



Course Syllabus	
Franklin High School	2019-2020
Course Title: Spanish 3-4	Grade Level(s):9,10,11,12
Prerequisites: None	
<p>Course description: comprehension, speaking, reading, and writing. Students learn to comprehend direct and detailed 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 and advanced language study.</p> <p>Listening:</p> <p>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>Speaking:</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> <p>Reading:</p> <p>The students will develop reading comprehension skills through exposure to sight vocabulary, pictures as clue 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.</p> <p>Writing:</p> <p>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.</p> <p>Culture:</p>	

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:

- **INTERPERSONAL COMMUNICATION**

I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

- **PRESENTATIONAL SPEAKING**

I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.

- **PRESENTATIONAL WRITING**

I can write short messages and notes on familiar topics related to everyday life.

INTERPRETIVE LISTENING

I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.

Schedule of topics/units covered:

Students will review chapters 1-5 from Spanish 1/2, followed by becoming very familiar with and mastering proficiencies that derive from chapters 6-10 throughout the course of the year.

Topics covered:

Typical daily activities

House vocabulary

Chores and things to do around the house

The classroom & school

Calendar/time

Talking about the future and past

Clothing

Friends/People

Leisure activities

Family/Pets

Seasons and Weather

Describing and comparing places, people and things

Self and the world

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 exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.
- I can present information about my life using phrases and simple sentences.
- I can describe my family and friends.
- I can describe my school.
- I can describe where I work and what I do.
- I can tell about a familiar experience or event

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

Grades should be based 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.