



CASTEEL HIGH SCHOOL

Courage - Character - Commitment

**Casteel High School
Department of World Languages
Spanish Level I**

Course:	Spanish I
Classroom:	Casteel High School, Room A11
Instructor:	Señora (Mrs.) Arleen DeVivo
Email:	devivo.arleen@cusd80.com
Phone:	(480) 424-8141
Office Hours:	M-Th 2:30-3:00 p.m. Additional hours by appointment. On occasion, hours may be cancelled due to site required meetings and training.
Class Times:	Following site-approved block schedule
Textbook:	Auténtico

Course Description

The Level I Spanish language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. Often, the major means of communication between students and instructors will be in the target language. Through consistent and comprehensible exposure to grammatically correct language, students develop an "ear" for language. Fluency is promoted by allowing students to proceed with natural language acquisition. The focus will be on the five areas of language competency: reading, writing, speaking, listening, and cultural competence. Performance-based assessments are used to measure achievement. Such measurements demonstrate what the student can “do” using the language.

Prerequisite: none

Learning Goals and Outcomes

As students study the target language, they will improve in their ability to communicate in the target language as well as in their cultural competencies. Our goal by the end of the first year is to have all students performing at the novice high proficiency level. In addition to the cultural competencies that we will focus on, students will build proficiency in the target language in three modes of communication: interpersonal (person-to-person speaking and writing), interpretive (understanding what they read and hear in the target language), and presentational (“one-way” speaking and writing in the target language). At the end of the semester, students will be able to:

- Communicate and exchange information about familiar topics using phrases and simple sentences.
- Carry out short social interactions in everyday situations by asking and answering simple questions.
- Understand words, phrases, and simple sentences related to everyday life; sometimes understand the main topic of what is heard.
- Understand familiar words, phrases, sentences, and sometimes the main idea within short and simple texts related to everyday life.
- Present basic information on familiar topics using learned phrases and simple sentences.
- Write short messages and notes using phrases and simple sentences on topics related to everyday life.
- Recognize basic practices, products, and perspectives of cultures where the target language is spoken (e.g., greetings, holiday celebrations, body language, gestures, traditions).
- Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances; recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
- Identify and use familiar vocabulary and phrases in the target language supported by resources (e.g., maps, graphs, visuals, audio, digital media) to reinforce prior knowledge and make connections to new knowledge of familiar topics in other content areas (e.g., geography, history, arts, math, science).
- Recognize and compare words, true and false cognates, sound patterns, and basic grammatical structures of the target language with his/her own language (as applicable).
- Identify and compare products and practices (e.g., celebrations, dances, oral stories, food) typical of the target culture with his/her own culture (as applicable).
- Communicate using key words and phrases in the target language within the school setting (and beyond, as applicable).
- Participate in simple activities and cultural events within the school setting (and beyond, as applicable).

Textbook/Materials

We use a Level I Spanish textbook entitled “Autentico”. Students are not permitted to take textbooks home, but we will work from them in the classroom on various occasions. Students should have a notebook or a binder with a supply of standard lined paper to use for taking notes, completing in-class assignments, and taking quizzes. I highly recommend that students organize and keep their graded/returned work throughout the semester. Students must also provide their own pens and/or pencils, colored pencils or crayons, and a pair of dice kept in a baggie. Please avoid light-colored inks for assignments that will be turned in. Finally, for organization purposes, a **two-pocket folder** is required.

Student Responsibilities

Each quarter students will be required to:

- Regularly attend class.
- Complete assigned homework and come to class prepared to learn!
- Actively participate in class discussions and group/partner activities.
- Be on-task during class time. This means working on the appropriate classwork and assignments during the class period
- Adequately prepare for quizzes and performance assessments.
- Complete research projects and present them to the class.
- Regularly check grades in Infinite Campus.
- Check Google Classroom daily for assignments, announcements, and other communications from the teacher.
- BE AUTONOMOUS! TAKE RESPONSIBILITY FOR YOUR LEARNING!

Grades and Evaluation

Student grades are available to view online in Infinite Campus and will be kept up to date. Please monitor your grade throughout the semester so that you always know exactly where you stand. The district has adopted 40% / 40% / 20% grading policy. This means that Quarter 1 is worth 40% of your semester grade, Quarter 2 is worth 40% of your semester grade, and your final exam is worth 20% of your semester grade. Likewise, Quarter 3 is worth 40%, Quarter 4 is worth 40% and the final exam is worth 20%. Final/Semester grade distribution is as follows:

A	100–90
B	89–80
C	79–70
D	69–60
F	Below 60

Quarter grades are broken down as follows:

Quarter grades will be calculated by using a combination of formative and summative assessments given throughout each quarter. Each quarter, 60% of the grade will be derived from formative assessments, and 40% of the grade will be based on summative assessments. These grade categories and the activities that correspond to them are designed to allow us to practice and assess student progress in each of the language modalities: reading, writing, speaking, listening as well as knowledge of the culture(s) associated with the language.

Grading Policy

I. Formative Assessment 60%

The purpose of Formative Assessment is to provide opportunities for students to build the skills necessary to perform the 3 modes of communication in authentic situations. These skills are measured using the Arizona State Standards for World Languages as defined in the **Level I "Can Do" Statements**. Students in Level I are charged with reaching the **Novice-Mid** range for proficiency.

(1) Homework 10%

Homework will be scored for completion contingent upon quality work. The teacher can request a re-do as deemed necessary.

(2) Classwork 30%

(a) Weekly participation 10%

Participation will be scored on an analytical rubric worth 24 points. The student will receive a rubric on Fridays which is due on Mondays. At the end of each quarter, students will calculate their weekly average which will account for 50% of the overall participation grade. It is understood that students will be transparent and honest as they complete each rubric.

The teacher will complete the same rubric for each student at the end of each quarter that will account for 50% of the overall participation score.

(b) Daily activities 20%

Students will engage in on-going activities in listening, reading, writing, speaking, and developing cultural competence. These activities are often integrative, and the point values for each will reflect the effort required for successful completion.

(3) Quizzes 20%

Quizzes will assess students' knowledge of vocabulary and grammatical structures, including the essential skill of conjugation. Quizzes are often integrative, and the point values for each will reflect the effort required for successful completion.

II. Summative Assessment 40%

The purpose of Summative Assessment is to measure the 3 modes of communication in authentic situations. These are measured using the Arizona State Standards for World Languages as defined in the **Level I "Can Do" Statements**. Students in Level I are charged with reaching the **Novice-Mid range** for proficiency. The CUSD curriculum for Level I affords the completion of 2 to 2 1/2 units per quarter.

(1) Unit Tests 20%

These assessments measure students' progress in the 3 modes of communication. Analytical rubrics are used to measure progress.

- (a) Interpersonal tasks (Speaking and Writing)
- (b) Interpretive tasks (Reading and Listening)
- (c) Presentational tasks (Writing and Speaking)

(2) Research Projects 20%

Projects are research-based and allow students to demonstrate their knowledge of the peoples and cultures of the Spanish-speaking world. Students are encouraged to utilize multiple sources to create projects including articles, journals, stories, recordings, etc. Analytical rubrics are used to measure progress.

Classroom Policies

- Follow school rules as outlined in the CCHS handbook.
- No food or drinks allowed during class—anything brought into class will be placed on the table nearest the door.
- Students must get permission from the teacher to leave class to use the restroom. Only one student is allowed to go at a time, and you must sign out and sign back in.
- Be respectful to your classmates—inappropriate behavior will not be tolerated
- Keep your hands to yourself.
- NO CELL PHONE USE DURING CLASS UNLESS OTHERWISE INSTRUCTED. SAVE YOURSELF THE TROUBLE AND PLEASE KEEP THEM IN YOUR POCKET OR BACKPACK.
- Due dates are firm. Late work will be accepted on a case-by case-basis. If you miss an assignment, please see the teacher before or after school so that arrangements can be made.
- Make-up quizzes and assessments are given by appointment. If you miss a quiz or an assessment, please see the teacher ASAP.

- Clean up after yourselves. Do not leave the area around your seat covered with garbage
- Speak Spanish in the classroom.

GOOGLE CLASSROOM

The platform for academic work will be Google Classroom. **GOOGLE CLASSROOMS WERE SET UP BY THE DISTRICT; YOU SHOULD AUTOMATICALLY BE IN THE CORRECT CLASS SECTION. IF YOU ARE HAVING ANY ISSUES WITH GOOGLE CLASSROOM, PLEASE CONTACT YOUR INSTRUCTOR.**

Google classroom access codes

Period 1: pf4oqva
Period 3: oe3kbbc
Period 4: oft65r5
Period 5: ugveyk3
Period 6: cxzima2

Tardy Policy

Classes will start promptly after the bell rings at which time students must be in their seats. Attendance will be taken right away. If you are tardy to class, you will be required to get a tardy pass from the front office or, in the case that you were held late by another teacher, you will have to obtain a pass from that teacher. If arriving late to class becomes habitual, I will make a call home to parents/guardians and/or refer the student to the administration.

Cheating

Cheating of any kind (including plagiarism) will not be tolerated. Copying another person's work, allowing another student to copy your work, or turning in any portion of your assignment as your own work that was done by another person all constitute cheating. **Using online translators like "Google Translator" (or any other electronic or human translation assistance/service/product) is also academically dishonest and is considered cheating.** Please refer to the CCHS handbook for more information regarding the school's policy regarding cheating and the consequences for cheating. Such incidents are reported to the appropriate assistant principal.

Consequences

If you do not meet classroom expectations as outlined in the syllabus and the CCHS Handbook, the following actions will be taken:

1. Verbal warning
2. Call home to parent/guardian
3. Referral to administration

Academic Intervention Plan (AIP)

Students who struggle to meet academic progress indicators (eg. low participation in class, low quiz/assessment scores, lack of assignment completion) will receive an Academic Intervention Plan in a sealed envelope that will be sent home with the student. The AIP contains a checklist of areas of difficulty and a checklist of intervention elements designed to increase student success. Parents/guardians are asked to please sign the document and have your child return it to the teacher. Should the document not be returned in an appropriate amount of time (3 days), the teacher will reach out to the parent/guardian via phone or email to discuss the AIP.

Arleen DeVivo
Spanish I

Syllabus Acknowledgement

After carefully reading through the syllabus, please sign this form and return it to Sra. DeVivo by Friday, August 7, 2020.

I have read and understand the policies, rules, procedures and expectations as outlined in the syllabus.

Student's Printed Name

Parent/Guardian's Printed Name

Student's Signature

Parent/Guardian's Signature

*Parents/Guardians: Please do not hesitate to contact me with any questions or concerns. My contact information can be found at the top of the syllabus.

Parent/Guardian Contact Information and Preferences

Parent/Guardian Name(s):

Daytime Phone:

Home Phone:

Email Address:

Please contact me about my student's grades and/or behavior by:

(check one) _____ Phone _____ Email