**Brody Middle School Spanish Grades 6-8**

 **Instructor: Brent Harlow (****brent.harlow@dmschools.org****)**



**¡Bienvenidos!**

Hello! My name is Mr. Harlow and I will be your Spanish teacher for this 2020-2021 school year. While we are beginning this year a little differently than usual, we still plan on having a fun and engaging year in which *you will take your first steps towards becoming more proficient in the Spanish language and more knowledgeable about Spanish-speaking cultures!*

As an IB school, we at Brody believe that the study of language and culture is essential to your 21st-century education. It will not only will it prepare you for *success* in your social and professional life in the future, but it will also provide you with the skills, knowledge, and intercultural understanding needed to *make the world a better, more peaceful place.*

 **Guiding you in your language-learning journey**

As an IB school, we help you acquire language skills in four areas: listening, reading, speaking, and writing. To guide you on your language-learning journey, I will be providing you with feedback that refers to these areas and helps you see what you have *already* mastered and what you have *not yet* mastered. We must always celebrate what we have *already* mastered and bring our growth mindset to what we have *not yet* mastered, with the understanding that no two students will master the same material at the same times. *And that is okay*.

So, as you look at the following scales that I will be using to provide feedback, I want you to understand that each level from 1-8 (going from lesser to greater proficiency) describes what you *can do* already (let’s celebrate this!) and points you to a description of how to reach the next level (let’s bring our growth mindsets to this). While you will not be receiving a formal grade in Spanish class this year, you will be using these scales to track your weekly progress.

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| Emoji Request - ListeningEmoji |  Listening  |  |
| 0 | The student does not reach a standard described by any of the descriptors below |
| 1-2 | The student: i.identifies minimal stated information (facts, opinions, messages) in simple authentic texts ii.identifies basic conventions in simple authentic texts iii.identifies basic connections in simple authentic texts. |
| 3-4 | The student: i.identifies some stated information (facts, opinions, messages) in simple authentic texts ii.identifies basic conventions in simple authentic texts iii.identifies basic connections in simple authentic texts. |
| 5-6 | The student: i.identifies most stated information (facts, opinions, messages and supporting details) in a variety of simple authentic texts ii.interprets conventions in simple authentic texts iii.interprets connections in simple authentic texts.Put another way: 1) You can pick out basic information when listening to someone speak in Spanish; 2) you understand the basic *conventions* used by the speaker to support what s/he is saying; and 3) you are able to make connections between different parts of what the speaker says, what the speaker says and the context in which s/he says it, and what the speaker says and your own lived experience.  |
| 7-8 | The student: i.identifies explicit and implicit information (facts, opinions, messages and supporting details) in a wide variety of simple authentic texts ii.analyses conventions in simple authentic texts iii.analyses connections in simple authentic texts. |

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| Emoji reading red book art, Emoticon Reading Book Emoji Smiley, book,  reading, book, smile png | PNGWing |  Reading  |  |
| 0 | The student does not reach a standard described by any of the descriptors below |
| 1-2 | The student: i.identifies minimal stated information (facts, opinions, messages) in a variety of simple authentic texts ii.identifies basic conventions in simple authentic texts iii.identifies basic connections in simple authentic texts. |
| 3-4 | The student: i.identifies some stated information (facts, opinions, messages) in a variety of simple authentic texts ii.identifies basic conventions in simple authentic texts iii.identifies basic connections in simple authentic texts |
| 5-6 | The student: i.identifies most stated information (facts, opinions, messages and supporting details) in a variety of simple authentic texts ii.interprets conventions in simple authentic texts. iii.interprets connections in simple authentic texts.Put another way: 1) You can pick out basic information when reading a text in Spanish; 2) you understand the basic *conventions* used by the writer to support his/her message; and 3) you are able to make connections between different parts of the text, between the text and its context, and between the text and your own lived experience.  |
| 7-8 | The student: i.identifies explicit and implicit information (facts, opinions, messages and supporting details) in a wide variety of simple authentic texts ii.analyses conventions in simple authentic texts iii.analyses connections in simple authentic texts |

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| Speaking Head Emoji Images, Stock Photos & Vectors | Shutterstock |  Speaking |  |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student: i.uses a limited range of vocabulary ii.uses a limited range of grammatical structures with many errors which often hinder communication iii.uses pronunciation and intonation with many errors which often hinder comprehension iv.communicates limited relevant information. |
| 3-4 | The student: i.uses a basic range of vocabulary ii.uses a basic range of grammatical structures with some errors which sometimes hinder communication iii.uses pronunciation and intonation with some errors which sometimes hinder comprehension iv.communicates some relevant information. |
| 5-6 | The student: i.uses a range of vocabulary ii.uses a range of grammatical structures with a few errors which do not hinder communication iii.uses pronunciation and intonation with a few errors. However, these do not hinder comprehension iv.communicates most relevant information.Put another way: When speaking, you 1) use a range of vocabulary, 2) use a range of grammatical structures in a way that mostly allows you to be understood, 3) pronounce words and sentences in a way that allows you to be understood, 4) communicate what matters most for your purposes as a speaker. |
| 7-8 | The student: i.uses a wide range of vocabulary ii.uses a wide range of grammatical structures generally accurately iii.uses clear pronunciation and intonation which makes the communication easy to comprehend iv.communicates almost all the required information clearly and effectively |

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| Talking Emoji Icon Png Talking Emoji Icon Png - Emoji Writing, Transparent  Png , Transparent Png Image - PNGitem |  Writing  |  |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student: i.uses a limited range of vocabulary ii.uses a limited range of grammatical structures with many errors which often hinder communication iii.presents some information in a partially-recognizable format using some basic cohesive devices iv.communicates limited relevant information with some sense of audience and purpose to suit the context. |
| 3-4 | The student: i.uses a basic range of vocabulary ii.uses a basic range of grammatical structures with some errors which sometimes hinder communication iii.organizes information in a recognizable format using a range of basic cohesive devices iv.communicates some relevant information with some sense of audience and purpose to suit the context |
| 5-6 | The student: i.uses a range of vocabulary ii.uses a range of grammatical structures with a few errors which do not hinder communication iii.organizes information in an appropriate format using simple and some complex cohesive devices iv.communicates most relevant information with a sense of audience and purpose to suit the context.Put another way: When writing, you 1) use a range of vocabulary, 2) use a range of grammatical structures in a way that mostly allows you to be understood, 3) format your writing and use cohesive devices in a way that makes it more organized, and 4) communicate what matters most for your purpose, audience and context.  |
| 7-8 | The student: i.uses a wide range of vocabulary ii.uses a wide range of grammatical structures generally accurately iii.organizes information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices iv.communicates almost all the required information with a clear sense of audience and purpose to suit the context. |

 **Course Requirements**

The first thing you need to do is make sure you have the materials you will need to succeed in Spanish class. Please make sure you have a computer, a notebook that is just for Spanish, and a pencil or something to write with.



Each week, we will meet **for two 30-minute live virtual classes on Microsoft Teams**. During this time, you can expect to listen, read, speak, and write in Spanish. As you do this, you will make mistakes. And that is completely okay. It’s part of the learning process! So, let’s all remember to bring our growth mindsets to our live virtual classes!

Immediately following one of our 30-minute live virtual classes every week, I will be holding a required **“extension period” for an additional 30 minutes on Microsoft Teams** (I will tell your specific class when this will be; it will be on the same day each week). During this time, you will be provided with opportunities to 1) independently (or in small groups) practice skills you have yet to fully develop, 2) independently (or in small groups) pursue enrichment, exploration, and personalized learning with the language, or 3) ask questions or seek extra help from me.

You will receive links to join your live virtual classrooms on Microsoft Teams, and you will see our class meeting time in your calendar on Microsoft Teams. I will be taking attendance for all live meetings, so please make sure you are in our virtual classroom with your materials ready to go on time!

You will be able to find all required course materials—as well as all enrichment and additional practice materials and resources-- on the **course Canvas page**.

**Digital Citizenship Expectations**

It is my expectation that you make every effort to embody the principles of **good digital citizenship** and use technology responsibly in your interactions with others in our virtual classroom.

Our focus will be on “digital etiquette”, or making sure that we are always respecting one another, participating appropriately, communicating appropriately, and being on time for our virtual class sessions. We will go into more detail regarding these expectations during the first week of class.

 **Communicating with your teacher**

Please reach out to me if you have any questions, suggestions, or concerns with this class, or if you need help or clarification about what we are learning. You can email me at brent.harlow@dmschools.org or reach out to me directly on Microsoft Teams.