



## Syllabus

**Course: Spanish I**

**Year: 2018-2019**

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**Course Description/Overview:** This course is an introduction to Spanish. We will be focusing on the following:

- **Listening:** This is known as the “natural approach.” The theory is that students can learn a second language the way they learned their first, by listening to it modeled for them.
- **Reading:** You will read daily. Short stories, authentic texts, and understandable and interesting novels will provide you with daily language practice.
- **Speaking:** In the first quarter you mostly will be speaking one-word answers that provide the details of the stories we create together. As the year progresses you will be asked to read aloud and speak in full sentences.
- **Writing:** Spelling will not be my main concern. Communication is our aim.

**How to Succeed:**

- **Be brave, be a risk-taker:** You will make many, many mistakes along the road to language proficiency. That is OK. In fact, it’s great! The student who is willing to be brave and try will progress quickly.
- **Pay attention:** In this class you will sit up with shoulders squared. I am teaching to your eyes. Show me you are listening.
- **Respond:** You will be expected to provide suggestions and answers EVERY class period. If you don’t understand the question, ask for clarification or guess! My role is to help you understand.
- **Be honest:** If you don’t understand, tell me. I will teach you a visual cue to let me know I’m going too fast.
- **Be open-minded:** Good news- your brain is already capable of learning languages. You’ve done it before. Keep this in mind. Accept feeling uncomfortable. Much like exercise, we improve when the task is a little difficult. If you are able to execute everything with perfection, you are in the wrong class.

**Profe's Role and Responsibilities:**

- Provide a physically and emotionally safe environment: Please let me know if you ever do not feel safe in this classroom.
- Show respect: You are amazing. I know this. Please let me know if my actions or the actions of others feel disrespectful.
- Provide comprehensible language: Yes, we are communicating 90-100% in Spanish. However, the materials and language used is appropriate for Spanish I learners.

**Required Materials:** Bring these items to class every day.

- Writing utensil
- Notebook
- Folder

(A Spanish dictionary is a useful tool but not a requirement for this course. Course texts will be used and kept in the classroom. Chapter copies will be provided upon request. )

**Policies:**

- **Attendance:** Learning Spanish happens best when you are engaged in Spanish. Each class is designed so that you will listen, speak, read, and write in Spanish. To ensure you are engaged, you are required to arrive to class on time and be here daily.
- **Language:** I will speak Spanish 90-100% of the class period. You will attempt the same. Research supports that this is the best way to learn. It will be difficult and you will make mistakes. Mistakes (learning opportunities) are a requirement of this course.
- **Bathroom/Hallway Policy:** Students are expected to check phones, use the bathroom, get a drink, refill water bottles, and visit lockers during the 5-minute passing time. Students will be required to use their planner to leave the room. Students will be not allowed to leave during the first or last ten minutes of class time and may only leave during work time.
- **Electronics:** Students are not allowed to use personal electronic devices (cell phones, iPads, etc.) during class time. This means no electronics bell to bell. If I see an electronic it will be confiscated and brought to your Dean's office. This policy is in accordance with the school-wide policy. The policy is posted in my classroom and can also be found in the Washburn Student Handbook. According to the Washburn Student Handbook, on the first two offenses the device will be confiscated and can be picked up at the end of the day. On the third offense, the device will be confiscated and returned only to a parent or guardian. Uncooperative students will be referred to their dean.

**Course Units and Summative Assessments:**

Quarter 1: New Perspectives	Quarter 2: Heroism	Quarter 3: Human and Civil Rights	Quarter 4: Adventure
<p>Functions: <b>Identify</b> and <b>demonstrate</b> classroom expectations and routines <b>Use</b> TPRS strategies to participate in class stories <b>Share</b> information about yourself in the form of a short interview <b>Read and analyze</b> a novel about a girl that travels to Mexico <b>Summarize</b> a chapter of a novel <b>Respect</b> cultural differences and <b>gain</b> new perspectives</p>	<p>Functions: <b>Examine</b> characteristics that make someone a hero/heroine <b>Retell</b> main events of a story using visual cues <b>Write</b> an informal letter to Picasso <b>Explore</b> works of art and how they are used as forms of expression <b>Complete</b> an interview from the perspective of a character <b>Read and analyze</b> a novel about two friends who are heroes</p>	<p>Functions: <b>Explore</b> how political corruption and immigration affect a family from Guatemala <b>Write</b> your autobiography <b>Present</b> information about your family <b>Read and analyze</b> a novel written from the first-person perspective about hope and determination <b>Answer</b> comprehension questions about two short stories <b>Compare and contrast</b> immigration stories</p>	<p>Functions: <b>Write</b> a biography about a character from a novel <b>Respond</b> to questions pertaining to themes from a novel <b>Compose</b> a diary entry from the perspective of a character justifying his/her decisions in the New World <b>Present</b> information about a famous person <b>Read and analyze</b> a novel about pirates and their adventures in the New World</p>
<p>Texts read: “Las aventuras de Isabela” by Karen Rowan</p>	<p>Texts read: “Agentes secretos y el mural secreto de Picasso” by Mira Canion</p>	<p>Texts read: “Esperanza” by Carol Gaab</p>	<p>Texts read: “Piratas del Caribe y el mapa secreto” by Mira Canion &amp; Carol Gaab</p>
<p>Summative Assessments: Interpersonal or Presentational Speaking Presentational Writing Interpretive Writing Interpretive Listening</p>	<p>Summative Assessments: Interpersonal or Presentational Speaking Presentational Writing Interpretive Writing Interpretive Listening</p>	<p>Summative Assessments: Interpersonal or Presentational Speaking Presentational Writing Interpretive Writing Interpretive Listening</p>	<p>Summative Assessments: Interpersonal or Presentational Speaking Presentational Writing Interpretive Writing Interpretive Listening</p>

**Grading:** The primary purpose of grading is to communicate the academic achievement status of students to students, their families, employers, and post-secondary institutions. A grade should accurately reflect **what students know** and are **able to do** in a course.

## Grading Scale and Grade Make-Up:

A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F 50-59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	
<b>Summative: 80%</b> (tests, writing, speaking assessments)				
<b>Formative/Participation: 20%</b> (quizzes, class work, participation)				

Students are required to complete EVERY summative assessment given. If the student does not complete an assessment, they will receive an F on their transcripts. If the student does not complete the work in 30 days, the quarter grade will remain an F. In short, the student will fail the entire quarter if he/she does not complete every summative assessment.

*Grading modifications may be made for students with IEP or 504 plans.*

### **Extra credit:**

Due to classes being graded on ability, no extra credit is given.

### **Re-Dos and Retakes:**

No individual test can be retaken. However, if you demonstrate growth on a specific type of summative assessment by the following quarter, your original score will be replaced with the new higher score. The student must keep track and request this of the teacher.

### **Plagiarism:**

The World Language department will not tolerate plagiarism in any form. For a general definition of plagiarism please see the Washburn Student Handbook. Also **note that the use of any online or electronic translation device to complete an assignment is plagiarism.** This is not your work. If the teacher suspects plagiarism, you will be asked to justify your work. If you cannot justify your work within the parameters of the World Language Department's expectations, you will be asked to complete an alternative assignment.

### **Missing & Late Work:**

Any late assignments will receive a reduction of 1 letter grade and will receive a **failing score three days after the assigned due date.**

### **Excused absences/makeup work:**

- When you are absent it is your job to find and complete the work you missed. Talk to Profe before or after school (NOT right before or during class) to go over missed classwork.
- If you are gone because of an excused absence the day something is assigned you will have **3 days** to make it up.
- If you are absent on the day of a quiz or assessment you will also have **3 days** to make-up that quiz or assessment before or after school.
- Make-up quizzes and assessments will not be administered during class.

**W.H.S. Student Information/Syllabus Compliance Form - Spanish I Due Tuesday, Sept. 4**

Parents/Guardian:

Please sign below to verify that you have read and understood the policies of Spanish I.

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

What is the best way to reach you? Please provide an email and/or a phone number.

\_\_\_\_\_

**Additional:**

I give permission for my student to be photographed in class:

Yes \_\_\_\_\_ No \_\_\_\_\_

I give permission for my student to watch an R-rated movie that is linked to the curriculum we are studying. (This may not happen but just in case).

Yes \_\_\_\_\_ No \_\_\_\_\_ Please contact me first \_\_\_\_\_

I give permission for my student to go on a "walking field trip" in which we walk to somewhere in the community for a cultural experience.

Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_

**I am interested in the following opportunities for my student:**

\_\_\_\_ Concordia Language Villages Weekend (language camp)

\_\_\_\_ Travel to Argentina (tentatively planned for spring break 2020)

\_\_\_\_ Hosting a foreign exchange student during the school year or summer.

\_\_\_\_\_

**Additional comments that you would like us to know about your student:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Students:**

Please sign to indicate that you have read and accept what has been outlined in the syllabus.

Student name: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

I agree to use any technology (laptops, iPads, etc) provided by Washburn in this class in an appropriate manner.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_