

I am so pleased that you have decided to continue to study Spanish. My personal goal as a teacher is to encourage ALL students to become lifelong learners of Spanish and the cultures associated with the Spanish speaking world. My one goal for my Spanish 5 students is that they can communicate. Perfection is not necessary here - but participation is... it may be speaking, listening, reading, or writing. It may be cooking, playing, singing, laughing, storytelling, or surfing the internet. It may even be sharing, tweeting, debating, or drawing. Whatever the activity it will be based on using Spanish - it may be easy for some and hard for others, but I am looking for a positive attitude and good effort toward doing your best while in class - I do not expect perfection.

**What themes will be used this year:**

- Los desafíos mundiales (global challenges)
- La ciencia y la tecnología (science and technology)
- la vida contemporánea (contemporary life)
- las identidades personales y públicas (personal and public identities)
- las familias y las comunidades (families and communities)
- la belleza y la estética (beauty and aesthetics)

**What activities are we doing this year?**

This is a general list of what we are doing this year.

- short novel (Vida y Muerte en la Mara Salvatrucha, Los Carros Vacíos)
- short stories and legends
- unit on politics
- current events / cultural comparisons
- movies / music
- longer novel (Don Quijote, El Cid, La Guerra Sucia, or La Casa en la Calle Mango)
- holidays and celebrations of the Spanish speaking world
- foods of the Spanish speaking world / nutrition
- La telenovela - El Internado (season 1)
- Unit on world water challenges
- Art, poetry, and architecture

**Course Overview**

The key emphasis of this course is on communication. Students are able to connect the Spanish language with other disciplines, compare the Spanish language to their own, and participate in multilingual communities at home and around the world. The framework of the course is designed around unit themes. It is not textbook driven course; instead, major unit objectives lead to a selection of appropriate textbook or supplemental materials as well as core vocabulary and grammatical structures. Most of the units are built primarily around video, TV (online) and newspaper resources. Outside of the unit structure, recurring trouble spots in grammar are reviewed as necessary.

**This is a working document and the information may change, if necessary, during the course.**

## Grading

Grading is per MVHS policy.

80% performance - tests, quizzes, participation\* (rubric based), presentations, current events

20% practice - homework, daily practice, participation\*

\*\*We will be using Proficiency Based Learning in this class. (see attached)\*\*

\*participation will vary by lesson and unit - depending on the nature of the participation (formal / informal) it may be placed in either category. Participation follows the rubric given in class and posted on my website.

## Opportunities

Most of you are here in some part because you are hoping to gain some college credit for your efforts. As you determine which university you plan to attend I will help you to determine if any of these might be helpful to reach your goals.

- National Spanish Exam (offered in early April - can earn scholarships)  
<https://www.nationalspanishexam.org/>
- CLEP test - there are 2,900 colleges that grant 6-12 credits for successful CLEP scores. If the college that you plan to attend accepts this test for credit you may take this in the spring for a fee. The exam is on the computer and takes about 90 minutes. It has 2 listening and one reading section. It asks you to demonstrate both knowledge of vocabulary and grammar. Here is the link to the website for more information. <https://clep.collegeboard.org/exam>
- AP Spanish test - Even though this is not the AP Spanish class you can choose to take the exam. The AP class will be directly preparing for the exam. We will be following the AP test specifications and covering many of the topics seen on the exam, but we will NOT be directly preparing for the test. You could choose to take the exam - there are test books and materials that will help you to prepare. Many colleges give credits for certain scores on the AP test. Please check you your college of choice for specific details.  
[http://apcentral.collegeboard.com/apc/public/exam/exam\\_information/4554.html](http://apcentral.collegeboard.com/apc/public/exam/exam_information/4554.html)

## Technology

We are lucky to have chromebooks for this class. That is the technology that we will be using. I do not permit the use of phones or other technology during class. If you do not trust yourself with your phone because it is a huge temptation - you may choose to place your phone in the bucket on my desk. If I have to remove the temptation I will place the phone in the bucket on my desk. You are way too old for me to have to police this - but I will if I have to!! There is always something that you can be working on - I am simply asking you to devote each class period to Spanish and to the other students in the room. **Using a translation program is NOT acceptable and may be subject to the MVHS Academic Honesty policy. Do your own work! Use the internet like a dictionary only.**

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# Common Communication for 2019-2020 Proficiency-Based Learning

## Grading Scale:

- In this course, we use equal interval grading to assess student progress.
- The purpose of the equal interval scale is to encourage proficiency rather than the accumulation of points and to support student growth over the course of the semester.
- Students and parents are encouraged to communicate with teachers if current progress does not seem adequate; we can then work together to find strategies to improve proficiency.

Individual Assignment Grade Configuration	
Gradebook Entry	Description
4	<b>Mastery</b> Went beyond the basic requirements for proficiency
3	<b>Proficiency</b> Met all the basic requirements for proficiency.
2	<b>Developing</b> Met some basic requirements for proficiency
1	<b>Limited Understanding</b> Met very few basic requirements for proficiency.
0	<b>Insufficient Evidence</b> Didn't show enough work to demonstrate proficiency
M	<b>Missing</b> Evidence of Proficiency

<b>A</b>	<b>3.40</b>	<b>4.00</b>
<b>A-</b>	<b>3.20</b>	<b>3.39</b>
<b>B+</b>	<b>3.01</b>	<b>3.19</b>
<b>B</b>	<b>2.59</b>	<b>3.00</b>
<b>B-</b>	<b>2.45</b>	<b>2.58</b>
<b>C+</b>	<b>2.24</b>	<b>2.44</b>
<b>C</b>	<b>2.11</b>	<b>2.23</b>
<b>C-</b>	<b>2.00</b>	<b>2.10</b>
<b>D+</b>	<b>1.84</b>	<b>1.99</b>
<b>D</b>	<b>1.67</b>	<b>1.83</b>
<b>D-</b>	<b>1.50</b>	<b>1.66</b>
<b>I</b>	<b>0.00</b>	<b>1.49</b>

Dear Parent(s) and/or Guardian(s):

This semester, I will be reporting student progress and grades using an equal interval grading system. This grading system follows the advice of the current research around best grading practices and should also make it easier for you to see how your student is progressing in this course. The largest difference between this and the traditional 100 point scale is that student grades will be based upon a 0.0 to 4.0 scale and low scores and missing work will not be penalized as heavily.

In our equal interval grading system, every grade, whether it is a daily assignment, an exam or the final exam, it will be assessed and entered using a score of 4, 3, 2, 1, 0 or Missing. These values are described below and in all cases, “proficient” refers to the degree to which the student has met expected competency regarding the academic standard/s being assessed. Each letter grade also has a point value used in the final grade calculation.

- 4 : Mastered
- 3 : Proficient
- 2 : Developing
- 1 : Limited Understanding
- 0: Insufficient Evidence
- M: Missing

In this course, grades will be weighted as shown below.

- 80% is performance (tests, projects, quizzes)
- 20% is practice (homework, class activities)

A student’s final grade will no longer be reported as a percentage, but rather a scale score between 0.0 and 4.0. You may notice that it is very similar to the scale used to calculate GPAs (grade point averages).

3.40 – 4.00	A	2.45 – 2.58	B-	1.84 – 1.99	D+
3.20 – 3.39	A-	2.24 – 2.44	C+	1.67 – 1.83	D
3.01 – 3.19	B+	2.11 – 2.23	C	1.50 – 1.66	D-
2.59 – 3.00	B	2.00 – 2.10	C-	0.0 – 1.49	I

Please contact me with any questions you have regarding the grading system plans described above for Spanish 5.

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