and B)** combines face-to-face and online teaching into one cohesive experience. I will be using the **Flipped Classroom Model/Structure** (One-line, before class, students view lecture through instructional videos and/or notes. These can be found in TEAMS under the assignment tab). •**All grammar/culture notes and assignments** (in-class/at-home activities) will be organized in TEAMS by date. When students are in class, they will practice the lecture/Notes material with other students. I will start the Flipped Model after meeting all students in oerson • **Distant Learning students**: join A-day Cohort for your period. • **Textbook**: Just as a piano does not play music, a textbook does not teach language. The textbook in my class will be used as a stimulus or instrument for teaching and learning. • I will also be posting **Student Learning Objectives (SLOs)** at the beginning of each unit & lesson so students know when they have achieved those objectives. • **Students will keep an open mind while learning about different cultures and dialects** (as there are many linguistic differences from region to region) and contribute to a positive learning environment since students enter this course at various levels with different vocabulary students will be responsible for their own learning by keeping a "dictionary" of new words and reviewing key grammar elements as necessary. • **Students are encouraged to read simple books, magazines and/or newspapers, listen to Spanish music or television, visit websites, and record speaking activities.** The objective is to expose students to repetitive, comprehensible input as a foundation for this class.
Academic Integrity & On-Line Translator	• **Plagiarism** is a <u>serious</u> offense that should not be taken lightly. Plagiarism, "the submission for assessment of the unacknowledged work, thoughts, or ideas of another person as your own." Students are expected to acknowledge fully and in detail the work, thoughts, or ideas of another person, if incorporated in their own work. Students must be certain that their own work is never given to another student, either in the form of hard copy or by electronic means, knowing that it might be submitted for assessment as the work of that other student. Students who are caught cheating on exam, homework or class assignments will receive an "F" or "0" and a discipline referral. • **Cheating and plagiarism progressive classroom discipline:** Discussion of the violation with the student ("F" or "0" on assignment/assessment Call to the parent and inform them of the violation – Violation will be entered into Infinite Campus under "Behavior Minor." * Student will receive a "0" on the assignment. **Electronic Dictionary/Translator Usage Guidelines** -Online translation tools are not permitted for use in class. Why? I expect students to be able to present oral and written ideas and information in the target language (Spanish). In order to achieve this objective, students must express themselves with their own language skills and ability. Word to word translations of phrases often do not work, whether using a traditional dictionary or an electronic translator. Language is complex, filled with idiomatic expressions, figurative language, slang, nuances, and ever-changing vocabulary. Translation software is simply not sophisticated enough to adequately translate from one language to another. It can get you close, but ultimately it will sound a little (or a lot) off. Sometimes the tool is more sophisticated than your knowledge of the language and you end up using verb tenses and phrases you've never learned and that you don't understand -- a dead giveaway that you shouldn't be using the translator's results. When allowed, IT IS NOT OK TO USE AN ONLINE TRANSLATOR TO **TRANSLATE NO MORE THAN A WORD OR TWO AT A TIME. IT IS NOT YOUR WORK IF THE TRANSLATOR DOES IT FOR YOU.**

ASSESSMENT
Assessment is an ongoing process; students know that everything they do in my class is part of that process and counts towards their grade. I often use rubrics in this Spanish class to grade activities and assessments. **Sometimes the techniques are successful, but sometimes I have to modify those that do not work well with specific groups. The general consensus among language teachers is to continue to try new methods in order to hold the students' interest and to help them reach new levels in their learning endeavors.** **Students can expect continuous types of assessments throughout each unit. These assessment comprehension checks may be announced or unannounced. Students are expected to show progress towards and mastery of certain language skills and course goals throughout the course of the year as demonstrated through a variety of assessment tools.**

Assessme nts (quizzes/ Exams)	**Formative assessments** are assessments FOR learning. These will indicate to both, my students and I how well the lesson objective(s) have been met. These type of assessments will take on many forms and will be used continuously throughout each lesson. Examples: • Thumbs up/Thumbs down

	• Written assignments (simple sentences, small paragraphs, answers to a reading). • Informal oral interaction (dialog, topic discussions, oral presentations, role plays, etc.) • Communicative activities-group or individual presentations, interviews with teacher, interviews with other students, role play, audio/video recordings. • Listening and Video Activities- songs, movies, documentaries, news bulletins, commercials and exercises of grammar and vocabulary. • Homework (due at the beginning of class) • Whiteboards/questioning: Exit & Admit slips •Peer/Self Assessments & Kinesthetic Assessments
	In alignment with the objectives and aims of the course, the following are examples of **summative assessments** that may be used in class: • Integrated Performance Assessments (Unit test). This is a summative demonstration of what students can do on their own in a culturally authentic context. Students are evaluated using performance rubrics. The IPA assess students' 3 modes of communication (as practiced in class: interpretive, interpersonal, and presentational). • Individual and group performance-based projects.
Online Resources	**ABC.es: Noticias de España y del mundo** http://www.abc.es/ This site offers ABC news from Spain and around the world in Spanish. **Acceso http://acceso.ku.edu** he University of Kansas Collaborative Digital Spanish Project Acceso is an interactive curriculum for intermediate-level learners of Spanish. The materials on this site are provided freely to the public and are supplemented by an online workbook as well as detailed lesson plans, rubrics for the evaluation of student work, and reliable instruments for measuring student progress and learning outcomes. **Aprende español callejeando por Madrid www.palabraspormadrid.blogspot.com** This Spanish-language blog provides an excellent source of short, authentic reading material by focusing on signs in Madrid. The signs that share a common theme are grouped into sets and each set is accompanied by a discussion of the linguistic and cultural information illustrated. Marisa Cornado, instructor at Escuela Oficial de Idiomas de Madrid-Goya, created and maintains this blog. **Aprender español con delearte** http://www.delearte.com/ This website offers a variety of activities covering cultural information, grammar, reading comprehension, vocabulary and listening. Short videos as well readings giving additional information supplement the activities. **Aprendemos juntos http://aprendemosjuntos.weebly.com/index.html** This website has a variety of resources for students and teachers: listening and reading exercises, cultural readings, links to vocabulary activities, grammar lessons, videos, games, links to other resources and more. **Audiria www.audiria.com** Audiria offers free daily podcasts which are organized into the following channels: beginners, songs, grammar, culture, pictures, books, press, short scenes, daily scenes, TV, radio, movies, history, art, and Don Quijote. The podcasts are also grouped by levels of difficulty and each podcast has a script which may be downloaded as well as exercises and activities. Audiria has a RSS feed. **Authentic Spanish Language and Pedagogy http:/authenticspanishlanguageandpedagogy.blogspot.com**/ Authentic Spanish Language and Pedagogy offers a collection of videos of native Spanish speakers. The videos are grouped by level and topic and are appropriate for novice to advanced level students. This blog has been created by Karen Schairer and Benning Tieke, professors at Northern Arizona University.
TEAMS & At-Home Attendance	• Log in to your OneDrive and find your Spanish TEAMS class • There are links for Attendance, EMC (electronic Textbook), and FlipGrid in TEAMS • All assignments will be posted in TEAMS under the tab "ASSIGNMENTS." If you are in class, and did the assignment, do not worry about the notification. I will be posting all in class and at home assignments for both, students enrolled in Hybrid Learning and Full Distance Learning. • I will post assignments by DATE so you can easily find them. • If you are a full Distance Learning, please GO to your Spanish TEAMS class, and check in for attendance by filling in the information on the Attendance Tab. • If you are in Hybrid Learning, during your class at-home, also go to your Spanish TEAMS class, and check in for attendance by filling in the information on the Attendance Tab.

RUBRICS

WL Interpersonal Speaking Level 5-6 H Intermediate-Low

NVACSWL Standard 1- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

NVACSWL Standard 2- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

	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.

NVACSWL Performance Indicators: Choose applicable performance indicators to match task
1a Hold a simple conversation on a number of everyday topics.
1b Use the language to meet basic needs in familiar situations.
1c Ask and answer questions on factual information that is familiar.
2a Understand the basic purpose a message related to basic needs.
2b Understand questions and simple statements on everyday topics.

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

WL Interpersonal Writing Level 5-6 H Intermediate-Low

NVACSWL Standard 1- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

NVACSWL Standard 2- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

	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.

NVACSWL Performance Indicators: *Choose applicable performance indicators to match task*

1a. Hold a simple (written) conversation on a number of everyday topics.
1b. Use the language to meet basic needs in familiar situations.
1c. Ask and answer questions on factual information that is familiar.
2a. Understand the basic purpose of a message related to basic needs.
2b. Understand questions and simple statements on everyday topics.
2c. Identify some simple information on forms.
2d. Identify some information from news media.

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

WL Presentational Speaking Level 5-6 H Intermediate-Low

NVACSWL Standard 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.

	Exceeds Expectations 4 points	Meets Expectation	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 Talk about people, activities, and experiences.

3b Talk about needs and wants.

3c Share information about plans.

3e Talk about topics of interest.

3f Give basic instructions.

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

WL Presentational Writing Level 5-6 H Intermediate-Low

NVACSWL Standard 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.

	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.

NVACSWL Performance Indicators: *Choose applicable performance indicators to match task*

3a. Writes about people, activities, and experiences

3b. Writes about needs and wants.

3e. Writes about topics of interest

3f. Gives basic instructions

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