



## Course Syllabus

Franklin High School		2020-2021
<b>Course Overview</b>		
<b>NOTE:</b> For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: Spanish 1-2		
Instructor Name: Tod Grobey	Contact Info: tgrobey@pps.net	
Grade Level(s): 9-12		
Credit Type: (i.e. "science", "elective") World Language	# of credits per semester: 1	
Prerequisites (if applicable):		
<p><b>General Course Description:</b></p> <p>All humans are hard-wired to acquire languages. We take advantage of this in class by dedicating most of our time to natural acquisition of language. Just as we are immersed in languages that we acquire as children, we also strive to maintain our time 100% in Spanish, &amp; using storytelling, music, and communicative interaction. It is common for all of us to speak before reading, but teenagers can learn to speak, read &amp; write simultaneously, and so we will emphasize the importance of all modes of language.</p> <p>It is not enough to know about the language, so we also apply our knowledge. Students can expect that assessments will go beyond demonstration of knowledge to emphasize performance of language skills.</p> <p>While performance of language skills is the foundation for a student's grade in class, characteristics that support the learning of the language, such as engagement in class, timely completion of homework, respect for the learning atmosphere, and using the language as much as possible are also important. Such habits are also included as part of a student's grade.</p> <p><b>My philosophy:</b> Learning can be fun, and is often quite effective when it is.</p>		
<p><b>Prioritized National/State Standards:</b></p> <p>This course aligns with Proficiency Guidelines of ACTFL, the American Council of Teachers of Foreign Languages.</p>		
<b>Course Details</b>		
<i>Learning Expectations</i>		
Materials/Texts: ¡Aventura! textbook is a resource but not the curriculum.		
<p><b>Course Content and Schedule:</b></p> <p>This course aligns with Proficiency Guidelines of ACTFL. Beginning students will likely express themselves in speaking &amp; writing using short phrases on many topics in social contexts. Most any topic may be possible based on student needs, and we will also aim to include:</p>		



- Leisure activities
- Parts of the body
- Family/Pets
- School
- Food
- Calendar/time
- Clothing
- Alphabet, numbers, colors
- Friends/People
- Home
- Seasons and Weather

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):  
 Every learner is unique, but what we generally have in common is the ability to acquire language. While proceeding with language acquisition, we pay attention to individual needs, especially documented needs, encourage self advocacy and pursue students to take advantage of the opportunities provided to them. When needed, notes can be provided, extended time provided or alternative methods of demonstrating learning. Reperforming assessments is available to all students.

Safety issues and requirements (if applicable):

Classroom norms and expectations:  
 Academic Policies: A student may request to improve or redo Assessments & Performances through arrangement and with guidance from the instructor. Practice work is not accepted late. Work submitted using internet translations or copied from other publications (plagiarism) is not student work, and will be treated as Academic Dishonesty.  
 Expectations: Learning is enhanced for everyone when students engage in classroom activities, so I both encourage and expect engagement. I expect that students who have things that may cause distractions to themselves or others to recognize when their use is appropriate and when it is inappropriate, or to receive guidance with grace. I expect of myself to politely remind students, and I always hope for a polite and appropriate response.

*Evidence of Course Completion*

Assessment of Progress and Achievement:  
 A grade should reflect a student's growth as closely as possible. Grades are weighted in 3 categories: Practice (20%), Assessment (20%) and Performance (60%). Points and scoring criteria may vary for any task, but after being weighted into categories, the grade will be represented on a traditional scale of 100%, as seen on the table at the right. Assessments may include quizzes, tests, or projects, while Performances evaluate language application in context. A student may be asked to re-do Assessments or Performances, and students may also make a request to re-do. All other tasks categorized as Practice are not accepted after deadline.

Progress Reports/Report Cards (what a grade means):

A > 90% / B > 80% / C > 70% / D > 60% / F < 60%

Career Related Learning Experience (CRLEs) and Essential Skills:

**Communication with Parent/Guardian**

What methods are used to communicate curriculum, successes, concerns, etc.?  
 Canvas online, direct feedback, email, Remind and calls

**Personal Statement and other needed info**

