



Course Syllabus	
Franklin High School	2019-2020
Course Title: Spanish 1-2	Grade Level(s):9,10,11,12
Prerequisites: None	
<p><u>Course description:</u></p> <p>The first step in a four-year progression in Spanish is designed to develop language skills: oral comprehension, speaking, reading, and writing. A firm foundation in grammatical principles and structures is built simultaneously. In development of these areas, the student also gains information regarding daily life of the Spanish-speaking world. Students learn to comprehend relatively simple questions, commands and statements and to respond to them orally. Attention is given to accurate pronunciation and intonation as well as to the structure and vocabulary of the language. Sufficient skills are developed to be of aid in travel and in the study of culture. The students will develop listening comprehension skills through exposure to various listening activities from fluent speakers as well as their teacher who will use 90% Spanish language during instruction time. The students will listen to and interpret a variety of situations on various topics in Spanish. The students will have the ability to recognize the variations that exist among Spanish speakers throughout the world.</p> <p><u>Listening:</u></p> <p>Students will develop listening comprehension skills through exposure to various listening activities from fluent speakers as well as their teacher who will be using 100% Spanish language during instruction time. The students will listen to and interpret a variety of situations on various topics in Spanish; they will have the ability to recognize the variations that exist among Spanish Speakers throughout the world.</p> <p><u>Speaking:</u></p> <p>The students will develop confidence and take risks using Spanish to communicate in situations such as: expressing feelings, responding to basic questions, greeting others, expressing ideas and opinions, talking freely in the target language, asking/giving directions, describing their daily life and surroundings in a variety of situations.</p>	

Reading:

The students will develop reading comprehension skills through exposure to sight vocabulary, pictures as clues to meaning, a variety of reading strategies (silent, group pairs), cognates, decoding words and the use of a glossary and dictionary. In addition the students will be exposed to cultural reading, inclusive of authentic materials.

Writing:

The students will develop writing skills through exposure to a new alphabet, spelling, and phonemic awareness. The students will write basic sentences, dialogs, compositions, creative writing, personal letters, responses to questions and directed statements on a variety of topics.

Culture:

The students will learn to use appropriate formal and informal speech. In addition, the student will become aware of the daily life and customs of the Spanish speaking countries as well as their respective geography and history.

Standards:**NOVICE LOW****INTERPERSONAL COMMUNICATION**

I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

PRESENTATIONAL SPEAKING

I can present information about myself and some other very familiar topics using single words or memorized phrases.

PRESENTATIONAL WRITING

I can copy some familiar words, characters, or phrases.

INTERPRETIVE LISTENING

I can recognize a few memorized words and phrases when I hear them spoken.

INTERPRETIVE READING

I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

Schedule of topics/units covered:

- Alphabet, Numbers, Colors & Shapes
- Greetings/farewells
- Introductions/ biographic information
- Useful expressions in the classroom
- The classroom & school (Schedule & classes)
- Calendar/time
- Self
- Concepts of number and gender
- Clothing
- Going to do (activities)
- Leisure activities
- Obligations/ Sports/hobbies
- Frequency expressions
- Food/restaurants
- Expressing likes and dislikes
- Preferences
- Home
- Friends/People
- Transportation
- Parts of the body
- Family/Pets
- Seasons and Weather
- Hispanic and Latino cultural focus on topics during instruction time.

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

Many of the differentiation strategies that will be used within the classroom may include: visual aids, flexible groupings, teaching to different learning styles, weekly tutorial, 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 IEPs will be given full and necessary accommodations based on particular needs. In terms of curriculum, typically shortened assignments 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.

Final proficiencies:

- I can identify the topic and some isolated facts from simple sentences in informational texts.
- I can understand familiar questions and statements from simple sentences in conversations.
- I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
- I can present personal information about my life and activities, using simple sentences most of the time.
- I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

Assessment (pre/post)/evaluation/grading policy:

Grades should be based on the student's demonstration of understanding of the standards.

Scale 1-4 Rubric

(DP) Level 1 or 1 point = limited, lowest quality, poor, beginning, unsatisfactory, not there yet, little evidence, needs improvement.

(CP) Level 2 or 2 points = some, basic, emerging, some evidence, fair, capable, satisfactory.

(PR) Level 3 or 3 points = accomplished, developing, proficient, constant evidence, very good, considerable.

(HP) Level 4 or 4 points = Exemplary, high degree, strong, advanced, displays evidence beyond, best quality, excellent, exceeds.

Behavioral expectations: Students will be expected to follow the FHS school-wide behavior norms demonstrated in the behavior matrix. Students at Franklin and in my classroom will Strive to be Thoughtful, Responsible, Organized, Neighborly, and Generous. Regarding the use of cell phones and portable electronic devices, students agree to mindfully use their technologies at the appropriate educational times.

A) Overall expectations:

1. Attend classes every day.
2. Bring spiral notebook, pencils, folder.
3. Do classwork in class or it will be homework. It will be the responsibility of the student to seek out, complete, and turn in work missed.
4. Attempt all work, assignments and projects.
5. Stay in the target language.
6. Remain in the classroom until the bell rings.

B) Behavior:

- Respect yourself and others as well as their belongings.
- Arrive on time and be seated when bell rings, ready to learn.
- Maintain a clean learning area, i.e. pick up after yourself.

- Use the hall pass. If student leaves for long periods of time, they will need to leave their cell phone in class when they leave.

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.
- I will ask that cell phones, iPods, iPads, and all kinds of electronics be put in students backpack. If students are abusing the “Technology Away” policy, I’ll bring devices to the office where the student can pick them up at the end of the day.

Safety issues and requirements:

Students must comply with all safety requirements established by Franklin Campus and Portland Public Schools.

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