Queridos Alumnos,

Mil gracias por todas las ideas que han contribuido para la formación de este contrato. Aqui les presento el resuelto.

Sra. Norquist

The question we posed as a class was, what is an A student? What is a B student? To be clear, I am defining a B-student as one who satisfies all the expectations of this classroom. An A-student is one who goes above and beyond, and that does not mean that he puts in more hours of work time, but simply that he applies himself fully and deeply to the content at hand. She is the kind of student who comes to the well of language and drinks deeply of the conversations at hand. She asks hard questions of herself and her classmates. He wades through the frustration of learning a new language with the anticipation of acquisition. I am getting ahead of myself. You may be wondering, but what are the expectations of this class? Well, thank you for asking. The baseline expectations of this class as generated by you the students and myself are as follows:

The student who merits a B (or an 85%) in this classroom:

Language Proficiency: Demonstrate measurable growth in multiple modes of communication:

* Move from words to phrases to sentences to paragraphs in language construction.
* Complete revisions to writing based on teacher and peer feedback.
* Keep a record of drafts to show progress and growth in writing assignments.
* Attach samples of growth in proficiency to digital portfolio with corresponding CAN DO statements.
* Rehearse presentations with attention to pronunciation, eye contact and public speaking presence.
* Converse about familiar topics in class completely in Spanish moving from memorized words and phrases to constructing independent thoughts and ideas.

Cultural Understanding: With an eye towards increasing in love, compassion and humility towards fellow image-bearers of God seek to understand those whose cultural background is different:

* Ask why before dismissing a practice, product or perspective as irrelevant or ‘bad’.
* Make connections between personal and Hispanic cultural experiences.

Projects/Assignments: Complete all stages in a timely manner using class time effectively and productively in a way that demonstrates understanding:

* All deadlines must be met or have a reasonable excuse.
* Make revisions and update work to reflect changes so that final product demonstrates growth in proficiency.
* Respond to tasks as thoughtfully and thoroughly as your language proficiency allows.
* Conduct conversations during independent work time completely in Spanish.
* Communicate at personal skill level, relying on working vocabulary rather than translation sites.

El Cuaderno: Engage in class by taking organized notes and building a meaningful working vocabulary:

* Write all class stories in notes.
* Add all class vocabulary to working vocabulary list.
* Add additional words/phrases that build personal communication skills.
* Review and revisit notes during vocabulary review sessions.
* Ask questions about concepts that are frustrating or confusing.

Collaboration/Participation: Through participation and willing attitude make this environment a conducive space for language acquisition.

* Accept ownership for responsibilities in group assignments.
* Expend mental effort and energy to maintain Spanish conversation in class.
* Take risks in creating meaning with the language.
* Contribute ideas and listen with interest to the ideas of others.

Outside of class: Be sensitized to language and culture in the world around you.

* Listen to Spanish in the marketplace, and report back to class.
* Share stories about cross cultural experiences.
* Build a listening library of Spanish music for personal enjoyment.

The students who merits an A (95%) in this classroom will exceed expectations in one or more areas of learning. Examples include:

* Actively seeking advice on how to improve language proficiency during time to write revisions
* Requesting further attempts at a presentation to demonstrate growth in proficiency
* Recognizing weak skill areas and seek opportunities to grow in those areas
* Tackling challenges outside of class such as reading authentic books or pursuing an email pal in the target language
* Pursuing complex or frustrating topics through independent learning (using Duolingo to increase proficiency, practicing grammar skills independently)

The student who has not met the stated expectations for class will see an immediate decline in his or her grade and can expect to meet with the teacher to discuss an action plan for meeting expectations.