

español cuatro — 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!!

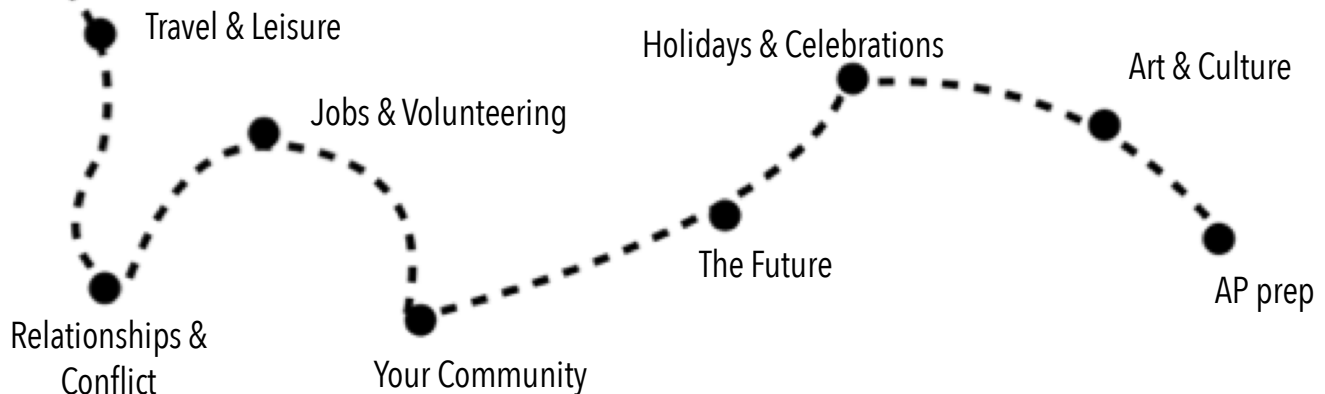
LANGUAGE PROFICIENCY IS A PERSON'S ABILITY TO USE A LANGUAGE IN ORDER TO **COMMUNICATE**. THIS YEAR IN CLASS WE WILL BE FOCUSING ON GROWING OUR COMMUNICATIVE LANGUAGE PROFICIENCY IN ALL MODES - LISTENING, READING, SPEAKING AND WRITING - YOU WILL RECEIVE LOTS OF FEEDBACK TO HELP YOU MEET YOUR GOALS.

KEEP YOUR FOCUS ALL ABOUT COMMUNICATION, NOT PERFECTION!



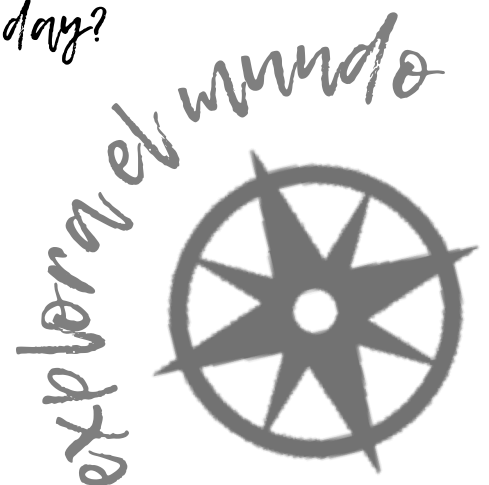
THEMES & TOPICS — *what am I going to learn about?*

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 SCHOOLGY. 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 ARRIVES.****

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:

EXITTICKET IL	ORAL INTERVIEW IL	SMALL GROUP DISCUSSION IL	ORAL ASSESSMENT 90	EXITTICKET IM
JOURNAL ENTRY IM	EXITTICKET IL	FORMAL EMAIL PRACTICE IM	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!

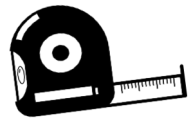
THE RUBRIC BELOW WILL BE USED TO MEASURE YOUR LANGUAGE:

WCPS | Washington County Public Schools

□ Performance □ Proficiency

WORLD LANGUAGE RUBRIC

MAJOR FOCUS	PRE NOVICE	NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	
ASSESSMENT EQUIVALENCY	STAMP 1	STAMP 1	STAMP 2	STAMP 3, AP 1, IB SL 3	STAMP 4, AP 2, IB SL 4	STAMP 5, AP 3, IB SL 5	STAMP 6, AP 4, IB SL 6	STAMP 7, AP 5, IB SL 7	
Comprehensibility How well do others understand my central idea? 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 some influence from another language. I elaborate a little.	An audience accustomed to language learners understands me with gaps in comprehension. I pronounce many sounds unique to the target language with little to no influence from another language.	An audience not accustomed to language learners readily understands me with gaps in comprehension. I pronounce most sounds unique to the target language with some influence from another language.	An audience not accustomed to language learners readily understands me, although with some inference from another language may be evident. I attempt to apply conventions of native speakers.	Any audience understands me. I apply conventions of native speech.	
Complexity of Expression How elaborate is my language?	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 begin to create compound sentences with few or repetitive sequencing & transition words. I give some details & elaborate on a topic.	I integrate a variety of sentence structures with some sequencing & transition words. I give some details & elaborate on a topic.	I integrate connected sentence structures. I explain 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.	
Vocabulary How varied are the words I use?	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 in context 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.	
Language Control & Structure How well do I use the language?	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 demonstrate limited use of verb tenses with repetitive grammatical structures & errors that may interfere with comprehension.	I demonstrate emerging control of verb tenses & some advanced grammatical structures with 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.	
Quality of Interaction How well do I converse? <i>*Used for interpersonal tasks only</i>	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 for information with few phrases 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									
Task How well do I complete the task?	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.	How accurate are my spelling, capitalization, & punctuation? Mechanics		I have no errors in mechanics.		
Interculturality 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.



CLICK [HERE](#) TO GET A CLOSER LOOK OR



A GRADE WILL BE ASSIGNED BASED ON YOUR PROFICIENCY LEVEL.

Semester 1

Semester 2



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