



# ***CASTEEL HIGH SCHOOL***

***Courage - Character - Commitment***

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Casteel High School  
Department of World Languages  
Spanish level 1

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**Course: Spanish I**  
**Classroom: Room A9**  
**Instructor: Señora Bonnie McNamara**  
**Email: [irvinemcnamara.bonnie@cusd80.com](mailto:irvinemcnamara.bonnie@cusd80.com)**  
**Phone: (480) 242- 8139**  
**Office hours: 2:30 – 3:00**

## **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 :**

**Students will not be taking textbooks home, but will work with them in the classroom. Students will need to have a notebook/binder, Spanish/English dictionary, pencils, red and blue pens, color pencils and a flash drive. You will need to use google classroom, and REMIND.**

**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 conversation activities.**
- **Be on-task during class time. This means working on the appropriate assignments and class work during the class period.**
- **Complete assigned writing assignments (Compositions).**
- **Adequately prepare for quizzes and tests.**
- **Complete project and**
- **Be prepared for in class presentations.**
- **Check your IC grade and Google classroom feedback regularly.**
- **BE AUTONOMOUS! TAKE RESPONSIBILITY FOR YOUR LEARNING!**

**GOOGLE CODES:**

**Period 1:**  
**Period 2:**  
**Period 3:**  
**Period 4:**  
**Period 5: ll5iyg**

**REMIND: TEXT 81010**

**Period 1: @macfrench1**  
**Period 2: @machonors3**  
**Period 3: @macfrench1**  
**Period 4: @macfrench2**  
**Period 5: @masp1p5a9**

**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:**

<b>A</b>	<b>100-90</b>
<b>B</b>	<b>89-80</b>
<b>C</b>	<b>79-70</b>
<b>D</b>	<b>69-60</b>
<b>F</b>	<b>Below 60</b>

**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.**

## **Level I Grading Policy 2020-2021**

### **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 "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**

**Absences are limited to 10 class periods per semester (CCHS policy) Credit may be lost at the discretion of the instructor if absences exceed this number. Quizzes or tests will be made up either during conference period or at my discretion. You are expected to make up the test or quiz upon your return. Students are expected to attend class every day. In the event of an EXCUSED absence, it is the responsibility of the STUDENT to seek make-up work, INCLUDING a test. If a student is absent on the day an assignment is due, that assignment is due the next day the student is in attendance. Any homework assigned in a student's absence will be due following the number of days missed. Without proper notification, any assignment not turned in on time is considered a late assignment and will not be given full credit.**

## **Tardy Policy**

**1st offense: Verbal warning.**

**2nd offense: Marked tardy and an email will be sent home.**

**3<sup>rd</sup> offense: Marked tardy and given a lunch detention.**

**4<sup>th</sup> offense: Referral.**

## **Cheating**

**Cheating of any kind (yes, plagiarism is cheating) will not be tolerated. Copying another person's work, allowing another student to copy your work, or turning in as your own work that was done by another person all constitute cheating. Using online translators like "Google translate" (or any other online translation 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.**

## **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**

**For virtual purposes, please complete the parent survey.**

**In lieu of printing and returning, please complete the parent survey by August 10, 2020.**

**<https://forms.gle/iPHM5UGj2L4Zrywo7>**

**Bonnie McNamara**  
**Spanish I**

**Syllabus Acknowledgement**

**After carefully reading through the syllabus, please sign this form and return to Maria Styron by Friday of week 1.**

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

\_\_\_\_\_  
**Student's Printed Name**

\_\_\_\_\_  
**Parent's Printed Name**

\_\_\_\_\_  
**Student's Signature**

\_\_\_\_\_  
**Parent'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:** \_\_\_\_\_

**Daytime Phone:** \_\_\_\_\_ **Home Phone:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Please contact me about my student's grades or behavior by \_\_\_\_\_**

**Phone      Email**