**Español 1, Heritage 1 & Heritage 2**

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**Grading and Standards**

A four-point rubric is used in class to evaluate students. Assessment scores are entered on AIMS using this four-point scale, although some assessments have more value than others.

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **3** | **2** | **1** |
| **Exceeds** standard  (A letter grade of *A*) | **Meets** standard  (A letter grade of *B*) | **Approaching** standard  (A “high 2,” or mixture of twos and threes, is a letter grade of *C* and a “low 2” is a letter grade of *D*) | **Below** standard  (A letter grade of *F*) |

Students should consistently meet standard to continue on to the second semester of Spanish I or to continue on to Spanish II. Grades of *C* and *D* (approaching standard) will be considered on a case-by-case basis.

Students are assessed based on the standards set forth by the American Council on the Teaching of Foreign Languages (ACTFL):

* **Communication**
  + **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  + **Standard 1.2:**Students understand and interpret written and spoken language on a variety of topics
  + **Standard 1.3:**Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
* **Cultures**
  + **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
  + **Standard 2.2:**Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied
* **Connections**
  + **Standard 3.1:**Students reinforce and further their knowledge of other disciplines through the foreign language
  + **Standard 3.2:**Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
* **Comparisons**
  + **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
  + **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
* **Communities**
  + **Standard 5.1:** Students use the language both within and beyond the school setting
  + **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

*From the American Council on the Teaching of Foreign Languages, http://www.actfl.org/publications/all/national-standards-foreign-language-education*

Objectives and expectations for the unit and daily lessons are posted on the board. Individual activity handouts also have a stated objective printed on them. Students have a stamp sheet with the objectives for the semester as well—they receive a stamp when they have demonstrated mastery of the learning goal described.

**Important Class Policies and Expectations**

* **Students are allowed to retake assessments for up to 100% within five school days of the assessment being returned graded**.
* First 10, last 10: Students are expected to remain in the class the first and last ten minutes of the class period.
* If your student is absent, he/she needs to refer to the class notebook for missed notes and handouts. Each day one student is a class secretary and takes notes to leave in the binder for absent students. Absent students should be sure to arrange for make-up assessments as soon as possible.
* Attendance and participation are important and integral to success! Students are expected to participate and work with all of their classmates in a respectful manner.
* No electronic devices (unless otherwise permitted by the teacher). If students are distracted by their electronic device(s), they miss a lot of class material.
* Students receive three bathroom passes per semester. These passes are also good for extra points at the end of the semester, or can be used to negate a late penalty on small assignments. It is the student’s responsibility to keep track of his or her own passes—if lost, they will not be replaced.

**Resources for Parents and Students**

Our class website: **www.mountvernonspanish.weebly.com.** Here your student can access Spanish resources, helpful study tips, a learning style assessment, class handouts, video and written lessons, helpful songs, online flashcards, and a variety of practice activities and games.



Helpful tips for studying a world language. (From the University of Texas at Austin)

**Helping Your Student Study for Success**

* Ask your student to tell you what he/she learned in class that day. They should be able to tell you some vocabulary (in Spanish) and/or explain a grammar concept. They often should have some handout, game or activity they received that they should be able to explain to you. If they do not know what was learned and practiced in class that day, they should refer to their chapter (*etapa*) packet and find the information there to review and then explain to you, or refer to the class website.
* Quiz your student on their vocabulary flashcards. Repeat the process until they can correctly say all of the words in Spanish. Your student has been taught a three-stack sorting method for practicing flashcards. Have them explain it to you!
* Review! Your student should refer back to previously learned material and review with regularity. They can practice with old sets of flashcards, review packets for previous chapters, or use the website.
* Have your student teach you what he/she has learned in class. Ask them a lot of clarifying questions—it may help clarify their own understanding, or help them verbalize what is giving them trouble!
* Label household items with Post-its in Spanish. Post short phrases or questions and answers from class as well. *For example, you could post “¿Qué llevas? Yo llevo \_\_\_\_\_ y \_\_\_\_” on the closet door so they learn how to ask and say what they’re wearing.*
* Listen to Spanish music with your student or watch a Spanish-language television program together. Ask them to tell you words or phrases that they understood. Compare what you each thought the song or program was about.

**My Student is Struggling in Spanish Class… What Can He or She Do?**

Questions to ask your student:

* What has his/her attendance been like? Has he/she made up all missing work from excused absences? *Attendance information is available on AIMS and Skyward Family Access.*
* Has he/she been in to see señora Dalvit before or after school with questions or for extra help? *I am available almost daily from 7:30-7:55 and 2:35-3:05 or later.*
* If he/she has earned a low score on an assessment, has he/she come in to retake that assessment for up to 100%?
* Is he/she an active listener and participant in class? *Vocabulary is taught using actions, pictures, and with spoken repetition. It is imperative that students listen closely, mimic actions, and repeat so that they can acquire the language more readily. Most students who are struggling are not engaged in class—they choose not to participate, or are distracted by their peers or their electronic device(s).*
* Has he/she been practicing Spanish on a daily basis?
  + Does he/she have flashcards of all of the vocabulary terms? (Flashcards are assigned with each new chapter.) How often does he/she review those flashcards?
  + How often does he/she access the class website?
  + How often does he/she refer to and study the chapter (*etapa*) packet?
* Can he/she explain what he/she should know how to do, based on stated and written objectives for the unit? *Your student has a stamp sheet to track his/her progress. Ask to see it!*
* How does he/she study? Does he/she practice speaking and writing the language while studying? Is it active studying (as opposed to passively looking at a vocabulary sheet or other handout)?
* Does he/she have all of the work sheets, handouts, packets and other print information distributed in class? *Students practice in class in much the same way in which they will be assessed, so it is important to save handouts to study for later. If he/she has lost any papers, most of them are available to print off of the class website.*
* How organized is his/her notebook? Does he/she have all the class notes, handouts, and activities clipped into a three-ring binder and organized by color and/or theme? *All information for the same chapter, or* etapa*, is photocopied on the same color paper. For example, all handouts for U1E2 should be blue.*
* Does he/she have a spiral notebook that he/she has been using for all *Entrada* (entry task) activities? These are also a valuable source of notes and information.