

August 15<sup>th</sup>, 2016

Joseph Pearson  
Guajome Park Academy  
2000 N. Santa Fe Ave.  
Vista, California 92083

Dear students and families,

Welcome to Spanish class! My name is Joseph Pearson and I am your Spanish teacher. I am thrilled to get to know you all throughout the next academic year! As we begin this journey together, I would like to elaborate a number of important principles that form the foundation of your learning in this class. The following principles guide our work together over the course of the next academic year:

1. Communicative competency is the ability to use a language appropriately given the mechanics (rules) of the language and the social contexts in which it is used.
2. Developing the ability to communicate in Spanish requires that you work hard and are exposed to Spanish 90% of the class time or more.
3. To achieve academic success in a Spanish class, you must be organized, determined to take advantage of each learning opportunity, and willing to try new things.

The majority of responsibility for developing communicative competency—being able to communicate in Spanish—in this class is placed on you, the student. As your teacher, I will speak in Spanish in contexts that you can understand. I will also design activities and tasks that provide you various different ways to learn Spanish and practice using it to communicate. However, you are in charge of your language learning.

This course is student-centered: Activities, assignments, tasks, and assessments are designed with you in mind, and allow you to use your creativity and critical-thinking skills to build and strengthen your ability to use Spanish in presentations, social interactions, and interpretations. I provide you with reasonably challenging texts (both written and spoken) from which we will build activities; I also provide direct instruction in Spanish. However, your ultimate success depends on what you do with all of the information and skills you learn in this class.

With that in mind, I challenge you to take the reins of this Spanish class—your Spanish class—and use each assignment, assessment, and task as an opportunity to become a better communicator in Spanish. I look forward to seeing you and your family at Back to School Night on September 1<sup>st</sup>!

Sincerely

Joseph A. Pearson

# Spanish Two and Three

Guajome Park Academy  
Department of World Languages  
School Year 2016-17



**Class Description:** This world language course is designed to offer you the opportunity to continue your Spanish-language development. Through exposure to Spanish used in context, you will strengthen your interpretive skills in Spanish. Through performance tasks and practice, you will fortify your presentational and interpersonal skills in Spanish. However, a key goal is that you foster an understanding of respectful communication with people across the globe, demonstrating cultural sensitivity, communicative competency in Spanish, and continual self-reflection. Through the study of Spanish, you will become a more effective communicator in all languages.

## Class Goals:

1. 80% of students will achieve a minimum average growth of 20% on their integrated performance assessment throughout the school year, or will reach an average score of 80% by the final integrated performance assessment.
2. Students will engage in consistent self-reflection, measuring their growth through self-evaluation using the “Can-Do” statement documents and planning for improvement regularly.
3. 80% of students will achieve a minimum of 140 cumulative points on the Culture and Community Participation rubric, demonstrating their growth as global learners and active community members.

**Methodology:** The following sections of the syllabus are designed to give you clear expectations for your participation and work during different activities in Spanish class. These are not specific assignments or projects, but types of learning opportunities you will have.

1. *Total Physical Response Through Storytelling* — We will use oral and written stories to learn Spanish. Sometimes the stories are about true events, while other times the stories are completely fictional. The stories you will hear are opportunities for you to learn Spanish without focusing on grammar and vocabulary. In order to be successful, you must pay close attention to the story and practice using the words and phrases from the story in the activities I assign.
2. *Language Scrapbook* — You will have the opportunity to track your learning through a scrapbook-style interactive notebook. In this notebook, you will track your learning progress, reflect on your work, and house your notes.

3. *Collaborative Group Stations* — Workstations are an important way that you will be building your ability to communicate in Spanish. Each week, you will work with your assigned team to complete a series of workstations created so that you can practice using Spanish to accomplish tasks. Generally, there will be four stations:
  - a. Conversation station
  - b. Text exploration station
  - c. Artistic expression station
  - d. Key concepts station
  
4. *Integrated Performance Assessments* — We will use multi-day performance assessments to measure your ability to communicate in Spanish. These will have three parts: interpretive, interpersonal, and presentational. You will have a chance to demonstrate your creativity, collaborate, and express your thoughts and opinions in Spanish!
  
5. *Culture and Community Participation* — Throughout both semesters, you will be pushed to go outside of your comfort zone and participate in learning outside of the classroom. Through community involvement and peer collaboration, you will grow as a global learner.
  
6. *Student Portfolio* — Throughout both semesters, you will gather evidence of your learning and growth to showcase in an end-of-the-year portfolio presentation. You will submit a hardcopy or electronic portfolio along with your presentation.

**Office Hours & Communication:** I am available for extra support, tutoring, and extra practice for all students. Please refer to my office hours at the end of this document. However, I can also make appointments outside of those hours if necessary. Send me an email to make an appointment.

**Grading:** Your achievement in Spanish class is based upon your hard work, determination, and demonstrated growth. Graded assignments and tasks are an opportunity for you to show your growth, and will be accompanied by a rubric with information on how you will be evaluated. See the attached rubrics at the end of this syllabus for more information. Through workstations, individual assignments, and assessments, you will have various opportunities to growth and show how much you have learned.

Your active participation, homework, and positive attitude toward learning will also be evaluated in a category called “Approaches to Learning.” However, much of this will be done through self-evaluation through reflection. This means that you will give yourself a score on a rubric, supporting your self-analysis with evidence from your classwork and homework.

Grading Categories		Grade Scale			
Oral Communication	30%	A+ (98-100%)	B+ (87-89%)	C+ (77-79%)	D+ (67-69%)
Writing	30%	A (93-97%)	B (83-86%)	C (73-76%)	D (63-66%)
Tests & Quizzes	30%	A- (90-92%)	B- (80-82%)	C- (70-72%)	D- (60-62%)
Approaches to Learning	10%	F (0-59%)			

**Attendance:** You are expected to arrive on-time to class each day and sign-in at the door. On-time arrival means that you are seated, you start your first assignment, and you have materials out before the bell rings. Three or more late arrivals will result in disciplinary action. When you miss class, it is your responsibility to make-up any classwork. When possible, alert me to your absence so that I can help you with any work you miss. See me during office hours to make-up missed class assignments that cannot be completed at home.

**Supplies and Materials:** For this class, we will be using a textbook with both paper and electronic resources. Of the following supplies, those with an asterisk are required:

- Pencils with erasers\*
- Dedicated Spanish-class binder\*
- Lots of loose leaf paper\*
- Whiteboard Marker
- Two Marble Back Composition Notebooks with at least 100 pages each\*
- Personal art supplies – Markers, crayons, color pencils, construction paper, etc.

For online assignments, you will need online access at home. You may use tablets, computers, or cellphones (not preferable). If you do not have access to the internet or a computer at home, please use the computer resources at Guajome Park Academy to complete online assignments.

**Behavior and Academic Honesty:** As a high school student, you are expected to work with determination, focus, responsibility, and respect for others. All Guajome Park Academy rules and procedures from the *Student Handbook* apply in this class. Regarding academic honesty, you must only submit work that you created. Misusing translators, copying work from others, or relying on others to complete your work are all considered violations of Guajome Park academic honesty policies and will result in a “0” on any assignment and disciplinary actions. Finally, read and consider the following Spanish class mission statement. Familiarize yourself with it in order to prepare yourself for a successful year together:

#### **Spanish Class Mission Statement**

*In Spanish class, we are a community of respectful collaborators. We use positive language and considerate actions. We regard the needs and experiences of others as valuable and important. We use classroom time wisely, and consistently come prepared to class each day with assignments and materials. We are open to new learning experiences, putting forth our best effort on all assignments. We constantly seek feedback and use each assignment as an opportunity to grow and develop as Spanish-language communicators and global citizens.*

#### **Teacher:**

Joseph A. Pearson, M.Ed.

Classroom: 3221

Email: PearsonJo@guajome.net

Office Hours: Tuesdays 3:30-4:30, Thursdays during lunch

## Signature Page

I, \_\_\_\_\_ (*student name*), have read and understood the procedures for Profe Pearson's Spanish class. I agree to follow the outlined expectations, both academic and behavioral, to the best of my ability. I agree to ask for help and guidance whenever necessary through office-hour appointments. I agree to use Profe Pearson's contact information only for school-related matters. Finally, I agree to try my best on all assignments and focus on my personal growth as a respectful and globally aware student.

**Parent/Guardian signature:**

\_\_\_\_\_ Date: \_\_\_\_\_

**Student signature:**

\_\_\_\_\_ Date: \_\_\_\_\_

## Contact Information

<b>Student</b>	
Name:	
Birthday:	
Phone:	
Email:	
Best time to contact:	

<b>Parent/Guardian</b>	
Name:	
Relationship with Student:	
Phone:	
Email:	
Best time to contact:	

<b>Parent/Guardian</b>	
Name:	
Relationship with Student:	
Phone:	
Email:	
Best time to contact:	

## Parent/Guardian Communication Form

Dear Parent or Guardian,

I want to hear from you! The space below is a blank area on which I hope you will write a message or any questions for me as your student's teacher. Please share any information that might be helpful for Spanish class or my work with your student. Thank you!

-Profe Pearson

<b>Parent/Guardian Name(s):</b>
<b>Student Name:</b>

## Oral communication (Level 2)

Achievement level	Level descriptor
<b>0</b> 0	<b>The student does not reach a standard described by any of the descriptors below.</b>
<b>1:</b> 50-54% <b>2:</b> 55-59%	<p><b>Simple ideas are understood with great difficulty and interaction is limited in familiar and unfamiliar situations.</b> Simple ideas and opinions are presented with difficulty, sometimes incoherently. The conversation does not flow coherently.</p> <ul style="list-style-type: none"> <li>• difficulty understanding information</li> <li>• limited attempt to interact in rehearsed and unrehearsed exchanges on a limited variety of aspects</li> <li>• limited attempt to communicate relevant information with details</li> <li>• limited use of a range vocabulary and grammatical structures, with frequent errors</li> <li>• inaccurate pronunciation and intonation</li> <li>• errors consistently interfering with comprehensibility</li> <li>• limited use of situational appropriate language that suits the context</li> </ul>
<b>3:</b> 60%-64% <b>4:</b> 65%-69%	<p><b>Simple ideas are understood with difficulty and interaction is basic in familiar and unfamiliar situations.</b> Simple ideas and opinions are generally presented clearly. The conversation flows coherently at times but with some lapses.</p> <ul style="list-style-type: none"> <li>• understands some information</li> <li>• occasionally interacts in rehearsed and unrehearsed exchanges on a limited variety of aspects</li> <li>• communicates some relevant information with some details</li> <li>• uses a range of vocabulary and grammatical structures, with some inappropriate word choice and errors</li> <li>• pronunciation and intonation with frequent errors</li> <li>• errors sometimes interfering with comprehensibility</li> <li>• some use of situational appropriate language that suits the context</li> </ul>
<b>5:</b> 70%-74% <b>6:</b> 75%-79%	<p><b>Simple ideas are understood fairly well and interaction is acceptable in familiar and unfamiliar situations.</b> Simple ideas and opinions are presented clearly and coherently; there is difficulty with complex ideas. The conversation generally flows coherently.</p> <ul style="list-style-type: none"> <li>• understands most information</li> <li>• usually interacts in rehearsed and unrehearsed exchanges on a limited variety of aspects</li> <li>• communicates adequate amounts of relevant information with adequate details</li> <li>• adequate use of a range of vocabulary and grammatical structures</li> <li>• pronunciation and intonation with some errors</li> <li>• errors rarely interfering with comprehensibility</li> <li>• usually uses situational appropriate language that suits the context</li> </ul>
<b>7:</b> 80-84% <b>8:</b> 85%-89%	<p><b>Simple and most complex ideas are understood well and interaction is good in familiar and unfamiliar situations.</b> Simple ideas and opinions are presented clearly and coherently; there is some difficulty with complex ideas. The conversation generally flows coherently.</p> <ul style="list-style-type: none"> <li>• understands information</li> <li>• always interacts in rehearsed and unrehearsed exchanges on a limited variety of aspects</li> <li>• communicates substantial relevant information with details</li> <li>• good use of a range of vocabulary and grammatical structures</li> <li>• pronunciation and intonation with few errors</li> <li>• errors do not interfere with comprehensibility</li> <li>• almost always uses situational appropriate language that suits the context</li> </ul>
<b>9:</b> 90-94% <b>10:</b> 95-100%	<p><b>Complex ideas are understood well and interaction is excellent in familiar and unfamiliar situations.</b> Both simple and complex ideas and opinions are generally presented clearly, coherently and effectively. The conversation flows coherently and in a natural manner.</p> <ul style="list-style-type: none"> <li>• Understands information fully</li> <li>• always interacts well in rehearsed and unrehearsed exchanges on a limited variety of aspects</li> <li>• communicates ample amounts of relevant information with many details</li> <li>• excellent use of a range of vocabulary and grammatical structures</li> <li>• rare mistakes in pronunciation and intonation</li> <li>• errors do not interfere with comprehensibility</li> <li>• always uses situational appropriate language that suits the context</li> </ul>

## Reading Comprehension (Level 2)

Achievement level	Level descriptor
<b>0</b> 0	<b>The student does not reach a standard described by any of the descriptors below.</b>
<b>1:</b> 50-54% <b>2:</b> 55-59%	<p><b>In a limited range of texts with familiar and some unfamiliar language, simple ideas are understood with great difficulty and interaction with the text is very limited.</b></p> <p>Simple ideas and opinions are presented incoherently</p> <ul style="list-style-type: none"> <li>• has difficulty understanding information, main ideas and supporting details</li> <li>• has difficulty understanding aspects of format and style, and author's purpose for writing</li> <li>• makes a limited attempt to engage with the text by identifying ideas, opinions and attitudes in the text</li> <li>• makes minimal connections with own experiences, attitudes and points of view</li> <li>• shows limited understanding of the content of the text as a whole</li> </ul>
<b>3:</b> 60%-64% <b>4:</b> 65%-69%	<p><b>In a limited range of texts with familiar and some unfamiliar language, simple ideas are understood with difficulty and interaction with the text is limited.</b></p> <p>Simple ideas and opinions are generally presented clearly.</p> <ul style="list-style-type: none"> <li>• shows understanding of some information, main ideas and supporting details</li> <li>• understands some aspects of format and style, and author's purpose for writing</li> <li>• occasionally engages with the text by identifying ideas, opinions and attitudes in the text</li> <li>• makes some connections with own experiences, attitudes and points of view</li> <li>• shows some understanding of the content of the text as a whole</li> </ul>
<b>5:</b> 70%-74% <b>6:</b> 75%-79%	<p><b>In a limited range of texts with familiar and some unfamiliar language, simple ideas are understood fairly well and interaction with the text is acceptable.</b></p> <p>Simple ideas and opinions are presented with difficulty, sometimes incoherently.</p> <ul style="list-style-type: none"> <li>• shows understanding of most information, main ideas and supporting details, and draws conclusions</li> <li>• understands many aspects of format and style, and author's purpose for writing</li> <li>• engages adequately with the text by identifying ideas, opinions and attitudes in the text</li> <li>• makes satisfactory connections with own experiences, attitudes and points of view</li> <li>• shows adequate understanding of the content of the text as a whole</li> </ul>
<b>7:</b> 80-84% <b>8:</b> 85%-89%	<p><b>In a limited range of texts with familiar and some unfamiliar language, simple ideas are understood well and interaction with the text is good.</b></p> <p>Simple ideas and opinions are presented clearly and coherently; there is some difficulty with complex ideas.</p> <ul style="list-style-type: none"> <li>• shows understanding of information, main ideas and supporting details, and draws conclusions</li> <li>• understands most aspects of format and style, and author's purpose for writing</li> <li>• usually engages with the text by identifying ideas, opinions and attitudes in the text</li> <li>• makes considerable connections with own experiences, attitudes and points of view</li> <li>• shows considerable understanding of the content of the text as a whole</li> </ul>
<b>9:</b> 90-94% <b>10:</b> 95-100%	<p><b>In a limited range of texts with familiar and some unfamiliar language, complex ideas are understood well and interaction with the text is good.</b></p> <p>Both simple and complex ideas and opinions are generally presented clearly, coherently and effectively.</p> <ul style="list-style-type: none"> <li>• shows understanding of information, main ideas and supporting details, and draws conclusions</li> <li>• understands aspects of format and style, and author's purpose for writing</li> <li>• always engages with the text by identifying ideas, opinions and attitudes in the text</li> <li>• makes substantial connections with own experiences, attitudes and points of view</li> <li>• shows thorough understanding of the content of the text as a whole</li> </ul>

**Written Communication (Level 2)**

Achievement Level	Level descriptor
<b>0</b>	<b>The student does not reach a standard described by any of the descriptors below.</b>
<b>1:</b> 50-54% <b>2:</b> 55-59%	<b>Command of the language is generally inadequate. The message has not been communicated in familiar and unfamiliar situations.</b> <ul style="list-style-type: none"><li>• makes a limited attempt to write basic phrases; communication is incoherent; ideas are irrelevant/repetitive</li><li>• basic cohesive devices are not used; there is limited attempt at structure</li><li>• has difficulty using basic vocabulary, grammatical structures and conventions; many errors interfere with communication</li><li>• makes a limited attempt to write with a sense of audience.</li></ul>
<b>3:</b> 60%-64% <b>4:</b> 65%-69%	<b>Command of the language is limited and generally ineffective. The message has barely been communicated in familiar and unfamiliar situations.</b> <ul style="list-style-type: none"><li>• writes some basic phrases; communication is sometimes incoherent</li><li>• uses a limited range of basic cohesive devices; there is a reasonable attempt at structure</li><li>• uses a limited range of basic vocabulary, grammatical structures and conventions; some errors and inappropriate word choice interfere with communication</li><li>• writes with some sense of audience.</li></ul>
<b>5:</b> 70%-74% <b>6:</b> 75%-79%	<b>Command of the language is generally adequate, despite many inaccuracies. The message has been partially communicated in familiar and unfamiliar situations.</b> <ul style="list-style-type: none"><li>• writes a variety of basic phrases; complex ideas are sometimes not clear but are generally relevant</li><li>• uses a range of basic cohesive devices; appropriate structure is present</li><li>• makes good use of a range of vocabulary, grammatical structures and conventions, generally accurately; errors do not interfere with communication</li><li>• usually writes with a sense of audience</li></ul>
<b>7:</b> 80-84% <b>8:</b> 85%-89%	<b>Command of the language is effective, despite some inaccuracies. The message has been communicated fairly well in familiar and unfamiliar situations.</b> <ul style="list-style-type: none"><li>• writes a wide variety of basic phrases; complex ideas are sometimes not clear but are generally relevant</li><li>• uses a good range of basic cohesive devices; appropriate structure is present</li><li>• makes good use of a range of vocabulary, grammatical structures and conventions, accurately; occasional errors do not interfere with communication</li><li>• writes with a sense of audience</li></ul>
<b>9:</b> 90-94% <b>10:</b> 95-100%	<b>Command of the language is good and effective. The message has been communicated well in familiar and unfamiliar situations.</b> <ul style="list-style-type: none"><li>• effectively expresses a wide range of ideas; complex ideas are clear/relevant</li><li>• uses a wide range of basic cohesive devices; cohesive devices add clarity and coherence</li><li>• makes excellent use of a range of vocabulary, grammatical structures and conventions, accurately; occasional errors do not interfere with comprehensibility</li><li>• writes with a clear sense of audience</li></ul>