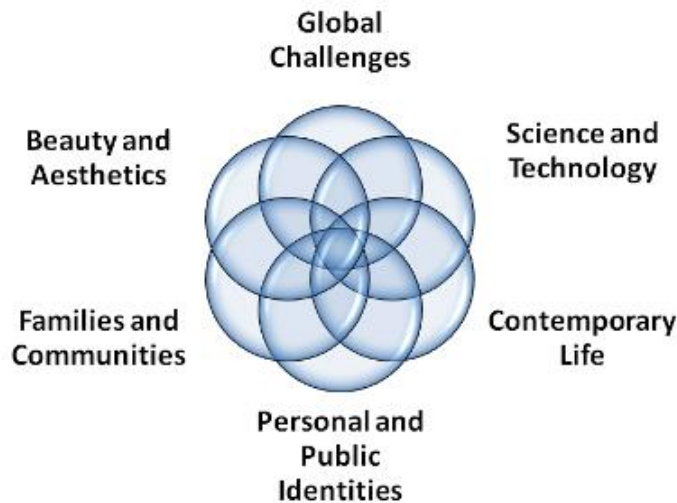


Spanish 3



COURSE OVERVIEW

Gone are the days where foreign language students leave the classroom not knowing how to speak a word. This course uses a communicative, proficiency-based approach. This means less vocabulary and grammar worksheets and more real use of Spanish in class. This year, we will be working towards gaining an **intermediate-low level** or *higher*. Here's what your student "can do" with the language by the end of Spanish 3:

1. "I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions."
2. "I can present information on most familiar topics using a series of simple sentences."
3. "I can write briefly about most familiar topics and present information using a series of simple sentences."
4. "I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear."
5. "I can understand the main idea of short and simple texts when the topic is familiar."

—NCSSFL-ACTFL Global Can-Do Benchmarks

POLICIES

Attendance/Tardies: I will follow Hillcrest's attendance policy. All district and school policies apply to my classroom. Attending class is not optional—it is a must for student success.

Getting Help: I will be in my classroom during Academic Prep Period each day—this is designated structured "Student Support Time". During this time you can get tutoring from me, retake & make-up tests, or get help with absent work.

Absent Work: Look at the class website (srtahawkins.weebly.com) to see what was missed. Do not ask me right before, during, or just after class. Catch up on missed work as promptly as possible upon returning.

GRADING

This is a standards-based learning classroom which means that grades will reflect what students know and are able to do. This means that grades will be based off of assessments of students' ability to communicate in Spanish and assessments of language and intercultural competencies. Things that will not count in students' grades: extra credit, participation, homework or practice for completion, anything that doesn't clearly communicate what the students know and are able to do. Students suspected of cheating will receive a grade of "incomplete" and will not be permitted to retake the assessment until after a parent-administrator conference. Students may only retake assessments when all the preliminary assignments are complete.

FOUR-POINT SCALE

	EXCEEDS EXPECTATIONS +	MEETS EXPECTATIONS ✓	APPROACHING EXPECTATIONS -	DOES NOT MEET EXPECTATIONS ?
Learning Mastery Gradebook Key	Exceeds Mastery	Meets Mastery	Near Mastery	Well Below Mastery
Number	4	3	2	1
Student "I can"	<i>I can easily do it well and teach it.</i>	<i>I can do it.</i>	<i>I can do it with help, but I need more practice.</i>	<i>I need help. This is still a goal. I have no clue.</i>
Letter Grade / Percentage	A 100%	B 75%	F 50%	F 25%
Proficiency Label (used on Standardized tests)	Highly Proficient	Proficient	Approaching (or minimally) proficient (still <i>below</i> proficient)	Below Proficient or Incomplete or Missing
ACTFL Language Proficiency Level	Intermediate Mid or higher	Intermediate Low (Spanish 3 Target)	Novice High (Spanish 3 Target)	Novice Mid or Lower (Spanish 1 Target)

ASSIGNMENT GROUP WEIGHTING

Assessment = 95% (Communicative tests and language quizzes)
 Assignment = 5% (Practice, participation, forms/sign-ups, etc.)

GRADING SCALE:
A = 85-100%
B+ = 80-84%
B = 75-79%
C+ = 70-74%
C = 60-69%
F = 0-59%

FAQ: *Why do you always speak Spanish? How is my student supposed to learn when they can't understand you?*

The American Council on the Teaching of Foreign Language recommends that 90% plus of instruction be given in the target language. It would be easier for me to teach in English, but, paradoxically that would be the worst thing I could do to my students, because I want them to learn Spanish. Students are not expected to comprehend everything I say, but they are expected to listen carefully to what is said, trying to understand. I will use gestures, facial expressions, words that are similar in English and other clues. Students can ask, in Spanish, for help in English during class, or they can come during late start or after school for other help. All homework is announced in class as well as posted on the website so there should be no confusion about what is expected.

RULES

"What would Harvey do?"

- Huskies always remove hats and follow the dress code.
- Huskies always eat lunch in designated areas and keep halls and restrooms clean.
- Huskies always attend class on time, all the time, and never sluff.
- Huskies always show respect to and expect respect from all adults.

Students who break rules will be sent to their assistant principal or make a contract with the teacher wherein violation of such contract will result in lunch detention.

Cell Phones: If I see your phone, I will take it and lock it safely in my desk. Students are responsible for getting it back at the end of the day from 2:25 p.m. - 2:30 p.m.

Teacher Signature: _____

Útiles (Materials)

- Lápiz, pluma, hojas de papel, cuaderno, carpeta de argollas, separadores (Referencias, Apuntes, Evaluaciones, Participación, Tarea/Proyectos)
 - *Pencil, pen, loose lined paper, notebook, binder, 5 separators (name of separators above)*
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Classroom Procedures

A word of Explanation

In a few minutes Spanish class will begin. Hopefully, you will be pleasantly surprised to learn that the language of communication in the class will be Spanish. I understand this can cause frustration at first. It would be easier for me to teach you in English, but, as backwards as it seems, that would be the worst thing I could do to you, because I want you to learn Spanish. You have to **learn to think in Spanish**—both listening and speaking.

Your tendency will be to hang on to your English and not let go, but if you do that you'll never be able to communicate in Spanish. Faithfully follow the eight tips listed below and your task will be much easier:

1. Listen carefully to what is said, trying to understand.
2. Communicate as best you can in Spanish.
3. Try not to feel pressure or anxiety.
4. Learn with and from others.
5. Ask for help or clarification if you need it.
6. Prepare yourself outside of class.
7. Be spontaneous & uninhibited.
8. Think positively. 😊

We are all on the same team.
Un saludo, your Spanish teacher,
Señorita Hawkins



PLEASE SAVE **THIS** SHEET IN YOUR BINDER OR ON YOUR FRIDGE.
SIGN AND RETURN THE FOLLOWING PAGE FOR MY RECORDS.

Student Name: _____

Date: _____

Period: _____

- I have **read** Srta. Hawkins’s disclosure statement and hereby **understand** the expectations for her class.
- I understand that all **homework** assignments can be found on the **class website**.
- I understand that **the majority of the class is conducted in the Spanish** language and will follow the tips for communicating in a foreign language.
- I understand that **grades will be more based on language proficiency** level than work completion.
- I understand that I need to **check Canvas regularly**.

I give my student permission to watch the PG-13 film “Under the Same Moon” (2009). **Yes / No**

I give my student permission to watch the PG-13 film “The Way” (2010). **Yes / No**

**For more on the content advisory of these films, see imbd.com*

Student Signature _____ Parent Signature _____

Phone number to contact parent: _____

If you have any questions, concerns, or problems with my class **please first talk with me directly**. I’m eager to talk about how I can better meet your student’s needs.

Sign up for text reminders:

1st period, text “@sp3hp1” to 81010

4th period, text “@sp3h4p” to 81010