



Spanish I - Course Syllabus 2016-2017

Instructor: **Kate Friendly-Mares** Room 79

E-mail: kate.friendlyjones@district6.org

Phone: 541 494-6250 (CAHPS main phone line)

Parent/Student Resources:

Synergy web address for parents to login

To track grade & attendance and to see monthly calendar of assignments and due dates.

OWL social media outlets

Twitter - Organic World Language

Pinterest – Organic World Language

Facebook – Organic World Language

Website(coming soon) - www.organicworldlanguage.com

Standards based on ACTFL Proficiency Levels
Oregon State Standards for Foreign Language

www.actfl.org

<http://www.ode.state.or.us/teachlearn/subjects/secondlanguages/standards/second-language-all-in-one.pdf>

Course Overview:

All Spanish classes here at CAHPS and on our Crater Campus are taught using a method called OWL (Organic World Language), which will provide students with a 100% immersion experience! This method promotes kinesthetic, interactive learning in which the students generate the topics. OWL will be conducted primarily in a circle with students standing, moving, and interacting with everyone in the class. Students will need to be active participants in this process and will be responsible for maintaining a safe and responsible environment conducive to learning. Students will be required to use ONLY SPANISH in this method.

This class is PROFICIENCY based, so activities are created to build off of what you CAN DO: what you CAN SAY, what you CAN WRITE, and what you CAN UNDERSTAND (both orally and written). The goal of all activities is to bring about fluency. Formative assessments are used to inform both the teachers and the students about their personal growth in fluency according to the American Coalition for Teachers of Foreign Languages (ACTFL) scale and OWL principals.

It is normal for students to feel frustrated and lost at the beginning. They need to trust the process and be open to making mistakes as they take this exciting journey towards acquiring a second language – the rewards are worth it! At the beginning of their 1st Trimester we will interrupt our immersion experience to discuss strategies, challenges and benefits of being in an immersion program.

A successful OWL student:

- 1) **Participates** in all activities.
- 2) Brings a **positive attitude** and helps create a positive environment.
- 3) Speaks only SPANISH, **takes risks!!!!**
- 4) **Act it out, Draw it, Describe** with what you know.
- 5) Owns your own learning and growth.
- 6) Brings your CUADERNO to class every day.

Course Learning Targets:

1) **To Speak about Self, Family, and Friends**

ACTFL Novice-Mid Speaker

Students will demonstrate their skills and knowledge at this level:

- Text type
 - Lists in context or sentence fragments
 - Includes memorized phrases and/or sentences
- Language
 - Shows many errors in language structure
- Vocabulary
 - Vocabulary is very simple
 - Students may frequently repeat words or expressions
 - Students responses may include some English words
- Comprehension
 - Response can be difficult to understand
 - Comprehension of response may require significant effort on the part of the listener to be understood
- Task Completion – Minimal completion of task
- Comprehension by responding with simple statements and actions
- Respond with Yes or No, one word answers
- Proper analysis of scientific data (including data collection and graphing)
- Forming a conclusion based on analysis of data
- Basic definitions of “life” and processes unique to living things

2) To Write about Self, Family, and Friends

ACTFL Novice-Mid Writer

Students will demonstrate their skills and knowledge at this level:

- Text type
 - Text consists primarily of isolated words and phrases or lists
 - May contain some simple sentences, but based on memorized expressions or lists (repetitions).
 - Sentences fragments
- Language
 - Errors often obscure meaning
 - Responses can be difficult to understand, and may require significant effort on the part of the reader.
 - Lacks sufficient vocabulary to complete task appropriately, and may use false cognates or other English words.
 - Lacks consistent control of basic grammatical
 - Frequent errors in basic structures
- Function/Task Completion
 - May be able to express likes/dislikes and simple descriptions.
 - Partial completion of the task.
 - Response mostly appropriate but underdeveloped
 - Limited or no creativity with the language.

Grading:

ACT
FL Proficiency Trajectory
Spanish I – NM. Student can communicate on short, memorized phrases, lists and isolated words.
Spanish II – NH. Emerging ability to create with the language. Consists of a mix of memorized phrases, simple sentences, and a basic vocabulary.

25% of Grade (weighted)– “Mastery of Learning Targets” as demonstrated by:	25% of Grade (weighted)- “Application of Learning” as demonstrated by the following Essential Assignments:	25% of Grade (weighted) – Essential Assignment <ul style="list-style-type: none"> • Final Written Exam 	25% of Grade (weighted) – Essential Assignment <ul style="list-style-type: none"> • Final Oral Exam (this will be a video oral)
Oral and Written Assessments Projects/Performance Tasks	Journal Daily Work (Cuaderno, stamp sheet)	Open-ended Proficiency Based	Open-ended Proficiency Based
Quizzes or check-ins Oral and Written Portfolios, *targeted assignments	Spanish Daily Use Duolingo		For their Language Portfolio

*NOTE: Some targeted assignments will NOT be graded, but are **important** for mastery of learning targets. Students may only re-do graded targeted assignments if all other targeted assignments are complete.

A = 4.5-5 Advanced B = 3.5-4.49 Mastery C = 2.5-3.49 Meets D = 1.5-2.49 Lacking Skills and Knowledge
F = 0-1.49 No knowledge or Skills Shown

LEARNING BEHAVIORS: In addition to academic grading, your student will be assessed on three behavioral categories:

- 1) Teamwork
- 2) Personal Management
- 3) Striving for Quality Precision and Accuracy

Students will be assessed on whether they “meet” or “do not meet” these criteria - no letter grade is associated with assessment of the learning behaviors.

Spanish Notebook (CUADERNO): In order for students to be successful in personal management, organization is key. I **STRONGLY RECOMMEND** students keep a SEPARATE notebook for in class activities, vocabulary, PRACTICA, notes, and handouts! Their CUADERNO will be vital for their daily classroom expectations and growth in Spanish.

OWL STUDENT’S RESPONSIBILITIES

Mastering the learning targets in Spanish requires students to **actively think** about what they know and to relate that to new ideas to be learned. To be successful, students must:

1. Be **actively involved** in class, **ask questions, contribute** to the class and your classmates.
2. **Complete or attempt all assignments and projects.** All assignments are designed to help you acquire language and practice your language skills
3. **Ask for help and ask questions** of fellow students (when appropriate) and the teacher (when appropriate) when you are confused or don’t understand.
4. **Do all work in a timely matter** so that you are not slowing the class down by not being prepared.
5. **Prepare for daily activities by spending time outside of class to think, speak, read, and write in Spanish.**
6. **Do not distract** self and/or others students from the opportunity to learn. Come to class **on time and prepared** with materials
7. **In group-work, be respectful, supportive, and inclusive of all group members!**
8. Remember that **cell phones** and other electronic devices **should be OFF & out of sight** unless explicitly teacher approved for a given activity & then it must only be used in the manner approved. If such devices are out or disrupt class by ringing, a cell phone referral will be issued as per CAHPS discipline policy.
9. **Be safe** and respectful to the teacher, fellow classmates, and any guests to our classroom (guest speakers, substitute teachers, student teachers, etc.)

Attendance (Follow school & District policies):

Attendance and participation are **vital to your success** in Spanish. It is vital that time missed from the 100% Spanish Immersion environment is made up. Students will be asked to demonstrate growth in the language and if they cannot demonstrate that growth in those *targeted assignments than they will need to show that they have accounted for missed time in Spanish and completed all assignments in order to re-demonstrate their skills on that learning target. Without good attendance and active learning, acquiring the knowledge and skills in Spanish will be exceedingly more difficult. If you do miss class, **you must check in with your “amigo de español” to make-up the hours missed.**

Plagiarism:

Plagiarism is a unique issue in a foreign language classroom because students may want to use an online translator, however this is considered plagiarism and is **illegal**. With the OWL method students will quickly learn that all that matters is the skills and knowledge they have in the language. In other words what they know and can do in the language. This means that any work done in Spanish must come from them. They can only look up **one word** at a time.

PARENTS

If you need to contact your student for an emergency or other reason during the school day, PLEASE call the school phone number (541) 494-5260 and your student will be contacted. Please do **not** call or text your student’s cell number during class because it causes disruption to your and other student’s learning.

The simplest way to reach me is by email (kate.friendlyjones@district6.org). Times that I am most available for parents are before school between 8:00 am and 8:50am, and during my 1st period prep 8:50am-10:00am. I generally respond to emails within 48 hours. For student help outside of class, I am available mornings before school and lunches (except Fridays). I am generally NOT available after 4:00pm unless special arrangements have been made.

Cut here!.....

SPANISH I SYLLABUS ACKNOWLEDGEMENT FORM

Note: Please read this syllabus carefully and sign it, have your parents/guardians read it and sign it, and return this portion to me by _____ Be sure to place the rest of this document into your binder for Spanish I

I have read and understand the course expectations and policies:

Print Student Name (Please print neatly)

Student Signature

You, your daughter/son, and I are partners in your students’ education. You can help him/her succeed by checking with them as often as possible about their progress and looking with them at their assignment completion and/or needs. Contact me anytime with questions or concerns.

Parent/Guardian Signature

Parent/Guardian Email – please print neatly

Best Phone Number(s) to reach you

First preference: _____

Second option (if available): _____

It is often easiest to call during the day. Is it okay to call you at work if there is something I would like or need to talk to you about your student? *Circle one* Yes No

If yes, work number: _____

