

Course Title

Spanish I

Teacher/Contact Information

Lynnae Bina

Email: lynnae.bina@anoka.k12.mn.us

Availability: Mornings: generally 7:10-7:35

Afternoons: generally 2:20-2:50

Course Understandings: What will I be able to do upon completion of this course?

At the end of Spanish 1, I will be able to have a simple conversation about who I am, where I come from, discuss my likes and dislikes, and speak about my family and friends, describing them and identifying likes and dislikes. I will also be able to write grammatically correct sentences on the same content, understand short conversations, and respond to a variety of questions related to content. I will be able to read various texts, appropriate to my level and respond to comprehension questions. Additionally, I will be able to respond to several classroom commands, and start to ask clarifying questions in Spanish. From a cultural standpoint, I will have a better understanding of the contributions that Hispanics have made in the United States and the Americas.

Primary Learning Objectives:

The Spanish I curriculum framework presents six primary learning objectives areas within the three modes of communication described by the Standards for Foreign Language Learning in the 21st Century: Interpersonal, Interpretive, and Presentational. These six primary learning objective areas identify what students should know and be able to do across the three modes.

Six Primary Learning Objective Areas:

- Spoken Interpersonal Communication (Conversational activities)
- Written Interpersonal Communication (Readings of an email, text message, letter, etc.)
- Audio, Visual, and Audiovisual Interpretive Communication (Podcast, graphics, charts, YouTube, video, etc.)
- Written and Print Interpretive Communication (Readings of an essay, article, story, play, newspaper articles, etc.)
- Spoken Presentational Communication (Speech, formal presentation to group of any size)
- Written Presentational Communication (Essay, multimedia presentation, etc.)

Student Evaluation:**Grading Philosophy:**

There are two over-arching weighted categories: formative assessments (32 percent) and summative assessments (68 percent).

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. (For more on the retake policy, please see the "relearning and retaking" section below.)

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.

Within each category listed above, subcategories will exist that reflect the broad skills that students will be developing: 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.

Grading Categories:

Summative Assessments, 68% (equally divided between listening, reading, speaking, writing)

Formative Assessments, 32% (equally divided between listening, reading, speaking, writing)

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. 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.

Behavior: Students will adhere to the rules and codes of conduct established by Anoka High School and the Anoka-Hennepin School District.

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.

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 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.

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 Moodle. 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 see me before or after school if you are in need of extra.

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.

Moodle

What is Moodle?

Moodle is a webpage that allows students, teachers, and peers to share documents and information regarding the course, among other things. Go here to find daily lesson plans, assignments, homework, various classroom documents, and notes, Power Points, and other course resources.

NOTE- This webpage is an extension of school. All school behavioral expectations and norms should be followed. This information is not private, nor the "property" of the student. Failure to comply with school-norms will result in disciplinary action.

To access, follow these steps:

1. From Firefox (best) or another internet browser, type **moodle.anoka.k12.mn.us** into the direction bar
2. Under Electives, select AHS
3. Scroll to find corresponding class
4. Login using your regular school ID and password
5. On left side of page, find "Enroll in course" and click to join

Please detach and return signed to teacher.

Student's Full Name _____ Hour ____ Date ____

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

Signature of parent/guardian