

Bela Brigman

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Introduction

My name is Bela Brigman and I am very excited to share World Languages and Culture with you this year. I have 17 years of classroom experience and a Master's in school counseling. I was born in Spain and spent most of my childhood there. I spent a lot of my adulthood in Texas. I was a Spanish and dual language immersion teacher in Houston as well as a bilingual school counselor. I love teaching at the middle school level where students can be encouraged to develop habits of academic success before entering high school and beyond. Thank you in advance for your communication and encouragement for your student. If you ever have a need or question, please email me.

Standards

Class activities, assignments and assessments are designed to develop target language growth in one or more of the following areas of Colorado Academic Standards for World Languages:

1. Communication in Languages Other Than English

Interpersonal mode: Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Interpretive Mode: Understand and interpret written and spoken language on a variety of topics.

Presentational Mode: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2. Knowledge and Understanding of Other Cultures

Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied. Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

3. Connections with Other Disciplines and Information Acquisition

Reinforce and further knowledge of other disciplines through the foreign language. Acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

4. Comparisons to Develop Insight into the Nature of Language and Culture

Demonstrate understanding of the nature of language through comparisons of the language studied and their own. Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Academic Scores and Work Habits Practices

All standards-based scoring courses have an overall final course grade that is generated from academic scores that are recorded throughout the course. Academic scores are communicated separately from academic behaviors (also known as work habits) on report cards and transcripts.

- **Academic Scores:** Each course in Thompson has specific content standards, all aligned to state standards as competencies. Course competencies answer the question: What is it we want our students to know and be able to do? Each competency is broken down into a smaller subset of specific skills, concepts, and learning targets for which evidence is collected.

- **Work Habits:** Throughout the year, teachers monitor and assess students' work habits. These practices measure a student's ability to effectively communicate, creatively solve problems, contribute to his/her community, manage their learning, produce quality work, and responsibly use information. These scores are communicated separately on report cards and the final transcript.

Classroom Expectations

1. Be prepared
2. Be kind
3. Be responsible