

# ESP3/JPN2/JPN3/JPN4/ I B

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CON LA SRA. MARTIN (SENSEI)



[HTTPS://WWW.YOUTUBE.COM/WATCH?V=YIYU0KOGHUQ](https://www.youtube.com/watch?v=YIYU0KOGHUQ)

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HTTP://SRAMARTINSENSEI.WEEBLY.COM/

*welcome* ようこそ *bienvenidos*

INFO ESP3 J2 J3 MORE...

一期一会

Welcome to Spanish and Japanese in Y112!  
Use the tabs above to find information about your class.

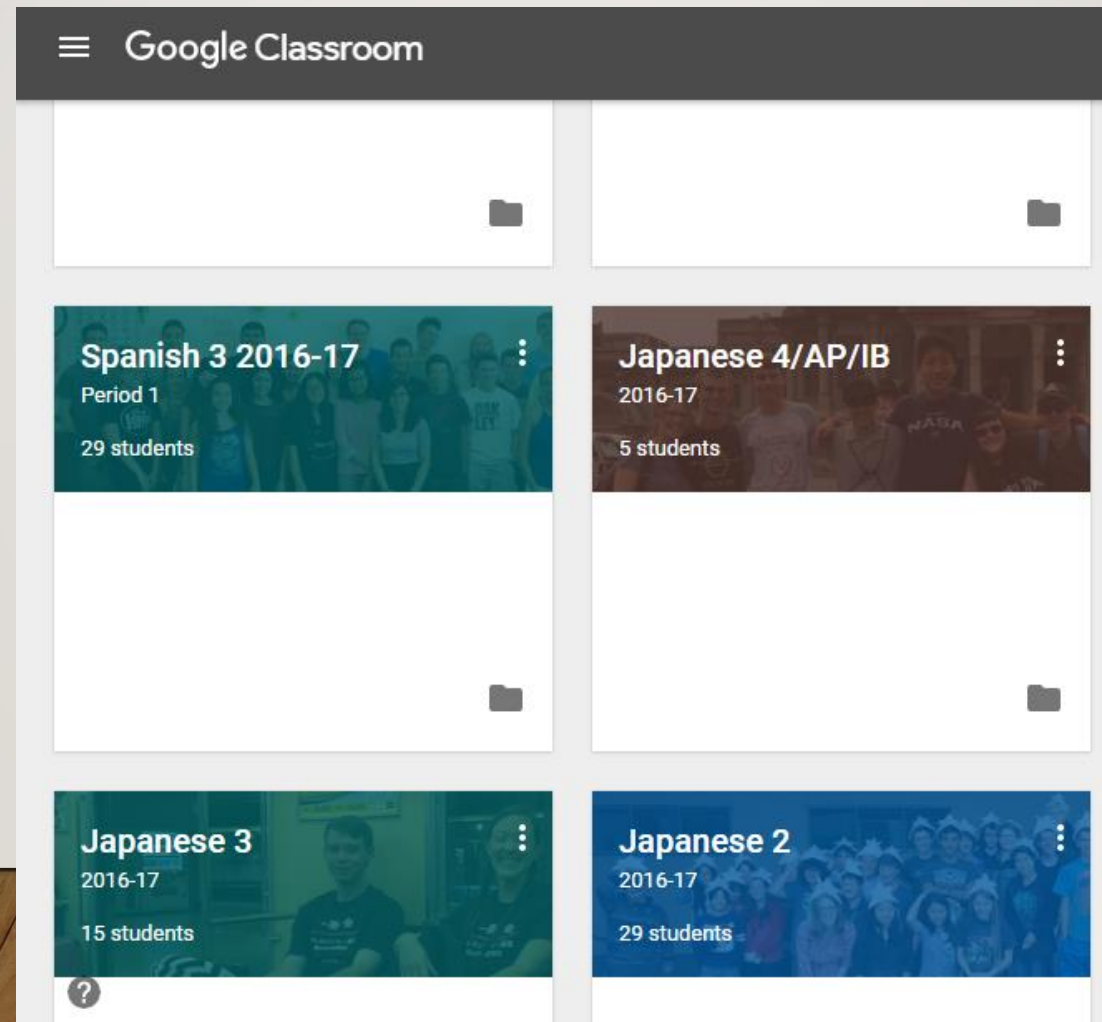
Daily work is in our [Google Classroom](#).

Progress and assignment information is in [Aeries](#).



# HTTPS://CLASSROOM.GOOGLE.COM/

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# Bienvenidos & ようこそ

Teacher: Sra. Michelle Martín (sensei)

Email: [mmartin@chicousd.org](mailto:mmartin@chicousd.org)

All of our work is in our Google Classroom. Use your chicousd.net account CODE: \_\_\_\_\_

Webpage: [sramartinsensei.weebly.com](http://sramartinsensei.weebly.com).



**Materials:** Bring these to class every day!

1. A composition book (not spiral)
2. Blue or black pen (pencil OK for Japanese)
3. Printed matter in a very organized folder/binder
4. White board marker
5. At home you need scissors, glue, markers and a Span/Jpn dictionary (app/online OK)



## What will we do?

We are going to learn a lot this year! During class, we will speak Spanish/Japanese. We will listen to music, view clips of movies and commercials and participate in many cultural activities. We will demonstrate proficiency in all of the communication modes.



## Respectful Vikings:

1. Be in your seat when the bell rings.
  2. No gum, candy, food or drinks.
  3. Turn off and stow away all electronic devices before the bell. Per school policy: *First violation= Saturday School.*
- \*If we are doing an assignment on which an electronic dictionary/ device would be useful I will invite you to take out your phone/tablet- otherwise keep it in your backpack.



## How is your performance assessed?



**Speaking (40%)** Demonstration of how well you speak to others both in presentations and in conversation. \*These will be assessed throughout the unit.

**Assessment (50%)** Demonstration of how well you read and understand, listen and understand and write for a purpose. \*We will have a variety of assessments during the year which are your opportunity to show what you have learned. Please prepare for these throughout the unit and attend Guided Review or Tutorial if you need extra help prior to the assessment.

*There is no extra credit, only extra help.*

**Work (10%)** Practice (in class and at home) and Progress Checks (similar to quizzes) that prepare you to speak, read and write well.



**Tips for Success:** Learning a language is a *process* and some days will be easier than others. As a teacher, my goal is for you to learn to be confident using Spanish/ Japanese and to enjoy the language and culture! This language will become part of your everyday life. Each day you will read, write, listen, view, speak and learn in the language. Don't be afraid to take risks with language- making mistakes is the most important part of learning.

**Attendance:** Come to school every day and arrive on time.

**Planned absences:** (Sports, field trips, family obligations, etc.) All work is due upon your return so get your work (including appointment to make up assessments) before you leave.

**Unplanned absences** (Illness or accident): You have as many days to make up work as you missed. Please check Google Classroom each day to get your work and send me an email.

**Contact:** I am happy to meet with you and your parent/guardian to answer any questions. Please update your Aeries information so we can contact you with both good news and helpful opportunities. Email is the best way to contact me: [mmartin@chicousd.org](mailto:mmartin@chicousd.org)

You're invited to **Back to School Night**. I'm excited to meet you to explain our program and answer any questions. See you there!

*Thursday, September 1st.*

## How is your performance assessed?



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**Tips for Success:** Learning a language is a process and some days will be easier than others. As a teacher, my goal is for you to learn to be confident using Spanish/ Japanese and to enjoy the language and culture! This language will become part of your everyday life. Each day you will read, write, listen, view, speak and learn in the language. Don't be afraid to take risks with language- making mistakes is the most important part of learning.

# PROFICIENCY



&



# PERFORMANCE

## What's PROFICIENCY?

**PROFICIENCY** helps us stop talking about **grades** that don't really tell us how we're doing and instead talk about **levels** that tell us what we can do and where we're headed next.

### QUICK RUNDOWN:



Novice Low



Novice Mid



Novice High



Intermediate Low



Intermediate Mid



Intermediate High



Advanced Low...

## What's PERFORMANCE?

**PERFORMANCE** is doing stuff with language -

It's how we show what we can do with our language, **ACCORDING TO PROFICIENCY LEVEL**.

<http://www.iyasensei.com/>



# HOW TO TALK ABOUT TACOS



If you talk about tacos using just a few simple words, you know

beef, lettuce, cheese, yum!

that's an example of using language in our lowest measured proficiency level, **Novice Low**.



How about adding in some repetitive phrases?

beef, cheese on top, lettuce on top, no hot sauce, eat every day

now you've moved up to performing with some language in our next level, **Novice Mid**.



When you can put some sentences together (still simple!)

I like tacos. Tacos, beef and I like beef. I put cheese. My friend John, no cheese. He doesn't like cheese.

CONGRATS! You've graduated to performing some tasks in our goal for level 1, **Novice High**.

# Where are We going Next?

We're adding **connectors** and more **vocabulary** and creating with language:



My family eats tacos a lot, often, because we all love the tacos. My mom makes amazing the tacos. She finds recipes on some web site and makes best tacos with different ingredients. Do you want you come to my house to try my mom's tacos?

WHOA - that's a performance in a whole new level called **Intermediate**,  
and it's divided into low, mid, and high too!

**In our class we talk about all our work by figuring out two things:**

- 1) what **proficiency** level am I showing here?
- 2) how can I work on moving to the next level?

**Because when we ask these questions, what we're really asking is:**

- 1) how can I **connect** with more people today?
- 2) how can I **connect** with them tomorrow?



**Enjoy  
the  
Journey!**

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We're charting our journey by talking a lot about **THE TWO BIG P's:**



### What's PROFICIENCY?

**PROFICIENCY** helps us stop talking about **grades** that don't really tell us how we're doing and instead talk about **levels** that tell us what we can do and where we're headed next.

#### Quick Rundown:



Novice Low → Novice Mid → Novice High → Intermediate Low → Intermediate Mid → Intermediate High → Advanced Low...

### What's PERFORMANCE?

**PERFORMANCE** is doing stuff with language -

It's how we show what we can do with our language, **ACCORDING TO PROFICIENCY LEVEL.**

# How would you talk about sushi?



If you talk about sushi using just a few simple words, you know

rice, seaweed, crab, yum!

that's an example of using language in our lowest measured proficiency level, **Novice Low**.

How about adding in some repetitive phrases?



seaweed, rice on inside, fish inside, no wasabi, eat every day

now you've moved up to performing with some language in our next level, **Novice Mid**.

When you can put some sentences together (still simple!)



I like sushi. Sushi, rice and I like rice. I put soy sauce. My friend John, no soy sauce. He doesn't like soy sauce.

congrats! You've graduated to performing some tasks in our goal for level 1, **Novice High**.



## Where are we going next?

We're adding connectors and more vocabulary and creating with language:



My family eats sushi often because we all like it. My mom makes the best sushi. She finds recipes online and makes amazing sushi with different ingredients. Do you want to come to my house to try my mom's sushi?

WHOA - that's a performance in a whole new level called **Intermediate**, and it's divided into low, mid, and high too!

In our class we talk about all our work by figuring out two things:

- 1) what **proficiency** level am I showing here?
- 2) how can I work on moving to the next level?



Because when we ask these questions, what we're really asking is:

- 1) how can I **connect** with more people today?
- 2) how can I **connect** with them tomorrow?

## Now let the fun begin!

If you talk about sushi by combining what you know to make short statements and simple sentences, making yourself understood even with some mistakes,



My family eats sushi a lot because my mom makes best sushi. She makes sushi, amazing, with different ingredients. You want eat my mom's sushi at my place soon?

that's an example of using language in the first proficiency level above novice, **Intermediate Low**.

How about adding in more connections, more variety, more questions?



Because all we absolutely love it, my mom cooks sushi pretty often. She finds the instructions to cook it on some website. How about come to my house to try it? Sounds good? How about next Monday after the school?

Now you're usually able to communicate what you want even if there are some "mistakes," and you've moved up to performing with some language in our next level, **Intermediate Mid**.

Where to next? Keep going and you'll confidently describe, tell stories about some experiences in various time frames, and even handle some unexpected complications!



What you mean you don't like sushi? I know, you had bad sushi once, right? I went to a sushi restaurant in Columbus one time and I was threw up for some hours! I mean, sick as a dog. I thought, I don't want sushi again another time and then my mom made おにぎり and maki rolls with octopus and fresh salmon from Tensuke Market and I thought, すごい! My friends need to try this sushi, they're so tasty! So, Monday after school?

Congrats, you've graduated to performing some tasks in: **Intermediate High**.

<http://www.iyasensei.com/>



But what if you start confidently handling unexpected complications? Organizing communication well, throwing in info from various parts of life like social problems?



Do you have any idea where that salmon roe in your sushi came from? Probably it came from the Saitama Prefecture, the center part. I heard the news that they are having difficulties with the sushi quality because of the tsunami and nuclear disaster a few year ago. It is still difficult for the people who lost their homes from the earthquake and tsunami. There is still news going around about possible nuclear waste affecting water and fish.

WHOA - That's a performance in a whole new level called **Advanced** -low, mid, & high of course!

# [HTTP://PVHS.CHICOUSD.ORG/DEPARTMENTS/WORLD-LANGUAGES/INDEX.HTML](http://pvhs.chicousd.org/departments/world-languages/index.html)

## World Language Department Support and Intervention

### Tutorials @ lunch

Monday Y112

Tuesday Y109

Wednesday Y107

Thursday Y109

Friday (no Tutorial)

### What's Tutorial?

- A group of students of all languages and levels
- A place to study for an upcoming test
- A chance to get individualized help
- An opportunity to make up an absent assessment
- Sometimes assigned and sometimes optional

### What's Guided Review?

- A focused group separated by language and level
- An opportunity to review and preview targeted material in private lesson format
- A chance to meet study buddies from other classes

### Guided Review 2:45-3:15

Jpn THURS Y112

French MON Y110

Sp1 THURS Y108

Sp2 WEDS Y108

Sp3 MON Y111

Sp3 \*lunch THURS Y111



# SPANISH 3 THEMES

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- My passion
- Unforgettable days (camping, competitions)
- How do you express yourself (art, dance, music)
- Maintaining relationships (family, friendships, dating)
- Health and healthy lifestyle (exercise, nutrition, medicine)
- Career and volunteerism (senior profile, resume, interview)









# JAPANESE 2 THEMES

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- Making friends, going out
- Travel in Japan
- Japanese daily life
- Japanese cooking
- Health
- Folktales



# SPORTS DAY

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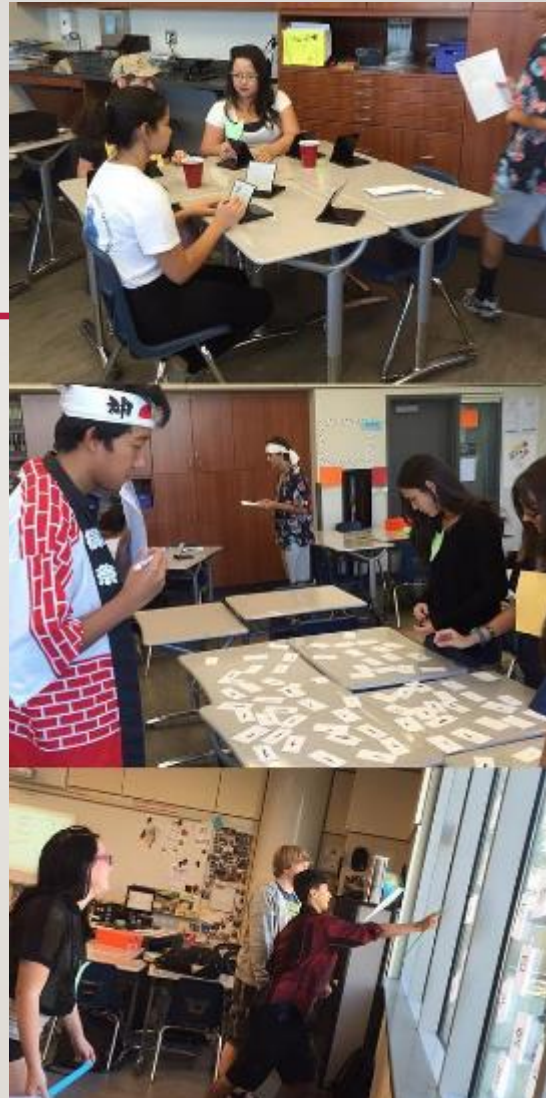




# JAPANESE 3

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- Japanese traditional activities
- Vacation plans and travel in Japan
- Part time jobs
- Holidays
- High school and college in Japan
- Japanese lunchbox
- Entertainment in Japan



# JAPANESE 4

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# IB EXAM

Component	Recommended teaching hours
<b>Core</b> <b>Instruction on three topics</b> <ul style="list-style-type: none"> <li>• communication and media</li> <li>• global issues</li> <li>• Social relationships</li> </ul>	150
<b>Options</b> <b>Two options from the following five</b> <ul style="list-style-type: none"> <li>• cultural diversity</li> <li>• customs and traditions</li> <li>• health</li> <li>• leisure</li> <li>• science and technology</li> </ul>	

## Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			70
Paper 1	Text handling exercise on 4 written texts	1.5	25
Paper 2	Written productive skills through 1 writing exercise	1.5	25
Written assignment	Written exercise and rationale based on intertextual reading		20
Internal			30
Oral work	Individual oral presentation		20
	Interactive oral activities		10

# MORE INFORMATION ABOUT WORLD LANGUAGES AND EXAMINATIONS

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- [California World Language Standards](#)
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- ACTFL (American Council on the Teaching of Foreign Languages)
- Video: [World-Readiness Standards Overview](#)
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- [Advanced Placement World Language Exams](#)
- [International Baccalaureate Language Exams](#)



# CALIFORNIA SEAL OF BILITERACY

[HTTP://WWW.CDE.CA.GOV/SP/EL/ER/SEALOFBILITERACY.ASP](http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp)



Each of these three academic requirements shall be fulfilled.

1. Students must have completed all English–language arts (ELA) requirements for graduation with an overall grade point average (GPA) of 2.0 or above in those classes.
2. Students must have passed the California Standards Test (CST) in ELA (administered in grade eleven) at the “proficient” level.
3. Students must demonstrate proficiency in one or more languages other than English through **one** of the following methods:
  - a) Pass a foreign language Advanced Placement (AP) exam, including American Sign Language, with a score of three or higher.
  - b) Pass an International Baccalaureate examination with a score of four or higher.
  - c) Successfully complete a four-year high school course of study in a foreign language and attain an overall grade point average of 3.0 or above in that course of study.
  - d) If no AP examination or off-the-shelf language test exists and the district uses its own language examination, the school district must certify to the State Superintendent of Public Instruction (SSPI) that the test meets the rigor of a four-year high school course of study in that foreign language.
  - e) If a district offers a language examination in a language in which an AP examination or off-the-shelf examination exists, the district language examination must be approved by the SSPI.
  - f) Pass the Scholastic Assessment Test (SAT) II foreign language exam with a score of 600 or higher.

# CONTACT

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[mmartin@chicoused.org](mailto:mmartin@chicoused.org)