**Profe Gutke**

**Disclosure Statement 2016/2017**

**Timpview High School Spanish**

This and other supporting documents mentioned here-in can be found at *profegutke.weebly.com* under the tab titled *disclosure*.

**Parent and student:**

Why Spanish? According to PEW Research center, in the year 2015 total Hispanic population in the United States alone was over 55,000,000 people, not to mention that there are over 400 million total speakers of Spanish worldwide in 22 countries! Other than Mexico, the U.S.A has the highest Hispanic population in the world! The Spanish Language generates a multi-billion dollar industry that students can tap into as the demand for Spanish skills rises. Spanish is the 2nd highest language spoken by **Native speakers** in the world, with English coming in right behind. <http://www.listsworld.com/top-10-languages-most-spoken-worldwide/>. Also, those who understand and speak Spanish **usually** can understand Portuguese speakers which facilitates communication with another 220 million people! There are more Spanish speakers in the U.S.A. than Mandarin, French, German, Italian, Hawaiian and all the Native American languages combined!

**Spanish use in class:** By signing this document, student commits to give 100% effort to use all the Spanish they know, and the Spanish they learn throughout the year, everyday of class. If this is not something the student is willing to do, they should take a different class as this class is designed to maximize output of Spanish with the goal of becoming proficient.

**Cell phones**: Too much class time is wasted with cell phone distractions. Leave your phone in your bag! I don’t want to see it! No warnings. This is your warning. No excuses like saying, “I won’t do it again” You get it out, it goes to the office that day **till the end of the da**y. If I have to take it away frequently we will be working out a different plan to get it solved.

**Movies Used in Class:**  All movies have a language learning purpose! They are not to just burn time. We look at cultural aspects, analyze the language used, make comparisons of Spanish/English use etc. Go to the following website to learn more. If you disapprove of any movie please let me know to work out any arrangements. http://profegutke.weebly.com/peliacuteculas-en-clase.html

**Classroom Environment**

 I highly believe in an environment where **all** students have a safe place to learn. We already get enough negativity in other things we do, we don’t need Spanish class to be one more to add to the list. Respecting one another is the key to a great classroom environment. Respect means that the elements of sarcasm, put downs, inappropriate language and jokes, etc. are non-existent. I totally believe that our classroom can be a positive learning environment.

**Traditional Outlook on Spanish Proficiency**

When I taught Spanish courses at the university level, I would often ask my students about their language background. One of their common responses was that they had taken 3 to 4 years of Spanish classes in high school but that they *self-acclaimed* that they could not speak it. When thinking about that I arrived at three main reasons as to why that would occur 1) The teacher did not conduct classes in Spanish nor expected the students to use Spanish 2) The student made little or no effort to use the language in or out of class and therefore lost out on a valuable learning experience or 3) both of the aforementioned. It is like saying one wants to learn how to play the piano, but then never actually physically plays it. They just memorize the notes. I want our students from Timpview High School leaving with the most skills they can get and speaking Spanish as much as possible.

**Proficiency Level Advancement at Timpview**

The Timpview World Language Department offers five language courses: Spanish, German, French, Mandarin and Japanese. The first three have the following format: Beginning, Pre AP, and AP; the latter have a different course set up to allow for alternative progress in the language. The format to which students will progress from class to class is based on their **proficiency progression** as measured by the ACTFL (American Council on the Teaching Foreign Languages) Proficiency Guidelines **not based on seat time.** For more information go to *profegutke.weebly.com* under *ACTFL Proficiency* then choose *ACTFL Proficiency Guidelines*

**Proficiency Rating**

What is proficiency?

Proficiency is the ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when or how the language was acquired. The demonstration is independent of how the language was learned; the context may or may not be familiar; the evaluation of proficiency is not limited to the content of a particular curriculum that has been taught and learned. *ACTFL Performance Descriptors for Language Learners p. 4 2012*

**End of the Year Proficiency Goals for Respective Classes according to ACTFL American Council of Teaching Foreign Languages Standards:** For specific tasks of what students should be able to do go to *profegutke.weebly.com*, click on the *ACTFL Proficiency* thenscroll to *can-do statements* then go to the appropriate level.

**PRE-AP year 1 minimum proficiency goal: NOVICE HIGH:**

 *I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.*

**PRE-AP year 2 minimum proficiency goal: INTERMEDIATE LOW**

*I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions*

**AP Proficiency Goal for Non-Natives: INTERMEDIATE HIGH**

**MID:** *I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.*

**HIGH**: *I can participate with ease and conﬁdence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.*

**Daily class routine**: All class period will be carried out in **Spanish** except for the last 5 minutes dedicated to any English questions for clarification. Class time philosophy: warmup, gradually cover more difficult concepts, hit max, come back down for positive ending experience in language.

**1. Student looks at whiteboard to know day’s activities and learning target.**

**2. Take roll/ Bienvenida**-While I take roll I will pick a student to head up the *Bienvenida*. Everyone will have the responsibility to do this. We will cover a variety of themes based off of the current unit. I will provide a Power Point to guide the student. After the *bienvenida* from the student, I will make any announcements, cover important items of business at class level (AP or PRE-AP)

**4. Calentamiento** (warmup to start thinking in Spanish) Songs, birthday announcement if applicable, riddles, short conversational questions, idiomatic expressions, jokes, tongue twisters etc.

5. **Short review of previous class material.** Repetition, repetition.

6. **Class activities**: Activities will be carried out in *reading, writing, listening and speaking* along with *cultural elements*. Games and other activities are incorporated to change rhythm/tempo.

7. **Last 5 minutes**: wind down, questions/concerns in English if needed.

**Methodology Approach**

I will use a “natural” and “communicative” approach to teaching Spanish. This means that I believe students learn Spanish best when they are immersed in a context-rich Spanish language environment and have many opportunities to communicate from the very beginning. In order to create a context-rich environment and facilitate language acquisition, **I will speak Spanish in class**. **When students actively participate, interact with me and their fellow students, and take personal responsibility for their own progress**, their natural language learning abilities will help them acquire the language.

**What I expect of my students**

*People who communicate take risks. There is an intimate relationship between language acquisition and the amount of risk-taking, vulnerability and intuition encouraged***-**John Demado

My role as a Foreign Language Teacher is to encourage risk taking. We have to make mistakes to learn. That is just a part of life. I will help encourage and give correction where I feel it will benefit the student. I will make all efforts possible to model correct Spanish in my classes. I want you as a student to be able to take risks and not worry about being graded on it. I want effort to communicate, not a perfectly said statement**. The student needs to take risks all the time. Talk, talk and talk more in Spanish as much as possible!** Also,I expect that my students: 1. Listen carefully to what is being said. 2. Make reasonable guesses about the possible meanings of what is being said. 3. Be willing to revise their guesses when previous guesses seem inadequate. 4. Avoid feelings of panic, and trust that clarification will come. 5. **Participate as much as possible**. Students must also produce language in order to acquire Spanish. I expect that students will actively create language as they interact with their classmates and with me. Students will have daily opportunities to communicate in both written and spoken Spanish.

**What I expect of myself**

In order for the “natural” and “communicative” approach to work, the teacher must provide comprehensible input for the learners. I believe in Krashen’s i+1 theory which is that the foreign language that is used in class be slightly higher than the students’ level so as to stretch the learner but not sacrifice understanding. Does that mean that you will understand every word? No, it does mean that you should be getting the gist. As necessary, if what I am saying is not comprehensible, I will try and reword or explain it in a different way to help you. I will also use **gestures, pictures, drawings, charts, body language, facial expressions, previously learned words, various technologies, and anything else I can to create contexts that will help the learners understand me as I speak Spanish.** It is my responsibility to provide comprehensible input. The students can expect that from me.

Students should come to class prepared to participate. **Students should come each day with a pen or pencil and a *Carpeta (three ring binder) with lined paper*. Students will use their *Carpeta* every day to record notes and complete short writing assignments. It will also be used to store all of the activity sheets I give out so you can refer to them as needed. These will include verb conjugation charts, grammar explanations, language activities etc. See the Spanish Notebook Document for further information.**  Arriving on time and prepared in class will contribute greatly to a student’s success in learning Spanish. Because class participation is so valuable, I weight it heavily. The following is a breakdown of the grades with additional info below it:

Grades

|  |  |
| --- | --- |
| Attendance, participation, class presentations and citizenship | 40% |
| Oral Exams | 20% |
| Quizzes  | 20% |
| Homework | 10% |
| Student Self-evaluation Spanish Use in Class | 10% |

**Participation:** see participation sheet entitled *participation rubric* and *classroom procedures* under the disclosure tab at profegutke.weebly.com.

**Oral Exams:** Oral exams will be given as I feel the students are ready for them. On average it is one exam per unit completed. The end goal is not completion of unit, although that is necessary, rather optimum performance at the end of the unit. I want to ensure that we cover the material well enough to provide as best possible all the tools needed. There should be no reason why a student is not ready for an oral exam unless they have not made an effort on their part. I will go over more specifics in class of how to prepare for the oral exam.

**Quizzes:**  student needs to purchase a **one subject** notebook, (preferably the 25 cent ones from Walmart as they are cheap) to take their quizzes with. The student will put their name on the notebook and will then use it for the rest of the year. Once student takes quiz they will grade it and then return the notebook back to me. The quizzes will come from Quizlet, in class grammar presentations and cultural information. I will help the student get their Quizlet account set up during the first week. Students are allowed to make up one quiz each semester. I don’t do makeups during lunch. I need to eat too. The preferable method is send me an email at carlg@provo.edu indicating you want to retake (name the specific quiz) a quiz and I’ll send it to you. You then take it at home, take a picture of your quiz answers and score and then send it to me and I will change the grade asap.

**Homework:** See document entitled *Tarea* under the disclosure documents on profegutke.weebly.com. Homework assignments may be adjusted during the year to improve student progress and effectiveness in class.

**Excused absence make up:** See document entitled *excused/unexcused absence* under the *disclosure* tab on profegutke.weebly.com

I welcome input from parents. Students or parents may feel free contact me via e-mail at **carlg@provo.edu.**

**Required Materials Every Day:**

1. Three ring binder for notes 2. Pen or pencil 3. Separate one subject notebook for quizzes.

**Spanish Disclosure**

**Parent[s]/Guardian and student:** Please sign the form indicating that you have read and agree to the disclosure statement and have your student bring it to class. The disclosure document in its entirety should be read along with its other supporting documents for each respective course and can be found at profegutke.weebly.com under the tab *disclosure*. If you have any problems please contact me at carlg@provo.edu Thank you.

\*\* If you do not have internet, hard copies are available to send home. Please request that your child receive them and I will fulfill that request.

**Please sign and return this page**

I have read the Spanish disclosure document and all of its supporting documents and agree to the terms found there-in.

Parent name printed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I have read the Spanish disclosure document in its entirety and agree to the terms found there-in.

Student’s name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_