



# SPANISH I

## SRTA. FAUSON

¡Bienvenido a la clase de español! Welcome to Spanish I class! This course is equivalent to high school Spanish I. Through a series of thematic units, you will be engaged in a variety of activities designed to build your proficiency in speaking, listening, reading, and writing in the Spanish language. The goal is that by the time you leave this course, you will be proficient enough to take Spanish II as a freshman at DeWitt High School. I am also hoping to instill a love of the language in you and hope that you will pursue study beyond high school.

### CONTACT INFORMATION

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### MATERIALS

Pencils  
Spiral notebook or loose-leaf notebook paper  
One-inch three-ring binder  
Student planner  
Textbook

### CLASSROOM EXPECTATIONS

My ROAR expectations are posted on the wall in my classroom. There are a few special expectations that apply to learning a foreign language that I would like to share here.

1. Respect
  - ⤴ Keep an open mind regarding other cultures and the way people in other cultures do things.
  - ⤴ Not all students will learn language at the same pace. When a student is really trying hard, be encouraging. Avoid laughing at other students when they make a mistake. Everyone will make a mistake at some point.
2. Own It
  - ⤴ Not all students will learn language at the same pace. Language learning may come easy to you, or you may find it difficult. Therefore, not all students will have to study and practice the same amount. Take ownership of your learning. Study and practice however much you need to be successful.
3. Act Responsibly
  - ⤴ Practice the language outside of class every day. Coming unprepared to class will be frustrating for you, but it will also be frustrating for your partner and other classmates who are depending on you to be able to participate in speaking activities.
4. Reach for Excellence
  - ⤴ Seek opportunities to use the language or learn about Spanish and Latino cultures outside of school. Visit websites in the language. Watch programs on the National Geographic, History, or Travel channels. Go to a cultural event such as a festival, dance performance, or music performance. If you know a native speaker, practice with him/her.

### ACADEMIC EXPECTATIONS

- ⤴ Learning a language is like learning any skill. It requires A LOT of repetition and practice. Many assignments in this class are designed to help you practice or learn the language. Because such assignments are intended to help you learn, they are not always collected and scored.
- ⤴ Sometimes, it will be necessary for individual students to do extra practice to learn a skill. Homework will be differentiated as I deem necessary.
- ⤴ It is my responsibility to intervene if you are not learning because of poor work habits and lack of effort. PAWS referrals and parent contact are common interventions.
- ⤴ In the case of an absence, you have as many days to make up work as you were absent. It is in your best interest to make up work as soon as possible. It's your responsibility to see me upon your return.
- ⤴ If you know of an absence in advance, you may request work. Any work that I give you before you leave should be completed and turned in when you return. Extended absences are especially difficult in a foreign language class.
- ⤴ Academic dishonesty (cheating, plagiarism, etc.) will not be tolerated. Academic dishonesty will result in parent contact and referral to the assistant principal.

## GRADING AND EVALUATION

- ⤴ I believe that your grades should reflect the skills you have learned. I also feel that it's important for both you and your parents to know how proficient you are at each of these skills. Therefore, I use a standards-based grading system rather than a traditional points-based system. In standards-based grading, you will earn a proficiency score for each standard or learning goal.
- ⤴ The following are the standards for this course:
  1. Engage in conversation (exchange information and express feelings and opinions) on familiar topics.
  2. Interpret and comprehend real-world texts on a variety of familiar topics.
  3. Interpret and comprehend spoken language regarding a variety of familiar topics.
  4. Present information and ideas to an audience on a variety of familiar topics.
  5. Write short compositions on a variety of familiar topics.
  6. Demonstrate an understanding of the practices, perspectives, and products of the cultures under study.
  7. Willingly use the language both within and beyond the classroom setting.
- ⤴ Standards 1-5 will be assessed using performance-based assessments at the end of each unit. Assessments will be scored using a rubric and scores will be placed in Infinite Campus so both students and parents get feedback.
- ⤴ Standards 6-7 will be assessed using a variety of written assignments and projects as well as classroom participation and observation.
- ⤴ Here is what your proficiency scores mean:

—Advanced (4)	You have demonstrated proficiency beyond the required level.
—Proficient (3)	You have demonstrated proficiency at the required level.
—Basic (2)	You inconsistently demonstrate proficiency at the required level.
—Needs Assistance (1):	While you attempt to use the language, you are far from proficient. Much more practice is needed.
—Failing (0):	You fail to show any ability to complete the task required on this performance assessment.
- ⤴ At the end of the trimester, I will input an overall proficiency score for each of the seven standards.
- ⤴ There will be no running grade in this class. At the end of the trimester, your overall proficiency scores will be averaged to determine a grade.
- ⤴ The standards-based grading scale is as follows:

A = 3.0 to 4.0
B = 2.5 to 2.99
C = 2.0 to 2.49
D = 1.0 to 1.99
E = Less than 1.0
- ⤴ Standards-based grading does not allow for extra credit. A student is always welcome to do extra work to improve his/her performance.
- ⤴ Students will take a comprehensive final exam at the end of the course. This is the same final exam given to Spanish I students who take the course in high school. By Michigan Department of Education requirement, this final exam is the sole instrument used to determine if a student shall earn credit and be placed in Spanish II upon entering high school. Students are expected to earn an overall score of proficient (3) on this exam. The overall grade in the class *cannot* be used to determine whether or not a student has earned credit.
- ⤴ Michigan students are required to earn two credits in the same world language to graduate. Students who earn the first of these two credits in eighth grade shall have a notation on their transcript indicating one credit has been earned prior to high school, but their grade in the class has no bearing on high school GPA.

**PLEASE PLACE IN YOUR BINDER FOR FUTURE REFERENCE. THANKS!**