



Course Syllabus

Franklin High School		2020-2021
DIRECTIONS: For each course, complete the syllabus and share with your evaluating/supervising administrator as a pdf ("File-download-PDF document") by 9/28/20 . Syllabi will be posted on the FHS website under your name for the public to view.		
Course Overview		
NOTE: For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: Spanish 5-6		
Instructor Name: Gregorio Rangel	Contact Info: grangel@pps.net	
Grade Level(s): 9,10,11,12		
Credit Type: (i.e. "science", "elective") Foreign Language	# of credits per semester: 1	
Prerequisites (if applicable): Spanish 1,2,3,4 or assessment exam		
General 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		
Prioritized National/State Standards: ACTFL Intermediate Low		
Course Details		
<i>Learning Expectations</i>		
Materials/Texts <i>¡Aventura!</i> 2 textbook, accompanying workbook and accompanying grammar packets. PDF's of all of these materials will be available online from the teacher or in Canvas. Assigned textbook, assigned workbook and packets. Chromebook or personal computer in order to take notes, write verb forms, due in-class assignments, homework, quizzes/tests. Students must be able to produce Google Documents in the Spanish language with correct punctuation. Spanish Spellcheck is standard in almost all Chromebooks and computers. Loose-leaf paper and pencil, as some assignments will be done by hand on paper and sent in by photograph. Spanish – English paper dictionaries are encouraged but the following digital resources are essential:		



<https://www.spanishdict.com>
<https://www.spanishdict.com/conjugation>
<http://www.studyspanish.com>
<https://www.linguee.com/english-spanish>
<https://dle.rae.es/> (The Dictionary of the Real Academia Española)

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.

Course Content and Schedule:

-Students will endeavor to cover units 1-5 in the textbook *¡Aventura! 2* as well as read various short texts in Spanish.

-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>

Differentiation/accessibility strategies and supports (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.

Safety issues and requirements (if applicable):

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, as well as at home during the distance learning duration of the course.

Classroom norms and expectations:

The student is expected to:

- 1.) Attend all classes on time and be prepared to engage positively in the day's lesson.
- 2.) Have your computer, chromebook etc. open to the Google Meet or Zoom call at the correct class time.
- 3.) "Active Online Participation Mode": This means that students must have the microphone OFF. Students will be ready to turn microphone ON at any time in order to answer (or ask) questions, as well as to participate during the full duration of class time.
- 4.) Do not view other tabs etc. on your device (or other devices) while class is taking place. This means that you are NOT actively participating and it is EXTREMELY easy for the teacher to detect. In addition, do not use other electronic devices during class time.
- 5.) When a question needs to be asked, raise your hand or us the "raise your hand" emoji. Do not yell out answers or questions without "raising" your hand. RESPECT OTHERS AT ALL TIMES.
- 6.) Follow both oral and written instructions.
- 7.) 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.
- 8.) If eating during class distracts the student's engagement, the teacher might ask a certain student not to eat during class.
- 9.) Remain at your digital device until dismissed by the instructor. If the student needs to go to the BATHROOM, the student must indicate that to the teacher in the CHAT text. If the teacher calls on a student and that student does not answer, the teacher will assume that the student is absent or has left the call without permission. If there is a personal issue or some electronic issues, please notify the teacher as soon as possible, so that the teacher and PPS might be able to assist you with any technical or personal issues which are prohibiting the student from attending consistently.
- 10.) Communication with the teacher during this online distant learning period (and even when we are back at the Franklin High School building) is an essential component of "Active Participation" and participation, in general, in the course. Make up quizzes, tests, oral assessments in individual interviews, projects/presentations and discussions of personal issues can ONLY be arranged through close communication between students, parents and teachers, and if need be, between counselors and/or administration.

Evidence of Course Completion

Assessment of Progress and Achievement:

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.

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.

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

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

Career Related Learning Experience (CRLEs) and Essential Skills:

Communication with Parent/Guardian

What methods are used to communicate curriculum, successes, concerns, etc.?

1.) In the case in which student misses any quiz, test, or project/presentation due to an **excused absence**, the student 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, the student 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 might have the opportunity to make-up some points for that day.

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.

Personal Statement and other needed info