

Franklin
High School

2019-2020



Course Syllabus: Spanish 1-2

This syllabus explains...

- What the course is like
- Evaluation
- Materials
- Academic Policies & Expectations
- Course Content

Contact Info

For parents

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<https://www.pps.net/Domain/11>

This is also a convenient place to access StudentVUE/ParentVUE, the online gradebook. Please contact the Franklin main office for access details.

What to expect in class

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, & using storytelling, music, and communicative interaction. It is common for all of us to speak before reading, but teenagers can learn to speak, read & write simultaneously, and so we will emphasize the importance of all modes of language.

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.

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.

My philosophy:
Learning can be fun, and is often quite effective when it is.

For students

Tutorial in: S-214

Students wishing to contact the teacher to submit work or to ask questions about coursework should use:

Google Classroom

Franklin High School



¡Aprender es divertido!

Topics & Outcomes

This course aligns with Proficiency Guidelines of ACTFL. Beginning students will likely express themselves in speaking & 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:

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

Materials

Please purchase a composition book (or a spiral notebook) for this class. Loose paper is also needed.

Academic Policies & 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.

Grades

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.

	minimum
A	> 90%
B	> 80%
C	> 70%
D	> 60%
F	below 60%

Student Signature: I have read and understood this syllabus. *[keep for reference]*

Print name

Signature