



ST. PAUL HIGH SCHOOL

Spanish for Native Speakers

Teacher: Ms. Frey
Email: jfrey@stpaul.k12.or.us
Year: 2016-2017
Grade Levels: 9-12

Length of Course: 1 semester
Credits: 0.5
Prerequisites: none
Website: <http://maestrafreystpaul.weebly.com>

Course Overview

Spanish for Native focuses on Spanish literacy skills, including reading, writing, spelling, and grammar. By developing native-language literacy skills, another goal is that this class will help students improve their literacy skills in English as well. This course will provide these students with a solid foundation in Spanish literacy so that they can more successfully enter directly into Spanish 5 and earn more college credits.

Each week, students will rotate through the following activities:

- Completing Spanish 1-4 native speakers' curriculum
- Reading novels in Spanish completing and presenting book reports
- Serving as bilingual aids at the elementary school

The following are the goals for the class:

- Develop literacy skills in Spanish, with a focus on spelling and phonetics
- Read and decode increasingly-complex texts in Spanish
- Write a wide variety of texts with increasing accuracy and complexity
- Understand some basic similarities and differences among Spanish speaking cultures
- Support younger bilingual students by serving as bilingual elementary aides a couple days each week

Grading and Assessment

New grades are posted online a minimum of once a week. Students will be assessed in the following areas:

Participation: (40% of the grade) Participation includes speaking as much Spanish in class as possible, arriving to class on time, coming to class prepared to learn, volunteering in class, asking questions, working cooperatively in groups, and not being disruptive. Warm-ups, exit cards, materials checks, in-class activities, and notes will also count towards the participation grade. Feedback from elementary teachers will also be a part of the participation grade.

Homework: (30% of the grade) Regular practice is essential when learning a second language. Because of this, a small amount of homework is typically assigned every day, often focusing on spelling and details of written language, and time will be given in class most days to work on it. In order to receive credit, homework must be complete before the bell rings. Homework is due the day after it is assigned (unless otherwise noted).

Projects/Presentations: (30% of the grade) Throughout the year, students will complete small book reports, projects, presentations, and writing assignments. Projects are designed to allow students to apply and demonstrate what they have learned, as well as to further explore areas of interest within the topic being studied.

Percentage Breakdown

A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	0%-59%

Note: Effort, improvement, and attitude will be taken into account when determining final grades that are on the border between two different letter grades.

Attendance/Late Work

Practice and feedback in learning a second language are essential, and therefore it is very important to complete all assignments. I would much rather have a student turn in work late than not turn it in at all. Students may still receive partial credit for late work. Work not turned in on time is considered late unless a student has an excused absence or has pre-arranged an extension with me. If you know in advance that you are going to be absent, it is your responsibility to ask Ms. Frey for the assignments *before* you leave. It is the student's responsibility to arrange a time to make up any missing work or assessments.

Expectations

Along with the school-wide expectations, the following expectations also apply in our Spanish classroom:

- Take risks with the language you are learning, ask questions, and don't be afraid to make mistakes.
- Review and practice regularly, and use the language you are learning outside of the classroom.

Supplies

Please bring the following to class daily: (Note: tardies may be used to retrieve forgotten items)

- Chromebook
- Paper and pencil/pen
- Class notes, flashcards, passport, and any other projects/assignments on which we are currently working

Special Needs

This course includes modifications in instruction to address the level and rate of learning for all students. When necessary, modifications for advanced level and accelerated rate can be made for academically and intellectually talented students in addition to modifications required for other student needs. If you feel you require modifications, please speak privately with your teacher about an individual plan to meet your needs.

Notes

- Plagiarism and cheating will not be tolerated. At minimum, students who plagiarize or cheat will receive a score of zero for that assignment. **Use of an online translator is considered cheating.** You will never be given an assignment where you need to look up more than the occasional new word. If you find yourself needing to look up whole sentences for an assignment, please see Ms. Frey.
- All work must be legible in order to be accepted for credit.
- Please contact me if you have any questions or need any additional help!



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Please return this form by Friday, September 9th, 2016 indicating that you have read, understood, and agree to abide by the Spanish for Native Speakers syllabus.

Parent Name(s): _____

Parent Signature: _____ Date: _____

Student Name: _____

Student Signature: _____ Date: _____



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