

# español tres — SRA DAYLEY —

▪ 2019-2020 ▪ Room# 236 ▪ daylerac@wcps.k12.md.us ▪



## COURSE GOALS — *what will I be able to do?*

¡BIENVENIDOS! LET'S GET COMMUNICATING!!

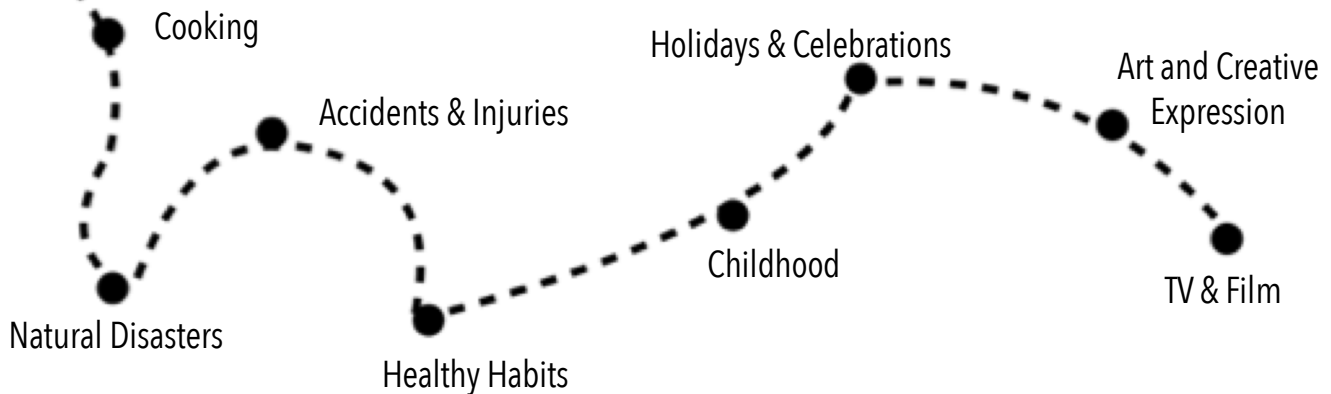
**LANGUAGE PROFICIENCY** IS A PERSON'S ABILITY TO USE A LANGUAGE IN ORDER TO **COMMUNICATE**. THIS YEAR IN CLASS WE WILL BE FOCUSING ON GROWING OUR COMMUNICATIVE LANGUAGE PROFICIENCY IN ALL MODES - LISTENING, READING, SPEAKING AND WRITING - YOU WILL RECEIVE LOTS OF FEEDBACK TO HELP YOU MEET YOUR GOALS.

KEEP YOUR FOCUS ALL ABOUT COMMUNICATION, NOT PERFECTION!



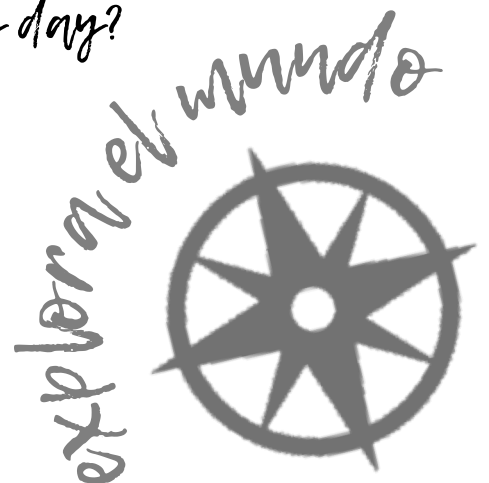
## THEMES & TOPICS — *what am I going to learn about?*

WE WILL INVESTIGATE AND TALK ABOUT THESE THEMES AND MORE TOGETHER!



## MATERIALS — *what do I need every day?*

- ☐ SOMETHING TO WRITE WITH
- ☐ EARBUDS/HEADPHONES
- ☐ YOUR SCHOOL PROVIDED IPAD AND CHARGER
- ☐ A 3-RING BINDER
- ☐ A READINESS TO PARTICIPATE





## CLASS EXPECTATIONS — *what are the class rules?*

HERE ARE THE BASICS KEYS THAT MAKE CLASS SUCCESSFUL AND MEANINGFUL:

- ☐ BE ON TIME AND BE READY!
- ☐ BE PREPARED TO PLAY A ROLE IN OUR CLASS COMMUNITY!
- ☐ BE POLITE AND RESPECTFUL!
- ☐ BE PATIENT! LEARNING A LANGUAGE TAKES TIME.
- ☐ FOCUS ON PROGRESS AND NOT PERFECTION!

*\*Personal grooming and eating are not acceptable classroom behaviors. Please take care of these things between classes.\**



### ABSENCES AND LATE WORK:

EXCUSED ABSENCES WILL BE ALLOWED THE SAME AMOUNT OF DAYS OUT OF SCHOOL TO COMPLETE MISSED CLASSWORK. MISSED ASSESSMENTS MUST BE MADE UP WITHIN 5 SCHOOL DAYS OR THEY TURN TO A ZERO. STUDENTS SHOULD CHECK THE ABSENT FOLDER IN CLASS AS WELL AS GOOGLE CLASSROOM AND SCHOOLOGY. MISSED WORK IS YOUR RESPONSIBILITY.

### TECHNOLOGY USE:

AS PER WCPS' TECHNOLOGY USE POLICY, PLEASE KEEP ALL PERSONALLY OWNED ELECTRONIC DEVICES AWAY AND SILENT DURING CLASS. IF SEEN OR HEARD, DEVICES WILL BE EXPECTED TO BE PLACED ON MY DESK TO BE PICKED UP AT THE END OF CLASS.



TECHNOLOGY AWAY



TECH USED FOR  
EDUCATIONAL PURPOSES ONLY

### CHEATING:

COPYING SOMEONE ELSE'S WORK, GIVING/RECEIVING ANSWERS TO/FROM ANOTHER STUDENT, USING A "CHEAT SHEET", OR INTERNET TRANSLATORS WILL RESULT IN NO CREDIT FOR THE ASSIGNMENT. NO EXCEPTIONS. NO ADDITIONAL WARNINGS. PLEASE DO NOT RISK YOUR GRADE IN THAT WAY. I DO NOT WANT ANY WORK THAT IS NOT YOUR OWN!



## LANGUAGE USAGE — *how should I speak?*

ENGLISH WILL BE USED MINIMALLY WITHIN THE CLASSROOM. THE INTENTION WITHIN THE CLASSROOM IS TO GROW OUR SPANISH LANGUAGE SKILLS. THERE WILL BE SIGNS UP TO INDICATE WHICH LANGUAGE IS ACCEPTABLE AT CERTAIN TIMES.



SPANISH **ONLY**



**PRIMARILY** SPANISH /  
**MINIMAL** ENGLISH

**\*\*PLEASE KEEP IN MIND THAT POLICIES ARE SUBJECT TO CHANGE THROUGH THE YEAR IF/WHEN THE NEED ARRISES.\*\***

# ASSESSING — what's my grade?



THROUGHOUT THE YEAR, THERE WILL BE MANY “SNAPSHOTS” OF YOUR LANGUAGE PROFICIENCY TO MEASURE HOW WELL YOU’RE MEETING YOUR OBJECTIVES. THESE ASSIGNMENTS WILL BE PRACTICE AND STEPPING STONES FOCUSED ON PROVIDING YOU WITH FEEDBACK IN ORDER TO DEMONSTRATE YOUR PROFICIENCY ON SUMMATIVE PERFORMANCE ASSESSMENTS.



STEPPING STONE PRACTICE ASSIGNMENTS WILL BE ENTERED INTO THE GRADE BOOK WITH A LETTER CODE FOR YOUR ABBREVIATED PROFICIENCY LEVEL. THIS MARK WILL NOT BE CALCULATED INTO YOUR FINAL GRADE. MY BELIEF IS THAT PRACTICE SHOULD NOT AFFECT YOUR GRADE, BUT PRACTICE WILL AFFECT YOUR PROFICIENCY AND GROWTH. PERFORMANCE ASSESSMENTS WILL RECEIVE NUMERIC GRADES. YOUR GRADEBOOK WILL BE FOCUSED ON FEEDBACK FROM PRACTICE TO GUIDE YOU TO BETTER PERFORMANCE AND LANGUAGE PROFICIENCY. HERE’S A SNAPSHOT OF WHAT YOU CAN EXPECT TO SEE IN YOUR STUDENTVUE THIS YEAR:

EXIT TICKET NH	ORAL INTERVIEW NH	SMALL GROUP DISCUSSION NH	ORAL ASSESSMENT 90	EXIT TICKET IL
JOURNAL ENTRY IL	EXIT TICKET NH	FORMAL EMAIL PRACTICE IL	FORMAL EMAIL ASSESSMENT 90	ESSAY 95

YOUR OVERALL GRADE WILL BE BASED ON YOUR LANGUAGE PROFICIENCY. YOUR GRADE WILL REFLECT WHAT YOU CAN **DO** TO COMMUNICATE WITH THE LANGUAGE!

THE RUBRIC BELOW WILL BE USED TO MEASURE YOUR LANGUAGE:

WCPS   Washington County Public Schools		□ Performance □ Proficiency		WORLD LANGUAGE RUBRIC							
MAJOR FOCUS		PRE NOVICE	NOVICE LOW STAMP 1	NOVICE MID STAMP 2	NOVICE HIGH STAMP 3, AP 1, IB SL 3	INTERMEDIATE LOW STAMP 4, AP 2, IB SL 4	INTERMEDIATE MID STAMP 5, AP 3, IB SL 5	INTERMEDIATE HIGH STAMP 6, AP 4, IB SL 6	ADVANCED LOW STAMP 7, AP 5, IB SL 7		
How well do others understand my central idea? <b>Comprehensibility</b>	Writing Speaking	An audience accustomed to language learners cannot understand me. I am unable to produce sounds unique to the target language.	An audience accustomed to language learners understands me with difficulty. I pronounce very few sounds unique to the target language with substantial influence from another language.	An audience accustomed to language learners understands me with difficulty. I pronounce in isolation some sounds unique to the target language with some influence from another language.	An audience accustomed to language learners generally understands me with gaps in comprehension. I pronounce in isolation many sounds unique to the target language with little to no influence from another language.	An audience accustomed to language learners understands me with some effort. I pronounce many sounds unique to the target language with little to no influence from another language.	An audience not accustomed to language learners understands me with gaps in comprehension. I pronounce most sounds unique to the target language with no influence from another language.	An audience not accustomed to language learners readily understands me, although interference from another language may be evident. I attempt to apply conventions of native speech.	Any audience understands me. I apply conventions of native speech.		
How elaborate is my language? <b>Complexity of Expression</b>		I use a very limited number of isolated words.	I use a limited number of isolated words, sentences, or familiar phrases.	I use some formulaic language, simple sentences, & phrases about familiar topics.	I create simple sentences about familiar topics with recycled vocabulary & grammar. I elaborate a little.	I begin to create compound sentences with few or repetitive sequencing & transition words. I begin to give more details & elaborate on a topic with more details.	I integrate connected sentence structures with some sequencing & transition words. I give some details & elaborate on a topic with more details.	I integrate connected sentence structures. I elaborate or elaborate a viewpoint with details while using some culturally appropriate idiomatic expressions.	I integrate a wide variety of connected & complex sentence structures. I elaborate & defend a viewpoint with details while using rich & precise culturally appropriate idiomatic expressions.		
How varied are the words I use? <b>Vocabulary</b>		I use a few memorized words in the target language. I rely primarily on another language.	I use a very limited number of isolated words that are repetitive. I use some English.	I use a limited number of memorized words & phrases in context, but they are repetitive.	I use learned words & phrases on familiar topics related with little repetition.	I use a variety of new & previously learned words & phrases on a range of familiar topics.	I use words & expressions from a wide range of familiar topics.	I use expanded words & expressions from a wide range of topics related to school, work, & community.	I use extensive vocabulary to communicate ideas on a wide range of scholarly & professional topics.		
How well do I use the language? <b>Language Control &amp; Structure</b>		I use a few memorized words in the target language. I rely primarily on another language.	I use a very limited number of isolated words that are repetitive.	I begin to use basic language structures with frequent errors.	I use the basic language structures with few to no errors.	I use a variety of sentence structures with repetitive grammatical structures & errors that may interfere with comprehension.	I demonstrate emerging control of verb tenses & some advanced grammatical structures with few errors that may interfere with comprehension.	I demonstrate some control of verb tenses, moods, & some advanced grammatical structures with errors that may interfere with comprehension.	I demonstrate control of verb tenses, moods, & some advanced grammatical structures with errors that do not interfere with comprehension.		
How well do I converse? <b>Quality of Interaction</b> <small>*Used for interpersonal tasks only</small>		I cannot comprehend any kind of spoken message in the target language & am unable to maintain a conversation.	I demonstrate understanding by indicating a choice, responding yes/no, or with an isolated word, but I have difficulty maintaining a conversation.	I demonstrate understanding by responding to & asking basic questions with memorized phrases or isolated words.	I demonstrate understanding by responding to & asking basic questions with learned phrases & simple sentences.	I demonstrate understanding by responding to & asking basic questions or requests with information with few errors or simple sentences.	I demonstrate understanding by responding to & asking a variety of appropriate questions & responding with a series of sentences.	I demonstrate understanding by responding to & asking questions, paraphrasing with ease, confidence, & flexibility in various time frames.	I understand & link ideas in extended discussions. I participate actively in most social & some professional conversations with ease, confidence, & flexibility in various time frames.		
MINOR FOCUS		How well do I complete the task?		How accurate are my spelling, capitalization, & punctuation?		How accurate are my spelling, capitalization, & punctuation?		How accurate are my spelling, capitalization, & punctuation?			
		I complete little of what I am asked to do.	I complete most everything I am asked to do.	I complete everything I am asked to do.	I complete more than what I am asked to do.	I have many errors in mechanics.	I have errors in mechanics.	I have some errors in mechanics.	I have no errors in mechanics.		
How intercultural am I?		I communicate my knowledge of some cultural products & practices, but stereotypically.		I communicate my knowledge of a few cultural beliefs & values through my interactions. I function at a survival level in an authentic cultural context.		I communicate & compare my knowledge of basic products, practices, & cultural beliefs & values through my interactions.		I communicate & compare my knowledge of familiar (learned or experienced) products, practices, & cultural beliefs & values through my interactions.		I compare diverse cultural products & practices. I communicate my knowledge of some cultural perspectives in a society. I interact at a functional level in familiar & some unfamiliar cultural contexts.	

A GRADE WILL BE ASSIGNED BASED ON YOUR PROFICIENCY LEVEL.

Semester 1

Semester 2



INTERMEDIATE MID	100%	100%
INTERMEDIATE LOW	100%	90%
NOVICE HIGH	90%	75%
NOVICE MID	75%	60%