

Franklin High School
Spanish 5-6 Syllabus: 2019-2020 Academic Year

Instructor: Gregorio Rangel, 503-916-5140 ext. 84457, grangel@pps.net

Course Description:

In this course there is continued emphasis on all skills: reading, writing, listening and speaking in the target language. Grammatical concepts continue to be reviewed and are expanded upon through reading selections in culture and history. Literary selections are introduced. Comprehension skills are developed through lectures, movies and readings. Students begin manipulating the language to fit their own needs. They begin writing more complex sentences and paragraphs and are required to rely mainly on the target language as a means of oral communication.

Course Text and Materials (district adopted):

¡Aventura! 2 textbook and accompanying workbook.

<http://montreal.emcp.com/ebooks/login.php>

(Activation Code: bwzpygb)

Required Student Materials:

Assigned textbook; assigned workbook

2" 3-ring binder with dividers for class

Sections: Notes, verbs, handouts, in-class assignments (warm-ups, activities), homework, quizzes/tests.

Loose-leaf paper

Pencil (with eraser) and pen with eraser

Spanish – English (pocket) dictionaries are encouraged

Priority Standards and Final Proficiencies:

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

- 1.) Understand and utilize increasingly complex sentences using the indicative mood (present, preterit, imperfect, future, conditional, and compound tenses), the imperative mood, and the subjunctive mood.
- 2.) Communicate with increasing fluency and accuracy in spontaneous and planned situations.
- 3.) Understand as well as analyze dialogues and short texts.
- 4.) Become increasingly aware of customs and cultures of Hispanic countries.
- 5.) Be able to communicate through listening, speaking, reading, writing, and be able to apply culturally appropriate practices in real-life situations in the target language at a proficiency level of at least intermediate-low on the ACTFL proficiency scale (also aligned to Common Core State Standards).

By the end of this course, students should achieve the skills of benchmark 2 of the Portland Public Schools Standards for World Languages. Details here: <http://www.pps.k12.or.us/departments/curriculum/1479.htm>

Topics/Units Covered:

Students will endeavor to cover units 1-6 in the textbook *¡Aventura! 2* as well as read various short texts in Spanish.

Academic Vocabulary:

Students will utilize verbs in the present, past, and future tenses in all three modes of Spanish: imperative, indicative, and subjunctive. Vocabulary will be related to (but not limited to) further expressing likes and dislikes; describing people, places, and leisure activities; asking/giving advice; making suggestions/recommendations; commands; responsibilities; describing feelings/emotions/opinions/health; making comparisons; regional conversation “fillers”; foods.

Supplemental Resources:

Students will utilize many resources in addition to their textbooks including CD’s for listening comprehension; short and full-length videos and films in Spanish; short stories and poems in Spanish. Students will also utilize the following websites to gain further understanding as well as practice:

<http://www.spanishdict.com/>

(online dictionary, can also get the app.)

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, formative and summative assessments. Described here are the types of assessments used and specific differentiation strategies in place to meet the needs of ALL learners (including TAG, ELL, SPED and others).

PPS schools strive to provide a more challenging environment for the motivated students and a supportive environment for students who are struggling. I use a variety of flexible groupings: individual, pairs, small group, mixed-ability groups, and whole class. I frequently use multi-option assignments and extensions when necessary; time is used flexibly in accordance with student need. 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 tutorial period.

Some Essential Skills Which Will Be Demonstrated in Required Work Samples

Read and Comprehend a Variety of Texts

Assessments used to assess this Essential Skill: Students will be presented with small pieces of authentic text and will be able to extract essential information.

Write Clearly and Accurately

Assessments used to assess this Essential Skill: Students will be able to produce short narrations of past, present, and future events.

Listen Actively and Speak Clearly

Assessments used to assess this Essential Skill: Demonstrate understanding from simple conversations, narrations, and presentations on familiar topics. Be able to use memorized and some original sentences and questions to perform everyday communicative tasks.

Think Critically and Analytically

Assessments used to assess this Essential Skill: Students will compare and contrast their cultural identity with those of the Spanish speaking world and reflect on these differences and similarities. They will also reflect on the impacts of ethnocentrism in the growing global community.

Personal Management and Teamwork

Assessments used to assess this Essential Skill: Students will be able to work collaboratively and communicate effectively in small groups to accomplish tasks.

Use Technology

Assessments used to assess this Essential Skill: Students will be able to evaluate the strengths and weaknesses of online resources as they pertain to individual learning and success.

Civic and Community Engagement

Assessments used to assess this Essential Skill: Students will show evidence of becoming life-long learners by using the language inside and outside of the classroom for personal enrichment.

Global Literacy

Assessments used to assess this Essential Skill: Students will obtain information and recognize different points of view that are only available through study of the target language.

Assessment/Evaluation/Grading Policy

Active Collaboration — 40 %

Includes coming to class prepared, having homework assignments completed, being an active collaborator in the learning community (listening, questioning, commenting) and maintaining a positive attitude. Spanish will be the primary language in class and students need to make every attempt to express themselves in the target language for the duration of the period. Each student will be evaluated for a grade after each class period and each student's daily score will be at the discretion of the instructor. If absent (excused) this daily grade will need to be made-up or the student will receive a zero (0) for the day. If the absence is unexcused, then the student will receive a zero (0) in 'Active Collaboration' for the day. In certain circumstances, it may be possible to arrange make up work to substitute for 'Active Collaboration' grades for unexcused absences. In any case, this possibility is at the discretion of the instructor.

Quizzes, Tests, Projects/Presentations — 40 %

Quizzes will be given weekly or biweekly; they may be in written, oral, or performance-based form.

Tests will be given at the conclusion of each unit of study.

Projects and presentations will be assigned at the conclusion of each unit of study.

Note: Retakes may be taken at the discretion of the teacher.

Final Exams (Fall + Spring) — 20 %

Summative unit exams are administered, as well as summative final exams at the conclusion of each semester.

Grading

A — 90 % or better — Highly Proficient

B — 80 % – 89.9 % — Proficient

C — 70 % – 79.9 % — Nearly Proficient

D — 60 % – 69.9 % — Emerging

F — 0 % – 59.9 % — Not Proficient

Make-Up Work

1.) In the case the student misses any quiz, test, or project/presentation due to an **excused absence**, s/he must be prepared to complete it on the first day of return or have an arrangement with the teacher. If the student was absent the day the work was assigned, s/he will have an equal amount of time to complete the work.

2.) Any quiz, test, or project/presentation not completed on time due to not being prepared in class or having an **un-excused absence** will lose 10% for each class period late for up to two weeks, after which time the grade will be entered as a zero (0).

3.) The student is responsible for finding out what was missed and getting a copy of all class materials from a classmate or from the teacher in the event of an absence. **Communication with the teacher is essential.**

4.) **On communication...** If you're going to be absent, late, or need to leave early (with an excuse), I need to know that in advance. E-mail works well or you can see me before school.

Note: The instructor must be contacted in person or by e-mail whether the absence is planned or not. This is the responsibility of the student and it is an expectation of the course.

5.) If absent (excused), the student has the opportunity to make-up the five (5) participation points of the day. To do so, use this link: <http://www.kunptv.com/>

You must watch, listen, write a summary (in Spanish), turn it in, and explain/discuss it with the instructor (without summary) at FLEX or before school. This **must** be completed on the first day of return.

6.) Any instances of plagiarism or academic dishonesty will be handled in accordance with school and district policy. This is explained in detail in the LHS Student Handbook inside of your student planner.

Behavioral Expectations and Discipline Policy:

If problems arise the following consequences will result:

- 1.) The student will be reminded their behavior is inappropriate. If the behavior does not prompt further attention, no further action will be taken.
- 2.) If the behavior continues, then there will be a student-teacher conference immediately or after school.
- 3.) If the student needs to be excluded from the class, an email and/or call home will be made. Detentions or referrals to the Vice Principal, Counselor, Health Center, or other specialist will be made as needed. Outrageous behavior may be cause for the student to immediately skip any of the above-mentioned steps and exclusion from class will take place until the issue has been appropriately resolved.

Tardy Policy:

It is unacceptable to be late for class. With every third (3rd) tardy, student will receive a detention.

Restroom Use:

After making a request—respectfully and in Spanish—and taking the hall pass, one student at a time may use the restroom during the course of a class period. The time allowed to fulfill this necessity will be five (5) minutes and a timer shall be used. If the student is gone for longer than the predetermined time, s/he will be given a tardy for the day. No student may use the restroom during the first 15 and last 15 minutes of the class period (15-15 rule), and it is encouraged that students use the best opportunity within a lesson to leave the classroom. During direct teacher instruction would not be considered a ‘best opportunity’ to leave the class; emergencies, of course, being an exception. While there are not any limitations on the number of times a student may ask to use the restroom, the persistency of the event may be subject of a student-teacher conference, detention, or office referral.

Classroom Expectations

The student is expected to:

- 1.) Attend all classes.
- 2.) Arrive on time and prepared to engage positively in the day’s lesson.
- 3.) Bring all required materials to class every day.
- 4.) Follow both oral and written instructions.
- 5.) Turn-in assignments on time. Late work will not be accepted without penalty. It will be the responsibility of the student to seek out the assignment, complete, and turn in work missed.
- 6.) Finish all eating before entering the classroom. No food, drinks, or gum in class. Only water.
- 7.) Remain in seat until the bell rings; the class will be dismissed by the instructor.
- 8.) Respect the rights and property of all. Speak to classmates and teacher with consideration and respect.
- 9.) Leave electronic devices in lockers (i.e. iPod, cell phones, etc.). Electronic devices used in class without teacher approval will be confiscated for the entire day. Repeat violations may result in a referral.
- 10.) Contact me or see me before school or at FLEX to make up quizzes, tests, and projects/presentations.

Safety Issues and Requirements:

All students will adhere to school-wide safety regulations and requirements at all times in the classroom. This includes a zero-tolerance policy of harassment or bullying; all students deserve to feel safe in the classroom.

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

I look forward to having you in class this year!

Gregorio Rangel
grangel@pps.net
503-916-5140 ext. 84457