

Glen Rose High School

Languages Other Than English (Spanish) Level I
2022-2023

Instructor Contact Information

Teacher: Elsa Muro Hill, Ed.D.
e-mail: muroel@grisd.net
Phone: 254 – 898 – 3856

Room: 403
Conference: 1st Period, 7:55 – 8:40

Communication Protocol

Students: Make sure you constantly look at Canvas for Lesson Plans, Assignments, Quizzes, etc., especially when you plan to be absent. Students, emailing is the best form of communication with me. Make sure you understand the format of an email (see Canvas). Please only use your @glenrosetigers.info extension; otherwise, all others will go to spam. Do not use Canvas as a form to communication. Response for emails will usually be during school hours, or at the beginning of the day.

Course Description

(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: *the nature of communication* and *the complexity of culture*. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to *engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study*. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.

(A) In the interpersonal mode of communication, students engage in *direct oral or written communication* with others. Examples of this "two-way" communication include but are not limited to conversing *face to face, participating in digital discussions and messaging, and exchanging personal letters*.

(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to *comprehension of digital texts as well as print, audio, and audiovisual materials*.

(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to *presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper*.

(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.

(4) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate discourse level, and text type.

(5) Students in Level I are expected to reach a proficiency level of **Novice Mid** to **Novice High**, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.

(A) Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. They are best able to understand aural cognates, borrowed words, and high frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.

(B) Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. They are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency, but lack consistency.

(C) By the end of Level I, students of logographic languages should perform on a Novice Mid proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on a Novice Mid to Novice High proficiency level.

(D) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills for LOTE across all modes of communication at the prescribed proficiency level.

(6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Source: The provisions of this §114.39 adopted to be effective July 15, 2014, 39 TexReg 5385.

Course Objectives

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (A) Ask and respond to questions about everyday life in spoken and written conversation;
- (B) Express and exchange personal opinions or preferences in spoken and written conversation;
- (C) Ask and tell others what they need to, should, or must do in spoken and written conversation;
- (D) Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation;
- (E) Participate in spoken conversation using culturally appropriate expressions, register, and gestures; and
- (F) Participate in written conversation using culturally appropriate expressions, register, and style.

(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:

- (A) Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;
- (B) Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials;
- (C) Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and
- (D) Identify cultural practices from authentic print, digital, audio, and audiovisual materials.

(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (A) State and support an opinion or preference orally and in writing; and
- (B) Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

Source: The provisions of this §114.39 adopted to be effective July 15, 2014, 39 TexReg 5385.

Prerequisites

None

Desired Understanding

Students should be able to make a linguistic connection between Spanish vocabulary and their own, while emerging in communication using authentic material in short utterances in speaking, writing, and showing, in addition to listening, reading, and viewing. Students will become familiar of the culture through connections and comparisons within their own, as well as the practices and products.

Essential Question

How can you accelerate linguistically from novice low to novice high using the language/vocabulary learned outside of the classroom?

Are you willing to challenge yourself to communicate in all communication modes effectively and efficiently outside of class?

Will you be able to carry out a simple conversation with the vocabulary learned over the connections and comparisons of the culture made throughout the year.

Are you willing to participate in and outside of the classroom the practices and products?

Knowledge and Skills

Using cognates to build L2 vocabulary (§114.39 b. 5.A.)

Communicate in Interpretive, Interpersonal, and Presentational Modes (§114.39 c. 1., 2., 3.)

Understand the culture: practices and products (§114.39 b. 1.)

Compare ones' culture to others (TCCRS: SS: II.A.2. & §114.39 b. 3)

Use technology effectively to present the culture/product/practice desired (TCCRS: CDS: II.E.)

Use technology effectively to research other cultures (TCCRS: CDS: II.E.)

Present using an array of presentational tools (TCCRS: ELA: III.B.2.)

Present effectively and punctually to the audience (TCCRS: ELA: III.B.2.)

Use citations (APA/MLA) correctly (TCCRS: ELA: V.C.1, 2; CDS: II.C.)

Keep Portfolio organized (Organization/Evaluation)

Course Delivery Methods

Traditional/Face-to-Face

Students will meet in the classroom and will complete any in-class activities in class. Homework assignments will be assigned and are to be turned in to the appropriate location the following school day, this could mean by paper or through Canvas.

Hybrid/Blended

Instruction for students will be in the classroom and online. Students will be assigned online activities that must be kept in the “Cornell Notes” section while at home. Students may also be assigned projects, or hands on activities, that are to be completed at home. Students will be given homework, test, and quizzes; these will be completed in class (with aspects of a Flipped Classroom). You will need to attend zoom during your class period, otherwise you will be sitting in the waiting room.

Online/Distance

Instruction for students will be delivered online through Canvas. Students will be assigned online activities, which must be kept in the “Cornell Notes” section within the student’s binder. Students will be given homework (maximum of 2 per week) not including test/quiz and will be due according to the due date posted in Canvas for each assignment and will reflect Skyward.

ZOOM will be implemented throughout the duration of online learning with the direction of administration. You will be admitted to class during your class time/period.

Member ID: 9606793195

Password: 4747

URL: <https://zoom.us/j/9606793195>

Instructional Methods

Having diverse students, and this being a foreign language class, as an educator I act as a facilitator when students are learning the language. You, the student, must put forth the effort, strive, and practice when learning the language to effectively communicate in all three modes. You must learn to work in different methods: groups, pairs or independently. You must also be able to present in different technological forms, while using the language when presenting.

Required Texts/Material

Boyles, P. P., Met, M., & Sayers, R. S., (2018) Texas Auténtico (Texas Edition) Level 1. New York, NY. Pearson, Inc. (textbook and workbook)

Supplemental Material/Platform

Conjuguemos (Web-based Application)

DuoLingo (Gamification/Supplemental Resource)

Quizlet (Adaptive and Personalized Studying)

Scholastic (Supplemental Resource)

Hola (Magazine)

Javelina (TAMU-Kingsville)

Learning Platforms

Canvas: <https://grisd.instructure.com/>

Required Supplies

1 - 1 ½" Binder ***YOU WILL NEED THIS FOR THE WHOLE YEAR

(this is your portfolio, and it is a grade)

Supplies

5-tab Dividers

Pencil/Pen

Paper

Laptop

Grading Policy

40% Test (Unit Tests, Projects, Presentations, Verbal Communication, Portfolio, etc.)

20% Quiz (checkpoint of the lesson, you cannot retake quizzes)

40% Daily (Avg of 8 Homework per SW, Notes, Warm-Ups, Practice Activities, Workbook, class participation etc.)

*There are no curves given, nor on semester grades.

Letter Grade	Percentage
A	89-100
B	79-88
C	70-78
F	69 & Below

Please Note: If you have a blank/No Grade/Missing under your grade, it is NOT missing; it has not been placed in the Skyward's Gradebook. If there is a 0 in your gradebook, then you have a score of 0. Use Skyward as your checklist to complete and submit assignments.

Students constantly communicate with your parent/guardian, as this can clear a lot of questions.

Canvas is not an accurate location to view your overall grade. Teacher will transfer grades from Canvas to Skyward. Grades will be posted by the Friday or Sunday before the new week. Please be understanding as some weeks are busier than others.

Homework Procedures

Homework is to be turned in before the tardy bell, or within the beginning of class. Do not work on assignments during that time or within instructional time. See Late Assignments. Homework is to be turned in to the assigned class period box, unless otherwise stated.

Online/Distance

Homework assigned online will be due on the due date/time given, not the window frame that the assignment is open. The due date will be the same on Canvas and Skyward. Students have three opportunities to complete assigned homework.

Extra Credit

There is no extra credit for this course, please complete all work, and turn in all assignments when they are due.

Re-Test

No retakes for quizzes or semester exams. You may retake a chapter/unit test* for a grade that was less than 70%. For retesting to occur the student must attend 2 tutorial sessions after school before taking the test and should be completed within five days after the test has been handed back to you and/or graded.

*Understand that you will be retaking the same objectives, different test.

Late Assignments**

Late assignments will result in a ten-point reduction per day for a maximum of three days after which a grade of less than fifty will be given for work completed correctly.

Late work absolutely will not be accepted after the Friday before the last week of the six weeks.

Homework may not be completed during class time (right before it should be turned in), nor shall it be completed during instructional time; this will result in a ten-point reduction. *Please remember Canvas time stamps your submission.

If a student fails to complete an assignment/presentation when class time is given (in which it must be presented to the class) the student will need to schedule a time after school to present (*see Academic Support*).

If a student fails to present a presentation (test grade) during class time, point reduction will occur (see rubrics for point reduction).

Point reduction will also occur when students fail to complete online assignments on time.

- -2 accents (on Test/Quiz/Daily Grade)
- late projects; see rubrics
- -10 if homework is being completed before submission (during class/instruction)

**Student must pick up a Late Work Form to fill out, then write all assignments/grades for Dr. Hill to record.

“Make-Up” Assignments = Absence ***

Student will be responsible for obtaining and completing the missed work in a satisfactory manner and within the time specified (which is the amount of days absent will be the amount of days you will receive to complete assignments, this includes projects if you were absent when the project was given) by the teacher. A student who does not make up assignments within the time allotted by the teacher the student will receive a late grade or a zero for the assignment (see section Late Assignments).

A student is expected to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence.

It is the student’s job to stop and pick up work from the Spanish I box, or from Dr. Hill.

Make sure to communicate with me before, during, or after your absence. Do not wait until the last week of the six weeks.

School-Related – A student involved in an extracurricular activity must notify his or her teacher ahead of time about any absences. If you are involved in any extracurricular activity it is the student’s responsibility to ask for assignments, you are still responsible to take the quiz and test on the assigned date even if you had a PRIOR absence. If you are borderline of a pass or fail, it is the student’s responsibility to have turned in assignments on time.

A student will be permitted to make up test (under the “make-up assignments) and to turn in projects due missed because of absence (you will still need to find a day to stay after school to complete/present). If you are given a rubric prior to absence, you are responsible for turning the assignment on the due date.

***Taken from you Glen Rose High School Student Handbook

Six Weeks Exams

Six Weeks Exams is an accumulation of what has been taught in the given six weeks, with the use of past material. When the course is offered face-to-face/traditional/blended exams will be through the Respondus Browser in Canvas, otherwise online will be on Canvas and Zoom. All domains are graded automatically expect Speaking.

Format of Test

25% - Reading

25% - Writing

25% - Speaking

25% - Listening

Can-Do Statements are used to assess students’ proficiency and performance to show progress within each domain and mode of communication.

Online/Distance

During the duration of online learning, students will choose/given a time for the speaking portion. The speaking portion will be conducted either through ZOOM or through the classroom phone.

Semester Exams

Semester Exams will be given at the end of each semester, this test counts a fourth of a semester grade. If a student fails to complete a semester exam, a zero will be given. There will be behavioral consequences for academic dishonesty, see your Behavior Plan.

Understand that a semester exam is an accumulation of the content learned within the semester. Make sure that time is separated to study before the exam date.

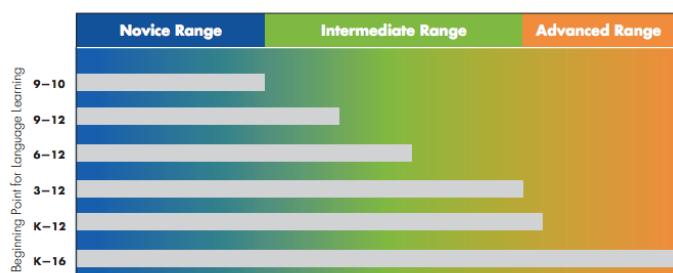
When the course is offered face-to-face/traditional/blended exams will be on the Respondus Browser using Canvas, otherwise they will be on Canvas.

*Do not ask me: "How low can I (the student) make to pass for the semester/year"; nor how to calculate. It is important that you do your best no matter how bad you may dislike the subject, or how low to score to receive credit.

Format of Test

- 25% - Reading
- 25% - Writing
- 25% - Speaking
- 25% - Listening

Time as a critical component for developing language performance



Semester Exams Procedures

1. You will place phones at the front of the class
See Student Handbook
2. Don't be surprised if you are moved
3. No talking during exam, point reduction could occur; habitual will result in disciplinary action
4. Academic dishonesty results to Behavior Plan [see policy *EIA*]
5. You will not receive your phones until EVERYONE has finished
6. You will need to use the restroom before exam (you will NOT leave)
7. Do NOT eat
8. NO BLANKETS
9. You must finish during the allotted time
10. You may NOT leave early (see instructions on exemption form)

Academic Support

After-school tutorials will be Monday/Wednesday, and Friday afternoon by appt. (let me know by Wednesday). No Tuesday/Thursday. There are NO morning tutorials

Remember it is your responsibility, the student, to study before any given assignment/quiz/test.

Plagiarism

Remember that this is unacceptable and will be given an automatic zero. Remember to cite your material either APA or MLA. No copy and paste. See your Canvas on how to cite material.

Do not copy other's work, **this includes your daily homework**; this hinders you and the grade you receive. See Student Handbook/Behavior Plan for discipline ***Day of ISS. [see policy *EIA*]

Bathroom Use

Unless it is an emergency/medical reasons (you must have let the nurse know) you are to use the restroom BEFORE class. You will not leave during class time.

Dress Code

Please see your handbook.

NO BLANKETS/PILLOWS, during regular or semester exam schedules.

Food and Drinks

No FOOD (snacks) OR OUTSIDE DRINKS (this includes soft drinks/flavored drinks) allowed. The only drink allowed is water from the school vending machine, or in its original container. If you bring food/drinks they will have to be discarded/placed outside. If you have a medical condition, make sure the nurse is aware of the condition so that can be communicated.

Absence

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual.

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences [See policy FEC.].

Tardiness

A student who is not in class at the time the tardy bell rings will be considered tardy.

3 tardies equals one absence.

5 tardies equals a d-hall (Behavior Plan)

Interventions

- 1. Verbal warning (unless it is a severe infraction).
- 2. Conference with student.
- 3. Telephone call/letter to Parent(s) or Guardian(s).
- 4. Teacher/Parent (Guardian) Conference.
- 5. Referral to the Principal.

Classroom Expectations

Students will:

- It is your **responsibility** to be prepared and bring all materials needed for class.
- **Respect** every adult and peer in the classroom, including yourself.
 - Personal space, health, likes and dislikes, ideas, beliefs, etc.
 - Raise your hand and stay in your seat.
 - Be understanding.
- **Results** occurs during participation of in-class activities to continually learn and use the language
 - Listen to others when they speak.
 - All students must abide by the District/Schools Student Conduct
- Language: please refrain from using foul language
- Must ask permission to leave the classroom
- Do not enter the classroom if teacher is not present; stand against the wall until you are told to come in.

Drills

Comanche Peak evacuation

Three to a seat

Lock-Down

Everyone has a job; silence your phones

Fire Drill

Nearest exit; Art room

Tornado Drill

Stay in class (403 students go to 304)

Electronics

- Devices must remain turned off/silent during the instructional day this includes testing
- Cell phones should be placed at the front of the class/holders, or be put up away from sight
 - unless you are given permission by teacher
- Do not make phone calls during class time.
- Do not take pictures/videos in class
- No headphones/ear buds during instructional time
 - unless permission is given by the teacher
- Parents are to call the office for students
- Do not charge your phones in class, *outlets are only for laptops*
- Cell Phones/Apple Watches/FitBit watches are to be placed in front of the class during exam/test time.

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes

See Student Handbook, policy FNCE

Important Websites

grisd.instructure.com

<https://stoneware.grisd.net/>

<https://skyward10.iscorp.com/scripts/wsisa.dll/WService=wseduglenrosetx/seelog01.w>

<https://www.conjuguemos.com/>

<https://www.ixl.com/spanish/>

Evidence of Understanding Assignments

40% Daily

Vocabulary

Activities: Speaking, Reading, Writing, and Listening

Homework (Practice of learned material from the lesson, average of 8 per six weeks)

20% Quizzes

Vocabulary

Grammar

40% Test

Presentations (learned goal(s))

Chapter Assessment

Portfolio

Semester Exams (equivalent to a six weeks)

Fall Semester

Spring Semester

*Make sure you keep up with your portfolio.

