



Pfra. Carrie Ann Tawadros

Extra Help: Monday from 3-4 or by appointment

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# Inmersión a tu alcance

*Immersion within Reach*

Level One Spanish

Fall 2015

## Course Description:

This is a level one class in which you will continue acquiring the Spanish language by creating and building on experiences within the classroom culture, as well as learning about Hispanic culture. You will be able to focus your acquisition by listening comprehension skills, simplified grammar activities in the present and past tenses, building on a list of vocabulary that you will generate from verbal communication, writing and reading activities, and by creating a genuine Spanish-speaking community where 100% Spanish is spoken.

Dear student, I ask you to allow and encourage not only yourself, but also other members of your community to strengthen each other's language skills, use as many resources as possible without relying on English to be able to communicate ideas, and to savour each moment as you learn with us! Above all, the most important aspect of acquiring any foreign language is that you simply keep trying to communicate and understand as best you can without relying on your native language.

## Our Classroom Assessments:

We will be graded based on the following strands:

Communication/Conversation, Presentation, Interpretation, and Work Habits.

Strand & Definition	Activities
<p>Communication/Conversation (25%)  <i>Conversation assessments ask students to use their language ability to communicate as effectively as possible in Spanish. In spoken and written "conversation" assessments, students are assessed on the length and complexity of what</i></p>	<ul style="list-style-type: none"> <li>● Using Spanish in class (i.e. asking questions / addressing teachers or classmates)</li> <li>● Using vocabulary words and phrases presented in class.</li> </ul>

<i>they are able to communicate, not on the correctness of their Spanish.</i>	<ul style="list-style-type: none"> <li>● Participating in conversational games, debates, interviews, surveys, and dialogues</li> </ul>
<p>Presentation (25%)</p> <p><i>Presentation assessments ask students to work to write and speak Spanish with a high degree of correctness. On these assessments, students have time to prepare and to revise in order to bring their Spanish to a high level of correctness.</i></p>	<ul style="list-style-type: none"> <li>● 3 mini-presentations throughout the semester</li> <li>● Two video diaries and self-assessments; one at the end of September and one towards the end of the semester as a reflection of personal growth within the Spanish language.</li> <li>● Recognition and recall of words &amp; forms (quizzes)</li> </ul>
<p>Interpretation (25%)</p> <p><i>Interpretation assessments ask students to understand authentic written and spoken Spanish. Unlike conversational assessments, which are in real time, interpretation assessments allow students time to re-read and re-listen.</i></p>	<ul style="list-style-type: none"> <li>● Recognizing/applying vocabulary words or phrases presented in class.</li> <li>● Dictados (listening to written speech and writing what is heard)</li> <li>● Answering questions and commenting on reading and listening assessments, such as from news, poetry, art, music, gastronomy, or other aspects of culture</li> </ul>
<p>Work Habits (25%)</p> <p><i>The Work Habits strand reflects the effort students put into completing homework, studying regularly, and working in class.</i></p>	<ul style="list-style-type: none"> <li>● Class participation</li> <li>● Completion of Homework</li> <li>● Showing interest and efforts in class</li> </ul>
Extra Credit	<ul style="list-style-type: none"> <li>● You may complete Honors assignments for extra credit. The regular revision of work will be also encouraged.</li> </ul>

\*\* Please give at least two weeks to update X2 after an assignment has been completed.

#### Late Work:

Please see following excerpt from the faculty handbook on late work:

<p>All students are expected to complete work in a timely manner. Developing the mindset and skills to complete work on time will benefit students throughout high school, college, and in future careers.</p> <ul style="list-style-type: none"> <li>● If a student is not able to turn in an assignment on time, he or she must make arrangements with the teacher within 24 hours of the due date. (Example: If an assignment is due at the beginning of class on a Monday, arrangements must be made by that time Tuesday, regardless if the class meets that day.)</li> </ul>
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- At the discretion of individual teachers, students may be provided extra time to receive credit on assignments
- Make-up assignments must be submitted within **7 calendar days (1 week) from the original due date.**
- **Any assignment submitted after the 7-day window will receive a lower grade in the Work Habits strand but fully assessed in all other strands.**
- **Students who have specific accommodations or modifications in a IEP or 504 plan may have this policy adjusted on an individual basis.**

Honors:

*Honors in Spanish is an opportunity to challenge yourself and enrich your experience in this class. It is open to all students, but there is commitment involved. Honors students will be expected to help to keep a “Solo Español” environment in class and to do various activities:*

- Will create narrated powerpoints and videos using: iMovie, Windows Movie Maker, Google Hangouts, or Jing and will enter it to Google Classroom for other students to be able to comment.
  - Maintain a journal about various topics, to be updated each weekend
- Complete any other assignment you and/or your teacher may find useful to help you expand your Spanish vocabulary.
  - Help coordinating and organizing Exhibition Night for this class.

*\*\*\*Please note that the deadline to apply for honors is September 18, 2015.*

*The drop date is November 20, 2015.*

ACTFL Standards:

As this class is suited to build on topics drawn from our interests as developed within the classroom, we also need to focus on the ACTFL (American Council on the Teaching of Foreign Languages) novice-low to **novice-high** characteristics. As a novice student, that means your speaking ranges from the following capacities:

<b>Aspects of the language:</b>	<b>Novice-Low</b>	<b>Novice-Mid</b>	<b>Novice-High</b>
<b>Interpersonal Communication</b>	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions

			in everyday situations by asking and answering simple questions.
<b>Presentational Speaking</b>	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.
<b>Presentational Writing</b>	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.
<b>Interpretive Listening</b>	I can recognize a few memorized words and phrases when I hear them spoken.	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.
<b>Interpretive Reading</b>	I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.

\*Above information has been retrieved from the ACTFL Can-Do Statements, released in 2015. For information on other ACTFL levels, please see [http://www.actfl.org/sites/default/files/pdfs/Can-Do\\_Statements\\_2015.pdf](http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf).

*“Cada momento de búsqueda es un momento de encuentro.”*

*Paolo Coelho*

Looking forward to all that we reach for,  
Pfra. Tawadros