The Cactus Shadows World Language Department supports the ACTFL Statement of Philosophy (from the ACTFL National Standards publication, p. 7) in believing that “language and communication are at the heart of the human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which all students will develop and maintain proficiency in English and at least one other language.” To support this goal the CSHS World Language Department will use rubrics based on the American Council for the Teaching of Foreign Languages Performance toward Proficiency Guidelines and the AAPPL . <https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office/aappl/scores>

(ACTFL) Performance toward Proficiency Guidelines <http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf>

(ACTFL) Performance toward Proficiency Guidelines (http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012\_FINAL.pdf ).

**Español 5/6; Immersion**

**CLASSROOM EXPECTATIONS**

**PROFICIENCY**

Communication Modes:

Interpersonal, Interpretive, Presentational

Performance Proficiency Expectations

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Semester Grades(Calificación)

Your grade will be based on the total number of points attained out of the total number available during the semester grade. Your grade will consist of Interpersonal, Presentational and Written assessments as well as grammar tests.

Student

Expectations

**You are expected to create and participate in a learning environment.**

**You have the responsibility to behave in a way that will not interfere**

**with your nor another student’s learning**.

* SPANISH IS SPOKEN IN CLASS! You will have topics of discussion during units. I will note how many times you participate and will call on students to help. However, if you choose not to participate, the score will be lowered. If you are absent, that will be noted and it will not affect the score. If it is an extended absence with missing most of the discussion, the student may be asked to do an alternate task to gain the skills and information missed.
* Come to class prepared with all required materials
  + Textbook; Pencil or blue/black pen.
* IPADs and Tablets will be made available as needed. Dictionaries will be available for student use.
* Work DONE NEATLY is due at the beginning of the next class period unless otherwise specificed. NO LATE HOMEWORK IS ACCEPTED. Certain assessments may be retaken for second score. A Retake Request form needs to be completed prior to the date of retake.
* All compositions/short answer essay are typed or hand written double-spaced.
* Work from an absence is due according to CSHS policy (2 days per every day absent). See teacher immediately to schedule.

*Classrooms are now designated as ‘No Phone Zones’ except with teacher permission. All phones are expected to be housed in backpacks during class time.*

Sign up for help and/or review during scheduled office hours and tutoring with the Spanish Honor Society (SHH). Be sure to visit the activities posted on the Website.

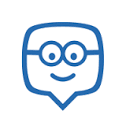
**Spanish 5/6** [www.quia.com/pages/nasr56.html](http://www.quia.com/pages/nasr56.html)

Phone: 480-575-2535; e-mail [dnasr@ccusd93.org](mailto:dnasr@ccusd93.org)



**Remind -** You and your parents can also sign up for a text reminder service. The service allows me to text you reminders now and then of project and test due dates, etc. It is a computer based service. I, therefore, have no access to your phone numbers and you cannot contact me through the service. The instructions are on my website.



 **EDMODO**: I will be placing assignments, videos and other resources on this site for you. You must register and log in to your specific class. Instructions will be given in class.

**Plagiarism and Cheating**

Plagiarism is using the work of another person in whole or in part without proper citation.   Evidence of copying entire sentences and paragraphs from reference works or internet sites calls into question the integrity of the entire assignment and renders its origin as suspect.   “Working together” with classmates, which results in identical work with identical errors being turned in, will be considered plagiarism.   Any assignment showing any evidence of plagiarism will receive a grade of zero and may not be redone.

Talking, look at another’s paper, allowing another to look at your paper, having a cheat sheet, using a cell phone (texting), or calculator, etc. during a test are all considered cheating  
  
The use of online or electronic translators to complete assignments is considered cheating.   Any evidence of the use of an online translator calls into question the integrity of the entire assignment and renders its origin as suspect.   Any assignment showing any evidence of use of an electronic translator will receive a grade of zero and may not be redone. Note, use of these items for translation of ONE WORD items is acceptable. However, caution should be used.

\* Thanks to Bill Heller for allowing me to use this definition

Choose Word Reference!!!



**District Policy JK-R**

A student may be subject to disciplinary action when the student engages in any of the following forms of academic misconduct:

* **Lateness** - For missing or leaving school or class without permission or excuse.
* **Cheating** - Including but not limited to copying, using unauthorized help sheets and the like, illegally obtaining tests in advance, substituting for a test-taker, and other forms of unauthorized collusion.
* **Plagiarism** - Representation of the ideas or work of another person as his/her own.
* **Collusion** - Supporting malpractice by another student as in allowing one’s work to be copied or submitted for assessment by another.
* **Duplication of work** - Presentation of the same work for different assessment components and/or requirements.
* **Fabrication of Data** - Manufacturing data for a table, survey, or other such requirement.
* **Any behavior that gains an unfair advantage** for a student and/or affects the results of another student.

**Cactus Shadows High School takes academic dishonesty seriously.** Any violation of this policy will result in a zero for the assignment/assessment for a first offense, a zero for the assignment/assessment  and short term suspension for a second offense and a loss of credit for the semester course (.5) and short term suspension for a third offense.

Students who share assignment/assessment information with other students via pictures, paper or electronics will receive a zero on the assignment/assessment and a short term to long term suspension (prior academic misconduct referrals from any other school or CCUSD grade level will be considered).

**School Absence Policy**

Students are responsible for contacting teachers to complete missed work. Parents can e-mail teachers to request homework to pick up during a student’s absence.  For every day of excused absence, a student has two days to make up homework, classwork, quizzes, and tests (parents have 24 hours to contact the school to excuse the absence). Work previously assigned with a due date during an absence is due on the first day of his/her return to school (including suspension dates). Be advised that each department, which assigns extended projects, has specific deadline dates.  All make up work from an excused absence is eligible to receive full credit if completed and turned in within the 2 day window. Some courses such as Honors, Advanced Placement, International Baccalaureate and Dual Enrollment courses have numerous long-term projects or portfolios, which may have absolute deadlines. Students will be advised of these project/portfolio deadlines in the course syllabus or on grading outlines and will be expected to turn in projects/portfolios prior to the designated date for credit regardless of days absent**.  Assignments, tests, quizzes not completed within the 2 day window will receive a zero.**  (Ref: Board Policy JH-R)

**Position Statement from CSHS World Language Department**

***Aligning Grading System with Proficiency-Based Programming***

The CSHS World Language Department is grading based on ACTFL Proficiency Guidelines. The department is using rubrics developed and adapted from Thompson School District, Colorado and Jefferson Co., Kentucky. Our department is giving credit for what a student ***can do*** in the language by focusing on performance that will point to a students’ proficiency. We still believe in practice assignments and homework because these help students achieve the target proficiency. However, when we assign grades for assignments and homework, they reflect limited value (1 to 4 points) while the activities that are performance-based have a much higher value. We do have some vocabulary and/or grammar quizzes but again, these are of much less value than the performance assessments. In doing this, we are grading what we value, performance. This shift is also allowing students to understand our growth mindset as it relates to language learning and focus on the desired performance to help reach higher levels of proficiency. We teach the students about the ACTFL proficiency guidelines and utilize the language in those guidelines to help focus the students on what we want them to produce throughout the course. The grades are based on the level of performance benchmarks we have set for each course. For example, for level 1-2, the final goal is Novice High for Category I Languages (Spanish/French) and Novice Mid-Novice High for Category IV Languages (Mandarin Chinese). A student working at the upper end of the class target might have a low A while a student who performs with a basic level of the target would have a B. A student working beyond the class target would have a strong A, etc.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **World Language Department**  ***Performance Towards Oral Proficiency Targets***  **(daily classes)** | | | | | | ***Final Outcomes*** |
| **World Languages** | **Level1/2** | **Level 3/4** | **Level5/6** | **Level 7/8** | **AP/IB\*** |  |
| Spanish, French | NH | IL | IL-IM | IM-IH | IH-AL | IH-AL |
| Mandarin Chinese | NM-NH | NH-IL | IL | IM | IM-IH | IM-IH |
| **Spanish Immersion S.I.)** |  | **S.I. 5/6** | **S.I. 7/8** | **S.I. P/IB\*** | **S.I. Capstone** |  |
| S.I. Cohort |  | IM | IH | AL | AL-AM | **AL-AM** |

*\*College credit available through AP/IB testing results*

January 2015

**WHAT SHOULD PARENTS BE AWARE OF AND HOW CAN PARENTS HELP?**

1. Be sure student attends school regularly to participate in oral class discussion.
2. Be sure that students study and review nightly.
3. Give and encourage opportunities to use his knowledge and be exposed to it outside of class.
4. Check my weekly web site for updated schedules of what is happening in class.
5. Encourage the student to use my websites for practice of concepts and vocabulary. The links can be found on my school website.
6. **All grammar tests may be retaken once**, as long as students took it the first time with the class. Students have 1 week to retest and please note that the SECOND score will be the one recorded.
7. Students who were not present to take the test with the class will be able to make-up the test in accordance with district policy. **THEY WILL NOT BE ABLE TO RETAKE**.
8. Students are expected to stay in the target language. **5/6 students may lose participation points when they speak English.**

\*\*\*\* PLEASE SIGN BELOW TO INDICATE THAT YOU HAVE READ THE POSITION STATEMENT REGARDING GRADING.

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Student name (printed) Student signature date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent /Guardian name (printed) Parent/Guardian Signature date

\*\*\*\*PLEASE SIGN BELOW TO INDICATE THAT YOU HAVE READ THE COURSE OUTLINE AND THE CLASS ORGANIZATION. RETURN THIS FORM TO YOUR TEACHER.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student name (printed) Student signature date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent /Guardian name (printed) Parent/Guardian Signature date

Quiz

1. How is the grade in this class calculated?
2. What can you do if you are dissatisfied with your grade on a grammar test?
3. Can you retake a grammar test if you did not take it with the class on the assigned/scheduled test day?
4. What is your expected Proficiency Performance level during the first semester?
5. What happens if you DON’T complete your article review or “boleto” by the assigned date?
6. Is there a possibility for extra credit?
7. What language should I speak in class? What happens if I have problems communicating?
8. When can I use my phone in class in the classroom?

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_