

Course Expectations 2018-2019

Señor/Monsieur Baker - Español & Français

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1. You will need a binder with some white lined paper and 3 dividers for notes/handouts/classwork, homework, and corrected quizzes/tests. This may of course be shared with another subject. If you don't have a binder, three heavy duty folders can suffice.
2. Please always bring a pen or pencil to class.
3. Textbooks must be covered at all times to protect them. Do not write in the book or stuff papers in your textbook as this will cause the binding to come apart. If you lose, damage or write in your textbook, you will have to pay for a replacement. A student with an uncovered book or a book stuffed with papers will be given a teacher detention for help in organizing materials.
4. Chewing gum, eating and drinking anything but water in class is not allowed.
5. The use of all electronic devices, including cell phones and MP3 players, is not allowed unless its use is assigned as part of a lesson or activity. Phones are to be silenced and stowed in the cell phone pockets in front of the class.
6. Hats, visors and hoods are not allowed to be worn in the classroom.

Grading per quarter

40% A **test** or **project** is given at the end of each unit.

20% **Quizzes** will be given frequently on vocabulary and grammar concepts. Mini projects count as quizzes if they are labelled as such.

10% **Homework** will often be assigned, checked and/or randomly collected. Homework not done cannot be made up unless you had a full day excused absence the day(s) before. If you were in school/dismissed early, but didn't stop by to get the homework or check google classroom, the homework can not be made up. Each assignment will be scored on a four point scale.

(4) Completed and corrected (100%)

(3) Mostly completed and corrected. (75%)

(2) Partially (half) completed and corrected. (50%)

(1) Poorly completed and corrected. (25%)

(0) Homework not done. (0%)

The purpose of homework is for students to independently practice the prior day's lesson, reflect through selfcheck the next day and ask the teacher questions. I spend about 10 minutes at the beginning of each class to complete this process. Homework doesn't count for a lot of points because it's not a major assessment grade - it is practice. While practice is important, if you miss one homework from time to time, don't worry or argue about it. Put your effort where it really belongs such as classroom participation, quizzes, tests & projects. I also round up your grade and have a redo policy for larger assessments. If you are having trouble completing the homework, you should see me during Flex period, A block or after school.

20% **Class participation** is essential to the study of a world language. Class participation includes attendance, bringing all necessary materials to class, volunteering, responding individually, in pairs and in groups, being respectful of others and paying attention. You will be graded twice a quarter, at progress report and at the end of the quarter according to the attached participation rubric. Work given by a substitute and behavior noted by a substitute will also count towards your class participation grade

10% **Midterm/Final Exam**. The midterm exam will count for 10% of your first quarter grade, and the final exam will count for 10% of your second quarter grade. You must earn a minimum final course grade of 70% (the average of both quarter grades) to enroll in the next level Spanish/French course.

Detailed progress reports showing all graded assignments are available upon request via e-mail or paper printout; however, accessing the ASPEN portal through the school website will be much faster. Note that homework assignments may be batched together in ASPEN on a weekly or biweekly basis. Should you have questions about particular homework assignments, please email me or contact me at (978) 388-4800.

Redo Policy

If a student puts forth **EFFORT**, s/he will be allowed two redos on unit quizzes or tests per quarter. Effort is to be determined at the discretion of the teacher. (At a minimum, effort means the student has not missed more than **one** homework assignment leading up to an assessment **AND** has participated in **every** class leading up to the assessment.) To qualify, the student must bring in the failed test or quiz for a reteaching opportunity (extra help) **within** a week of the failed assessment. If the student loses or destroys the quiz or test in question, no redo will be allowed. This process is to help students learn how to learn from their mistakes. Students will be allowed a maximum of a 70% on the redo assessment. It should be noted that my redo quizzes and tests are not the same assessments and are often a bit more difficult than the initial assessment, so it is still in the student's best interest to study and succeed the first time. This policy doesn't extend to the midterm or final exams.

Absent Work

Only work missed due to excused absence(s) may be made up. You will have at least the number of days absent in which to complete your missed work. You should see me for missed work as soon as you return to school. If you miss class due to a field trip, tardiness or dismissal, you must see me to get any assignments and pass in any work due that day -- **If you are in the building, you are still responsible for that day's work!**

Academic Integrity

Per handbook, "Plagiarism includes downloading words of entire pages from online sources to include in students' assignments without giving proper credit to those sources. When working together on homework or class assignments, students must also be careful not to copy or to plagiarize from one another, and to give credit to each individual member's ideas and work. Each teacher will specify when collaboration is allowed. Students are reminded that repeated violations of these regulations affect their grades (by receiving zeroes for assignments), their behavior record, and their reputation of character and honesty. Infractions of this rule may result in serious disciplinary actions despite the fact that it may be the first offense." (Handbook, page 14)

All assignments for this class must be completed by YOU without help, including translation websites/native speakers, or you will receive a zero for the assignment. All assignments I give will be completed using resources that I provide to you or from the units in your textbook. You may use an online dictionary such as "Word Reference" to look up words but using a website to translate, phrases, sentences or paragraphs is not acceptable.

Behavior Policies

Three Behavioral Areas:

I believe all students have the right to a safe learning environment where they can access the curriculum. As a result, I have a zero tolerance policy for three behavioral areas. Students who exhibit the following behaviors can expect automatic teacher detention as a result. In detention, I will talk with the student(s) about why the behavior occurred and try to strategize solutions for the student. Detention is not a passive punishment but rather an opportunity for dialogue. Students will have two choices of dates to serve a 30 minute detention. (Usually the day of or the following day.) The three zero tolerance behavioral areas are:

1. **Name calling / Put downs:** I will not tolerate any behavior / language that makes someone feel unwelcome in my classroom. My room will be a safe space for all people, and everyone will feel comfortable and welcome.
2. **Swearing / Inappropriate language:** As your French / Spanish teacher I am here to teach the language of course; however, it is also my job to prepare you for work and college. Learning how to use neutral and appropriate language is a life skill that will serve you well. Using inappropriate language about or pointing out someone's appearance, ability, race, religion, gender, gender identity, ethnicity or sexual orientation are just some examples of inappropriate language. Swear words of any kind are never acceptable in an educational or work environment.
3. **Throwing things about the room / Touching peers / Severe disruption:** Regardless of whether you threw something intentionally or unintentionally, it can hit a classmate and cause an unintended problem. The teachers and facility staff do a tremendous job of keeping the school clean. Finding bits of paper or other objects about the room create more cleanup for our very busy staff, and their work should be respected as well. Additionally, keeping your hands to yourself makes everyone in the room feel safe. Students must recognize that it doesn't matter whether they intentionally threw something or touched a peer or not -- other people may interpret these actions negatively. Being so disruptive that other students can't access the lesson will also land you automatically in detention.

***If after multiple teacher detentions, the behaviors have not corrected themselves, the student should expect to be referred to administration for further consequences. ***

Other Behaviors / Electronic Use:

Other behaviors such as eating, chewing gum, drinking anything besides water, answering out of order, wearing hats and hoods will of course be subject to a warning before detentions are served. I trust students to keep their phones silenced in their bags. Cell phone / electronic device use will be given a warning first, then the item will be stowed away in the teacher's desk until the end of class should it become a recurring problem and a teacher detention will be assigned. Inappropriate use of electronics is also subject to school policies noted in the handbook.

SEL / Participation Rubric

	4 Exemplary	3 Proficient	2 Bridging	1 Novice
Self Management	<input type="checkbox"/> Student always manages emotions to bring a positive "can do" attitude to class. <input type="checkbox"/> Student sees failures as learning opportunities.	<input type="checkbox"/> Student usually manages emotions to bring a positive "can do" attitude to class. <input type="checkbox"/> Student usually sees failures as learning opportunities.	<input type="checkbox"/> Student sometimes manages emotions to bring a positive "can do" attitude to class. <input type="checkbox"/> Student sometimes sees failures as learning opportunities.	<input type="checkbox"/> Student rarely manages emotions to bring a positive "can do" attitude to class. <input type="checkbox"/> Student rarely sees failures as learning opportunities.
Self & Social awareness	<input type="checkbox"/> Student is always able to control his or her emotions, words, actions and attitude, and as a result treats peers / teacher with utmost respect, support and empathy.	<input type="checkbox"/> Student is usually able to control his or her emotions, words, actions and attitude and as a result usually treats peers / teacher with utmost respect, support and empathy.	<input type="checkbox"/> Student is sometimes able to control his or her emotions, words, actions and attitude and as a result sometimes treats peers / teacher with utmost respect, support and empathy.	<input type="checkbox"/> Student is rarely able to control his or her emotions, words, actions and attitude and as a result rarely treats peers / teacher with utmost respect, support and empathy.
Relationship skills	<input type="checkbox"/> Student positively interacts / works with every class member. <input type="checkbox"/> Student is always able to negotiate meaning and resolve conflict appropriately. <input type="checkbox"/> Student always communicates directly with the teacher when there is an academic or social issue.	<input type="checkbox"/> Student positively interacts / works with most class members. <input type="checkbox"/> Student is usually able to negotiate meaning and resolve conflict appropriately. <input type="checkbox"/> Student usually communicates directly with the teacher when there is an academic or social issue.	<input type="checkbox"/> Student positively interacts / works with some select class members. <input type="checkbox"/> Student is sometimes able to negotiate meaning and resolve conflict appropriately. <input type="checkbox"/> Student sometimes communicates directly with the teacher when there is an academic or social issue.	<input type="checkbox"/> Student interacts / works positively with few class members. <input type="checkbox"/> Student is rarely able to negotiate meaning and resolve conflict appropriately. <input type="checkbox"/> Student rarely communicates directly with the teacher when there is an academic or social issue.
Responsible decision making	<input type="checkbox"/> Student always arrives to class on time, prepared, organized and remains actively engaged between activities & throughout class. <input type="checkbox"/> Student is never disruptive, off task or inappropriate. <input type="checkbox"/> Student is always in charge of his or her learning, completes work on time, and makes up work on time <input type="checkbox"/> Student never needs reminders of required work. Student uses resources and seeks extra help.	<input type="checkbox"/> Student usually arrives to class on time, prepared, organized and usually remains actively engaged throughout class. <input type="checkbox"/> Student is rarely disruptive, off task or inappropriate. <input type="checkbox"/> Student is usually in charge of his or her learning and makes up work in a timely fashion. <input type="checkbox"/> Student needs few reminders of required work.	<input type="checkbox"/> Student sometimes arrives to class on time, prepared, organized and sometimes remains actively engaged throughout class. <input type="checkbox"/> Student is sometimes disruptive, off task or inappropriate. <input type="checkbox"/> Student is sometimes in charge of his or her learning and makes up work in a timely fashion. <input type="checkbox"/> Student needs some reminders of required work.	<input type="checkbox"/> Student rarely arrives to class on time, prepared, organized and rarely remains actively engaged throughout class. <input type="checkbox"/> Student is often disruptive, off task or inappropriate. <input type="checkbox"/> Student is rarely in charge of his or her learning and rarely makes up work in a timely fashion. <input type="checkbox"/> Student needs many reminders of required work.
Target Language Use	<input type="checkbox"/> Student always uses Spanish/French in the classroom to fullest extent possible. <input type="checkbox"/> Student volunteers in full class activities as much as in paired and small group activities. <input type="checkbox"/> Student is a leader who daily teaches/helps others and daily contributes questions and connections to benefit the class. <input type="checkbox"/> Student always takes risks in speaking French to expand learning opportunities.	<input type="checkbox"/> Student usually uses Spanish/French in the classroom. <input type="checkbox"/> Student usually participates in full class activities as much as in paired and small group activities. <input type="checkbox"/> Student often asks questions or makes connections to the benefit of the class. <input type="checkbox"/> Student usually takes risks in speaking French to expand learning opportunities.	<input type="checkbox"/> Student sometimes uses Spanish/French in the classroom. Student sometimes participates in full class activities as much as in paired and small group activities. <input type="checkbox"/> Student sometimes asks questions or makes connections to the benefit of the class. <input type="checkbox"/> Student sometimes takes risks in speaking French to expand learning opportunities.	<input type="checkbox"/> Student rarely uses Spanish/French in the classroom. <input type="checkbox"/> Student rarely participates in full class activities as much as in paired and small group activities. <input type="checkbox"/> Student rarely asks questions or makes connections to the benefit of the class. <input type="checkbox"/> Student rarely takes risks in speaking French to expand learning opportunities.

Name _____ Date _____ Score ____/20 = _____%

Please sign below that you have read the course expectations and behavior expectations for Señor Baker / Monsieur Baker. Please detach this page to pass in as your first homework assignment and keep the first 4 pages for reference.

Print Student Name (last name, first name)

Student Signature

Date

Parent / Guardian Signature

Date

Please provide any updated contact information if you are unsure it's updated in ASPEN.

Parent / Guardian Contact Information

Name _____

Home Phone _____

Work Phone _____

Cell Phone _____

E-mail Address _____

Additional Information

Name _____

Home Phone _____

Work Phone _____

Cell Phone _____

E-mail Address _____

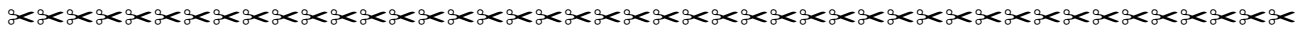
August 27, 2018

Dear Parent / Guardian,

Your child has chosen to take a French/Spanish language course this semester. Due to the current food policy at Amesbury High School, we need your written permission to share food in our class. Since language classes may entail culture and food based activities, please fill out the permission slip below, so your child may periodically prepare, eat, and share food with us. This permission slip also counts as a homework assignment grade due by the end of the second week of classes. This form will be active for Mr. Baker's classes until the end of the school year or June 30, 2019 whichever date occurs first. Should you have any questions, or need to make updates or changes, please do not hesitate to email me at bakert@amesburyma.org or call the school at 1(978) 388-4800.

Sincerely,

Mr. Baker



Child's name _____

Please place an X and your initials on the line provided after your selection.

- _____ Yes, my child **has** permission to participate in food preparation and tasting for the academic school year 2018-2019 in Mr. Baker's language classes.
- _____ No, my child **does not have** permission to participate in food preparation or tasting for the academic school year of 2018-2019 in Mr. Baker's language classes.

Please list all allergies _____

Other concerns: _____

Emergency contact info: _____

Parent/Guardian Signature

Date

Student Signature

Date