



Syllabus: Practices & Policies

2021-2022

Franklin High School

Section 1: Course Overview

<i>Course Title</i>	Spanish 3-4
<i>Instructor Info</i>	Name: Tod Grobey Contact Info: tgrobey@pps.net
<i>Grade Level(s)</i>	9-12
<i>Room # for class</i>	Room: S-214
<i>Credit</i>	Type of credit: World Language or Elective(1.0) # of credits per semester: 0.5
<i>Prerequisites (if applicable)</i>	Spanish 1-2
<i>General Course Description</i>	<p>This course for WL year 2 students is filled with diverse language activities and presented as an immersion style class where we communicate in a language other than English at least 90% of the time. The instruction meets the needs of a year 2 student. Students begin their introduction to the WL by focusing on four key areas of study: interpretive, interpersonal, presentational and intercultural as described below:</p> <ol style="list-style-type: none">1. Identify words and concepts presented in the language to interpret information. You are able to listen to someone else speak in a language other than English and understand the main ideas of what they are saying.2. Use the language to engage in interpersonal communication. You are able to talk with someone else in a language other than English about everyday topics.3. Use the language to present information to an audience. You are able to give a presentation with appropriate pronunciation in a language other than English.



4. **Compare your own culture with the partner culture.** You are able to compare products and practices from a language other than English-speaking cultures to products and practices of your own culture.

Section 2: Welcome Statement & Course Connections

Personal Welcome

We have been waiting for in person instruction for so long...and here we are! I'm very excited to have you back in class, to see your beautiful smiles and to be able to live our learning adventure together as a community.

Welcome back! I understand our special circumstances and the fear we all feel during these pandemic times, but I hope you'll join us in our efforts to make the best of the situation we find ourselves in right now. We are in this together to make 2021-2022 a safe and healthy school year. As we're all preparing for the new year to start, I want to deliver this message with all my love to welcome you to the course. This is our 3-4 World Language Spanish class at Franklin High School. This course is designed so that we can communicate effectively in a second language, we can elaborate short sentences, ask questions and understand our interlocutors . This is a great opportunity to resume our physical contact, respecting biosecurity standards, and take advantage of the experience of learning in community. In this course we will carry out several projects and activities that allow us to connect with the Spanish language and with the culture of Spanish-speaking countries.

Preparing you to Lead Change and Improve the World is our commitment to Strive to be Thoughtful, Respectful, Organized, Neighborly and Generous.

Course Highlights (topics, themes, areas of study)

PPS GVC Units 2020-2021 Content Topics based on National Standardized Exams)

UNIT TITLE	TOPICS	Outcome: Intermediate Low Level Proficiency (link to the outcome continuum)	
Unit 1: Who am I as a learner? (September - October)	Cover topics below in more depth: - self - calendar - time - season city - places - geography - community - activities - family - food - celebrations	Text Type/ Complexity How do I structure my message?	<ul style="list-style-type: none"> I can use phrases, short sentences, I can ask simple questions (as appropriate).
Unit 2: What is a community & why is it important? (Noviembre -		Comprehensibility How well am I understood?	<ul style="list-style-type: none"> I can be mostly understood by someone used to a language



	Mid-March)	New Topics Health • Holidays/Celebrations • Occupations/Professions • Transportation Travel/Vacations • Future plans • Culture • Current Events • Economics • Literature • Science • Social Sciences • History Arts • Politics • Religion • Math		learner, such as my teachers and classmates.
	Unit 3: How do I choose to explore the world? (Mid-March - June)		Vocabulary How varied is my vocabulary?	<ul style="list-style-type: none"> I can use highly practiced words and expressions. I can add simple details.
			Cultural Awareness How do I show what I know about the partner culture?	<ul style="list-style-type: none"> I can convey my knowledge of a few basic cultural products and practices.

<i>Course Connections to PPS Relimagined Vision</i>	Our World Language class supports our PPS graduates by offering them the opportunity to embrace and become part of the latino community, by using the language to collaborate and be problem solvers.
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Section 3: Student Learning

<i>Prioritized Standards</i>	The following standards will be explored in the course: Learners successfully completing this course are expected to be proficient at the INTERMEDIATE LOW level and can use the partner language and cultural knowledge to <i>Understand, Exchange</i> and <i>Present</i> information about familiar topics in everyday contexts using a variety of rehearsed or memorized words and phrases with some simple, original sentences and questions. Drag and drop Intermediate Descriptors Activity
	Intercultural (ACTFL World Readiness Standards)
	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
	ODE Word Language Standards



	<p>Interpretive Mode - Understand WL.NM.IL/IC/IR (Listening/Comprehension/Reading):</p> <p>Learners can identify and understand some basic information from spoken, written, or signed texts about a limited range of familiar topics in everyday contexts.</p>	<p>Interpersonal Mode - Exchange WL.NM.IS/IS/IW (Speaking/Signing/Writing):</p> <p>Learners can request and exchange information and express basic needs, preferences, or feelings by using a variety of rehearsed or memorized words, phrases, simple sentences, and questions on very familiar topics in everyday contexts.</p>	<p>Presentational Mode - Present WL.NM.PS/PS/PW (Speaking/Signing/Writing):</p> <p>Learners can speak, sign, or write to provide information about personal and very familiar topics in everyday contexts using rehearsed or memorized words, phrases, simple sentences, and questions.</p>
<p><u>PPS Graduate Portrait Connections</u></p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS’s Graduate Portrait:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Powerful and Effective Communicators <input type="checkbox"/> Positive, Confident, and Connected Sense of Self 		
<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education:</i></p> <p><i>504 Plans:</i></p> <p><i>English Language Learners:</i></p> <p><i>Talented & Gifted:</i></p> <p>The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre, ongoing, and formative assessments. Described here are the types of assessments used and specific differentiation strategies in place to meet the needs of ALL learners (including TAG, ESL, Special Ed...) PPS schools strive to provide a more challenging environment for the motivated students and a supportive environment for students who are struggling. Flexible groupings: individual, pairs, small group, mixed-ability groups, and whole class. Multi-option assignments and extensions when necessary; time is used flexibly in accordance with student needs. Multiple materials and resources are provided as well. I offer opportunities for students to be engaged in higher order thinking such as inquiry, problem solving, and investigation and reporting. I am also available to the students for extra one-on-one help during flex period</p>		
<p><i>Personalized Learning Graduation Requirements (as</i></p>			



applicable in this course):

Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies

Shared Agreements

I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s):

- We will treat each other with love and respect
- We will not use oppressive language of any kind
- We will recognize that everyone has their own lived experiences that impact how they show up
- We will stay engaged to the best of our abilities
- We will approach differences with curiosity rather than judgment
- We will repair harm when people in our community are hurt
- We will hold each other accountable to these expectations

I will display our Agreements in the following locations:

- Poster in the classroom
- Daily presentation through google slides
- Handout in the student notebook

My plan for ongoing feedback through year on their effectiveness is:

- Offering Surveys periodically
- Quarter reflections
- Follow up group conversations after instructional practices

Student's Perspective & Needs

I will cultivate culturally sustaining relationships with students by welcoming them to their Spanish 3-4 class. I'll check in with them asking them how they feel, creating opportunities to have one on one conference time.

Families can communicate what they know of their student's needs with me in the following ways:
by email tgrobey@pps.net
by phone: 503-916-5140 phone ext 84456
Synergy communication



<i>Empowering Students</i>	I will celebrate student successes by congratulating the student and providing opportunities for them to select a Friday activity for the class, offering choices to deliver assignments or projects based on the student's needs, celebrating the student's heritage and culture and supporting the student's talents and abilities.
	I will solicit student feedback on my pedagogy, policies and practices by learning about them during projects, and using surveys.
	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: I will meet with the student and check if there is anything else going on with them that might cause them to get distracted and when the events are out of our possibilities I will look for extra support.
<i>Showcasing Student Assets</i>	I will provide opportunities for students to choose to share and showcase their work by giving them the option to present in small groups, during tutorial time, or to record their work. Also I'll ask the students to give me permission to display their work in class and/or present them to their peers.

Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	
<i>Coming & Going from class</i>	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: Generally one student at a time will have the hall pass and are asked to return promptly
<i>Submitting Work</i>	I will collect work from students in the following way: direct collection of papers in class, or digital submission via Canvas
	If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities: I will communicate in person, and follow with email or other communication
<i>Returning Your Work</i>	My plan to return student work is the following: <i>Timeline: within about 1 week</i> <i>What to look for on your returned work: was it complete?</i> <i>Revision Opportunities: Assessments & Performances may be redone with guidance; Practice will not be accepted late for credit</i>
<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:



	given in class
<i>Attendance</i>	If a student is absent, I can help them get caught up by: communicating directly
Section 6: Course Resources & Materials	
<i>Materials Provided</i>	I will provided the following materials to students: Textbooks are in a class set in the classroom, teacher created materials are sometimes provided
<i>Materials Needed</i>	Please have the following materials for this course: Notebooks for notes, loose paper, writing tools, Chromebook <i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i>
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course: Canvas
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: SUN offers tutoring, please communicate for further needs
Section 7: Assessment of Progress and Achievement	
<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: Quizzes, written work, cooperative & communicative work, engagement level, real time observation of comprehension
<i>Summative Assessments</i>	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities: Contextual Performance-based Assessments in writing & speaking
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: When necessary, students will be offered alternative means to demonstrate their learning & skills
Section 8: Grades Progress Report Cards & Final Report Cards	
<i>Accessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:



	ParentVue & StudentVue
	I will update student grades at the following frequency: as soon as once a week, generally every 2-3 weeks
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report: <i>Mark: A, B, C, D, F</i> <i>Meaning of the mark: Best estimate of grade at time of Progress Report</i></p> <p><i>Mark: P/NP</i> <i>Meaning of the mark: Pass/No Pass indicates that the grade A, B or C (Pass) or is a is failing or in danger of failing, D or F (No Pass)</i></p>
<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester: A= >90%, B= >80%, C= >70%, D= >60%, F= <60%
	<p>I use this system for the following reasons/each of these grade marks mean the following: 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 above. 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.</p>
Other Needed info (if applicable)	

