



Course Syllabus	
Franklin High School	2019-2020
Course Title: Lengua y literatura 7-8	Grade Level(s):9,10,11,12
<p>Prerequisites: The immersion course requires students to have an understanding of the Spanish language. Students should be able to carry on and sustain an academic conversation and discussion regarding various topics.</p> <p>Students are requires to speak in Spansih 100% of the time.</p>	
<p>Course description: This course continues to expand on literary concepts and principles established in the freshman year. The clear expressions of ideas in a variety of forms, both in writing and speech is emphasized. Students will be expected to complete extensive readings, critical analysis, writing assignments and oral presentations concerning works and characteristics of several literary forms. Students are expected to speak only Spanish in class.</p>	
<p>Standards:Successful completion (letter grade “C “ or better for department approval) so Spanish Immersion 5-6 or equivalent.</p>	
<p>Schedule of topics/units covered: Curriculum outline First Quarter. Novel for 1st quarter “Cuando era Puertorriqueña” by Esmeralda Santiago. The study of Cuando era puertorriqueña will include pre and post-reading activities (e.i. study of author and cultural context of the novel, vocabulary and reading comprehension questions, as well as in class discussions). Teacher will determine the timeline for the study of this novel in the first quarter.</p> <p>Chapter 1 - ¿Sueños o realidad? Reading- “El otro”- Excerpt from El libro de arena by Jorge Luis Borges. Grammar- El presente del indicativo, el pretérito y la voz pasiva con “se”. Additional grammar work: Online grammar (conjuguemos, kahoot and quizizz), exercises in Encuentros Maravillosos. Songs: Caminito la historia de Juan, Juanes Volver, Carlos Gardel Sueños de Furtado y Fernandez. Videos/Movies: El Tango, Carlos Saura, Scenes from volver, De regreso a la escuela.</p> <p>Chapter 2- La pérdida de un ser querido Reading “Un perro ha muerto” (excerpt from Jardín de Invierno), Pablo Neruda. Grammar: El imperfecto, el presente perfecto, el pluscuamperfecto. Repaso de los usos de ser y estar.</p>	

Songs: abriendo caminos, Diego Torres y Juan Luis Guerra

Penélope, Diego Torres

Videos/Movies: Cautiva

Chapter 3 - Las idiosincrasias personales

Reading: “Crónica de una muerte anunciada” by Gabriel García Márquez (narración retrospectiva y realismo mágico)

Grammar: Los verbos reflexivos, los complementos directos, los verbos de la conjugación similar a *ustar*” e.i. *faltar*, *importar*, *molestar* y *parecer*.

Additional grammar work: Online grammar (conjuguemos, kahoot and quizizz), exercises in Encuentros Maravillosos.

Videos/Movies: Scenes from *Crónica de una muerte anunciada*.

Chapter 4- Las reacciones a las expectativas de los padres.

Reading: *Nada menos que todo un hombre* (excerpt), Miguel de Unamuno

Grammar: El presente del subjuntivo, el uso del subjuntivo después de verbos o expresiones de voluntad, duda, negación y emoción; El presente perfecto del subjuntivo.

Additional grammar work: Online grammar (conjuguemos, kahoot and quizizz), exercises in Encuentros Maravillosos.

Second quarter

Novel from the second quarter: *Casi una mujer* by Esmeralda Santiago.

The study of *Cuando era puertorriqueña* will include pre and post-reading activities (e.i. study of author and cultural context of the novel, vocabulary and reading comprehension questions, as well as in class discussions). The theme of this novel is aligned with chapter 5.

Chapter 5- Las experiencias que nos definen.

Reading: “El niño al que se le murió el amigo” (excerpt de *Los niños tontos*) by Ana María Matute.

Grammar: El futuro, el futuro perfecto, el condicional, el condicional perfecto, el uso de “*se*” y el complemento indirecto para hablar de eventos inesperados.

Additional grammar work: Online grammar (conjuguemos, kahoot and quizizz), exercises in Encuentros Maravillosos

Videos/Movies: *Almost a Woman*

Chapter 6 - Lo real, lo irreal y lo absurdo

Reading: “La peste del insomnio” (excerpt from *Cien años de soledad*) by Gabriel García Márquez.

Grammar: El imperfecto del subjuntivo, el pluscuamperfecto del subjuntivo.

Additional grammar work: Online grammar (conjuguemos, kahoot and quizizz), exercises in Encuentros Maravillosos

Videos/Movies: *Almost a Woman*

Chapter 7- Los conflictos entre las generaciones

Reading: "Como agua para chocolate" (excerpt) by Laura Esquivel.

Grammar: El imperfecto del subjuntivo, el pluscuamperfecto del subjuntivo.

Additional grammar work: Online grammar (conjuguemos, kahoot and quizizz), exercises in Encuentros Maravillosos

Final exam for first semester

Third quarter

Novel for 3rd quarter-Las ataduras-

Carmen Martín Gaité

The study of Las ataduras will include pre and post-reading activities (e.i. study of author and cultural context of the novel, vocabulary and reading comprehension questions, as well as in class discussions). The theme of this novel is aligned with chapter 9.

Chapter 8- Las supersticiones

Reading: "Romance de la luna, luna" (from Obras completas) by Federico García Lorca.

Grammar: Los tiempos progresivos, el uso del infinitivo, por Vs. para

Additional grammar work: Online grammar (conjuguemos, kahoot and quizizz), exercises in Encuentros Maravillosos

Videos/Movies: El viaje de Carol

Chapter 9- Lo extraordinario de las características familiares.

Reading: "La casa de los espíritus" (excerpt) by Isabel Allende.

Grammar: lo que, lo cual, lo + adjetivo, más uso del sustantivo, el subjuntivo + lo que + el subjuntivo, por + adverbio o adjetivo + que + el subjuntivo.

Additional grammar work: Online grammar (conjuguemos, kahoot and quizizz), exercises in Encuentros Maravillosos

Videos/Movies: Scenes from La casa de los espíritus.

Valentin (family relations)

Uso del vocabulario: las palabras que confunden

Chapter 10- La identidad y el destino

Reading 1: "La poesía" by Pablo Neruda

Reading 2: "Caminante, son tus huellas" Antonio Machado

Reading 3: "Peso ancestral" by Alfonsina Storni.

Grammar: Las preposiciones compuestas, los pronombres después de la preposición, uso del subjuntivo después de expresiones indefinidas como dondequiera.

Additional grammar work: Online grammar (conjuguemos, kahoot and quizizz), exercises in Encuentros Maravillosos

Spring Break: Reading and worksheets. Literary analysis work with novel.

Four quarter

Novel from the 4th quarter - Don Quijote de la Mancha- Miguel de Cervante Saavedra.

(scenes from The Man of La Mancha)

Song: el sueño imposible

Chapter 11- Los estereotipos y las expectativas sociales

Reading 1: “Carta a un desterrado” (from Fuges) Claribel Alegría

Reading 2: “Día de las madres” (From Clean Slate) Daisy Zamora.

Reading 3: “Soy un ser peligroso” (From Nunca pensé en un libro) by Antonio Curis.

Grammar: Los adjetivos y los pronombres posesivos, los comparativos y superlativos.

Additional grammar work: Online grammar (conjuguemos, kahoot and quizizz), exercises in Encuentros Maravillosos

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:

- **PRESENTATIONAL SPEAKING**
I can deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some special fields of expertise.
- **INTERPERSONAL COMMUNICATION**
I can express myself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues. I can usually support my opinion and develop hypotheses on topics of particular interest or personal expertise

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.