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**School:** Franklin  
H.S.  
**School  
year:** 2019-2020

<b>Course number:</b>	1201B
<b>Course title:</b>	Spanish 3-4
<b>Subject:</b>	WL-World Language
<b>Grade level(s):</b>	9, 10, 11, 12
<b>Credits:</b>	1
<b>Course description:</b>	<p>Second-level course continues to develop the skills acquired in the first-level course (Spanish 1/2.) Emphasis is still on the spoken language with increasing amounts of reading and writing. General knowledge of the language and of the culture of countries in which Spanish is spoken is extended.</p>
<b>Prerequisites:</b>	<p>To have successfully completed Spanish 1/2 or equivalent.</p>
<b>Standards and final proficiencies:</b>	

At the end of the course, the students will be able to:

1. Understand and utilize increasingly complex sentences using the present, present progressive, immediate future, and preterite tenses.
2. Communicate with increasing fluency and accuracy in spontaneous as well as planned situations with the ability to sustain a conversation over 5 minutes long.
3. Comprehend grammar, syntax, and short texts.
4. Become increasingly aware of customs and cultures of Hispanic countries and to be able to compare them with their own.
5. To have knowledge and foundation of over 800+ vocabulary words/verbs.

The information aforementioned is in accordance with the PPS World Language Function Frameworks.

### **Schedule of topics/units covered:**

Students will follow this scope and sequence:

Chapter 1: ¿Cómo te llamas?

Topics: greetings, farewells, alphabet, names, numbers (0-100), Spanish-speaking countries, and the benefits of learning a second/third language, health, formal and informal, telling time, and courtesy words.

Vocabulary p. 37

Chapter 2: En mi colegio

Topics: identifying people, find out where a person is from, Spanish influence in the United States, and classroom objects, school subjects, class schedules, days of the week, colors, clothing (basic), school life in the United States and in Spanish-speaking countries, and about technology.

Vocabulary p. 87

### Chapter 3: ¡Vamos a la ciudad!

Topics: places in a city, Mexico City, more courtesy words, transportation, places in a city, Mexico, foods, and restaurant dining.

Vocabulary p. 131

### Chapter 4: Mi familia y mis amigos

Topics: family relationships, possession descriptions, Puerto Rico, leisure-time activities, relationships with friends, Dominican Republic, likes and dislikes, and physical descriptions.

Vocabulary p. 179

### Chapter 5: Una semana típica

Topics: describe everyday activities, say what someone is going to do, seek and provide personal information, write about daily/everyday life, say what someone likes and dislikes, holidays, electronic equipment, Costa Rica, weekly schedule, leisure-time activities, dates, special days/holidays, Nicaragua, numbers (101-100,000), and months of the year.

Vocabulary p. 223

### Chapter 6: En casa

Topics: identify items in the kitchen and at the dinner table, express obligations, wishes and preferences, talk about everyday activities, state an opinion, discuss food and table items, point out people and things, describe a household, tell what someone says and say how someone is doing.

Vocabulary p. 267

### Chapter 7: El tiempo libre

Topics: talk about leisure time activities, discuss sports, say what someone can do, discuss length of time, describe what is happening, talk about the seasons and weather, and indicate order

Vocabulary p. 315

### Chapter 8: Mis quehaceres

Topics: talk about household chores, say what just happened, ask for and offer help, talk about the past, identify and describe foods, discuss food preparation, and make comparisons.

Vocabulary p. 361

**Chapter 9: La ropa**

Topics: describe clothing in detail, identify parts of the body, express disagreement, talk about the past, discuss size and fit, discuss price and payment.

Vocabulary p. 409

**Chapter 10: Un año más**

Topics: discuss past actions and events, talk about everyday activities, express emotion, indicate wishes and preferences, write about past actions, talk about the future, make polite requests, and describe personal characteristics.

Review chapters 1-9 vocabulary

**Academic vocabulary:**

Students will utilize vocabulary related to family, home, weather, self-interests, food, daily routines with conjunction to themes/topics covered from Spanish 1/2. Each chapter has its own list of crucial vocabulary and can be found in the "schedule of topics/units covered" section of this syllabus.

**District adopted materials:**

Aventura 1 Textbook and Workbook

**Supplemental resources:**

Students will use resources in addition to their textbooks including: audio clips and/or CDs for listening comprehension; short videos and films in Spanish; short stories and poems in Spanish. Students will also utilize the textbook website to gain further understanding as well as practice.

Aventura 1 Website:

<http://irc.emcp.com/index.php?titleID=2146&title=%A1Aventura!%201>

**Differentiation/accessibility strategies and support (TAG, ELL, SpEd, other):**

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...)

Many of the differentiation strategies that will be used within the classroom may include: visual aids, total physical response (TPR), carefully scaffolded lessons, modeled instruction, peer helpers and student-led learning to reach the needs of all learners.

Students with 504 plans and special education IEP's will be given full and necessary accommodations based on particular needs. In terms of curriculum, typically alternative readings will be assigned, deadlines may be extended and assessments may be modified.

The modifications for TAG students will be determined not only by classification but by performance. Accommodations will include tiered lesson plans to offer more challenging readings and assignments, teacher facilitation of independent learning opportunities, homogeneous and heterogeneous group work to meet all student needs

#### **Career-related learning experiences (CRLEs):**

- Guest speakers
- Internships
- Project-based Learning
- Mentorships for students

Being bilingual and/or being exposed to another culture is a beneficial job skill that many employers look for within the United States.

#### **ODE Essential Skills and related Work Samples:**

- Read and comprehend a variety of text

*Assessments used to assess this Essential Skill:*

- Write clearly and accurately

*Assessments used to assess this Essential Skill:*

- Listen actively and speak clearly

*Assessments used to assess this Essential Skill:*

- Global Literacy

*Assessments used to assess this Essential Skill:*

**Assessment/evaluation/grading policy:**

The grading categories and weights are:

A: 100-90% B: 89.9-80 C:79.9-70 D: 69.9-60 F: 59.9-0

(15%) -->Formative/Summative Language Development: Homework, In-class activities, vocabulary, etc.

(20%) -->Interpretive Abilities: Listening

(20%) -->Interpretive Abilities: Reading

(25)-->Language Production: Spoken

(20) -->Language Production: Written

**Behavioral expectations:**

A) Overall expectations:

1. Attend classes every day.
2. Bring spiral notebook, pencils, binder, textbook and workbooks to class every day.
3. Follow both oral and written instructions.
4. Turn in assignments on time. It will be the responsibility of the student to seek out, complete, and turn in work missed.
5. Attempt all work, assignments and projects.
6. Remain in seat until the bell rings. I will dismiss the class.
7. Respect the rights and property of others. Speak to classmates and teacher with consideration and respect.
8. Leave electronic devices in lockers (i.e. pod, beepers, cell phones, etc.). Electronic devices used in class will be confiscated for the entire day without exception. Repeat violations may result in student surrendering the phone to the office for parent/guardian pick-up.

B) Behavior:

- Respect yourself and others. Be positive.
- Arrive on time and be seated when bell rings, ready to learn.
- Spanish is spoken 100% of the time during class.
- No food or drinks.
- Maintain a clean learning area, i.e. pick up after yourself.
- No passing in halls, first 15 minutes and last 15 minutes of class.

C) Discipline:

1. Verbal warning/discussion after class.
2. Parent contact.
3. Referral to counselor or administrator.

D) Other:

- For other issues such as verbal/physical abuse, defiance of staff, inappropriate language and leaving the class without permission, the student will be sent directly to the office.
- Cell phones are prohibited as well as mp3s, electronic games and calculators. This course outline serves as a first warning. Upon seeing or hearing one of these devices, I will ask that it be put on my desk and that the student stay after class to make sure their name is attached to it before I bring it to the office where the student can pick it up the first time and the parent on occasions after that. Please support my “Off and Away” policy.
- Parents, please support this policy by not texting and calling your student during class.

**Safety issues and requirements:**

Students are expected to follow all rules as established by Franklin High School. Students are expected to respect the privacy, learning, and property of classmates. Students are expected to arrive on time and to be ready to learn.

**ACADEMIC HONESTY & INTEGRITY**

Cheating and plagiarism will not be tolerated in this class. Please refer to your student handbook if you have any questions in regards to the school policy on cheating and its consequences. Do not write out an assignment in English then use software (or another person) to translate it to Spanish. It is very obvious when somebody has done this. Use [www.wordreference.com](http://www.wordreference.com) or [www.rae.es](http://www.rae.es).

\*This syllabus may be modified to meet the needs of a specific class or student upon teacher discretion.