

OVERVIEW

This course focuses on reading, writing, listening and speaking Spanish. Work includes written and verbal practice, projects, individual and group presentations, quizzes, and tests.

You may come to understand, read, and write Spanish by the book—but to speak it, you must risk embarrassment. Expect to make mistakes and try to laugh at them. This a mark of maturity and an important social skill.

SUPPLIES

Please bring a three-ring binder, loose-leaf lined paper, and a mechanical pencil to class daily. Get a good dictionary (75-100k words) for use at home. Electronic translation is not allowed.

PARTICIPATION

This is a communications course and participation is vital. Get involved in activities, work with peers, ask/answer questions, and proudly present your work. Be on time and stay on task. Think through exercises and you will learn a lot, very quickly.

ATTENDANCE

If absent, please check the online lesson plan. All notes and assignments are available on trevisano.net or at the make up station in class. Do not disturb your teacher during passing periods. These are for activity setup and restroom breaks. You are welcome to ask questions or leave/send a note any other time. You can also come in before/after school, at lunch, or during Falcon Support.

ASSIGNMENTS

Be original, accurate, neat, complete, and insightful in your work. If your thought process appears sound, you will earn credit. You need not be perfect nor spend over 20 focused minutes on a typical assignment. Ask if you need more time.

Work that is messy, crumpled, soiled, torn, on non-standard paper, in ink, illegible, or missing a last name and period in the top-right corner is unacceptable and will be placed in the rejection bin at the makeup station for your correction.

Any formal writing or project drafts must be typed, including accent marks and punctuation, according to MLA standards.

All work must be turned in at least one week before the end of each grading period to allow time for scoring. Projects require additional time to process and must be in by the specified due date. In case of emergency or sudden illness, please have a friend or family member deliver the work for you. Any work over a week late incurs a 50% deduction.

MEDIA

Film, music, and other media may be used in our study. Parents: I assume that PG13 or below is acceptable for your child unless otherwise noted on the accompanying slip. If you object to your child appearing in pictures or videos of school activities on the class website, please note that as well.

GRADES

You can earn an A, B, C, D, or F letter grade for this course (including +/-). Activities, assignments, and assessments are made to help students meet Washington State Standards and overall grades are calculated using a simple average: points earned of points possible. Subjective grades fall into one of the following categories, for which rubrics are available: Beginning, Improving, Functional, Proficient, and Masterful.

Extra credit is available through enrichment work "above and beyond" normal expectations. It is not merely to replace work you would rather avoid.

Please review or seek help, then ask to redo assignments or quizzes. It may take a few tries. Practice makes perfect.

ACADEMIC INTEGRITY

Please read the PHS Student Handbook and follow the rules. Work hard and take pride in your efforts. Remember: quick fixes or shortcuts do not help you learn. If others ask to copy, kindly say "no" and tell them to seek the teacher's help.

Plagiarism is not just "copying & pasting." Using others' ideas, arguments, phrasing, etc., without attribution (citing the source) is cheating. Use of online translators or artificial intelligence is cheating, too. If you cheat or exhibit other chronic misbehavior, parents and school authorities will be notified.

Misbehavior is often a sign of desperation—which is human—but it can also make a lasting negative impression and erode your own self-esteem. Avoid trouble by staying on task and getting things done.

I WANT TO HELP YOU SUCCEED

I am here for you and will never give up on you—I really mean that—but I reject manipulation, dishonesty, and aggression. If you are anxious, stressed, or frustrated, don't retreat from or lash out at others. Instead, take a moment to breathe, then ask for help. Problem solving is my area of expertise.

I look forward to working with you this year. Please sign and return the attached slip to show that you have read and understand this course policy. Thank you.

WA State WL Learning Standards

Communication

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

- 1.1 Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Cultures

Interact with cultural competence and understanding

- 2.1 Relating Cultural Practices to Perspectives:
Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives:
Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- 3.1 Making Connections:
Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives:
Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons

Develop insight into the nature of language and culture in order to interact with cultural competence

- 4.1 Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons:

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

- 5.1 School and Global Communities:
Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- 5.2 Lifelong Learning:
Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Explanation of the Essential Standards

While we attempt to meet all of the state standards each year, we place particular emphasis on those that are foundational – skills that students most need in order to be able to use the language.

- 1.1 This standard focuses on interpersonal communication – direct oral or written communication between individuals in personal contact. In most modern languages, students can quite quickly learn a number of phrases that will permit them to interact with each other. In the course of their study, they will grow in their ability to converse in a culturally appropriate manner.
- 1.2 This standard involves one-way listening and reading in which the learner works with a variety of print and non-print materials. The context in which the language is experienced and the ability to control what they hear and read may impact students' development of comprehension. As a result, the ability to read may develop before the ability to comprehend rapid spoken language. In addition, content knowledge will often affect successful comprehension, for students understand more easily materials that reflect their interests or for which they have some background.
- 1.3 This standard focuses on the formal presentation of information, concepts, and ideas in spoken and written form and is concerned, in most cases, with one-way speaking and writing. Students with little or no previous language experience are likely to produce written and spoken language that will contain a variety of learned patterns or will look like English with words in the other language. This is a natural process and, over time, they begin to acquire authentic patterns and to use appropriate styles. Over time these learners will develop the ability to write and speak using more formal styles.

Dear Parents and Guardians,

Please see the attached course policy and discuss it with your child, then fill out the slip below and return it to me.

Use of personal electronics such as cell phones, headphones, and laptop computers is only allowed for rare and specific purposes in this class. Students perform better when they think, talk and work through exercises rather than using technology to do those things for them. Please ask your child to stow electronics before entering class, pay attention to instruction, and stay on task.

A communications course like this one can be difficult for very shy or anxious students. They must be willing to ask and answer questions, risk error, work with others, and do presentations or their grade will likely suffer. Please remind your child often that it's ok to make mistakes and encourage them to try. If you discover that they are struggling, please have them see me right away. The sooner, the better! I will do everything possible to help.

Please check Skyward regularly to monitor your child's progress. I update scores each weekend. Contact me by email any time you have questions. I also invite you to visit the class website and encourage your child to use it often. Assignments, lessons, links, notes, online flashcards, and many other helpful resources are available there.

Thanks,
Vic Trevisanut ☺
English/Spanish
Prairie High School

trevisano.net
trevisanut.victor@battlegroundps.org

CLASS RULES

1. Turn off and put cell phone in pack prior to entering room and leave it there.
2. Ask teacher before changing seats or leaving room.
3. Use pencil and 3-ring binder paper.
4. Clear off desk for a quiz/test and quietly wait for all to finish.
5. Remain seated and on task until teacher dismisses class.

Please keep this half of the paper for your reference.

☐ I have read and acknowledge the attached Spanish Course Policy.

PARENT / GUARDIAN (please print)

STUDENT (please print)

Signature

Signature

Required supplies for Spanish

- ☐ three-ring binder
- ☐ lots of binder paper
- ☐ mechanical pencil
- ☐ replacement lead & erasers
- ☐ highlighter
- ☐ colored pencils (home)
- ☐ large glue stick (home)
- ☐ scissors (home)
- ☐ Spanish/English dictionary (home)

Regarding Dictionaries:

You can get a decent dictionary for about \$8. It should have Spanish and English sections and 75,000 words or more.

