



## Syllabus: Practices & Policies

2021-2022

## Franklin High School

### Section 1: Course Overview

<i>Course Title</i>	Spanish 5/6	
<i>Instructor Info</i>	Name: Nayibe Tovar	Contact Info: ntovarl@pps.net
<i>Grade Level(s)</i>	Grade 9, Grade 10, Grade 11, Grade 12.	
<i>Room # for class</i>	Periods 1,2,4 & 5 Room: S-215	
<i>Credit</i>	Type of credit: World Language requirement	# of credits per semester: .5
<i>Prerequisites (if applicable)</i>	Successful completion of Spanish 1,2,3,4 (1st and 2nd year) or a proficiency level that is commensurate with having finished Spanish 1,2,3,4 (1st and 2nd year)	
<i>General Course Description</i>	<p>This course for WL 3rd year students is filled with diverse language activities and presented as an immersion style class where <a href="#">we communicate in a language other than English at least 70-90% of the time</a>. The instruction meets the needs of a 3rd year student. Students begin their introduction to the WL by focusing on four key areas of study: interpretive, interpersonal, presentational and intercultural as described below:</p> <ol style="list-style-type: none"><li>1. <b>Identify words and concepts presented in the language to interpret information.</b> You are able to listen to someone else speak in a language other than English and understand the main ideas of what they are saying.</li><li>2. <b>Use the language to engage in interpersonal communication.</b> You are able to talk with someone else in a language other than English about everyday topics.</li></ol>	



3. **Use the language to present information to an audience.** You are able to give a presentation with appropriate pronunciation in a language other than English.
4. **Compare your own culture with the partner culture.** You are able to compare products and practices from a language other than English-speaking cultures to products and practices of your own culture.

## Section 2: Welcome Statement & Course Connections

### *Personal Welcome*

Welcome back! I fully understand our special circumstances and what we all, as a community, have been feeling during the pandemic, but I hope you'll join me in PPS' efforts to make the best of the situation we find ourselves in right now. We are all in this together to make 2021-2022 a safe and healthy school year.

The World Language Department and I invite all students to continue to develop their interest, curiosity, understanding and awareness of the connections, similarities and differences between their own cultures and other World cultures, through the intense study of a language other than their own; Spanish. For this purpose, the Department and I strive to provide a safe and culturally inclusive learning environment for each student according to their individual needs regarding their learning and relationship with the Spanish language. We believe in the power of compassion, respect, and the value of risk-taking for growth and lifelong learning.

### *Course Highlights* (topics, themes, areas of study)

#### PPS GVC Units 2020-2021 Content Topics based on National Standardized Exams)

UNIT TITLE	TOPICS	<b>Outcome: Intermediate Mid Level Proficiency</b> ( <a href="#">link to the outcome continuum</a> )	
<b>Unit 1:</b> <b>Reviewing, Connecting, Creating and understanding the Spanish-speaking World.</b> (Septiembre - octubre)	<b>Cover topics below in more depth:</b> - La tecnología - la geografía - la comunidad - actividades y pasatiempos - la familia - la comida - el ocio -  <b>New Topics:</b> Oficios - Viajes -La narración -Culturas	<b>Text Type/ Complexity</b> How do I structure my message?	<ul style="list-style-type: none"> <li>● I can use <b>meaningful phrases, complete and complex sentences that are grammatically precise</b></li> <li>● I can ask <b>specific questions</b> that are grammatically correct.</li> </ul>
		<b>Comprehensibility</b>	<ul style="list-style-type: none"> <li>● I can be <b>understood</b> by</li> </ul>



	<p><b>Unit 2: How inclusive global learners engage and express themselves with their community and with the world?</b> (Noviembre - febrero)</p>	<p>diversas - El mestizaje -Fragmentos de literatura - La historia -El arte, la música y otras formas de expresión - El medio ambiente.</p>	<p>How well am I understood?</p>	<p>someone used to a language learner, such as my <b>teachers and classmates</b>.</p>
	<p><b>Unit 3: How does access to technology and health care affect our lives and our planet?</b> (Marzo- junio)</p>		<p><b>Vocabulary and verbal expression:</b> How varied is my vocabulary and grammar?</p>	<ul style="list-style-type: none"> <li>• I can use <b>highly practiced words, transition words and expressions</b>.</li> <li>• I can add <b>level-appropriate details</b>.</li> <li>• I can <b>express myself in the following tense:</b> the present, the present progressive, the immediate future, the (indefinite) preterite and the imperfect (preterite).</li> <li>• I can use a <b>few verbs</b> in the present subjunctive along with a <b>few expressions</b> that require the subjunctive.</li> <li>• I can both <b>give and receive instructions and directions</b>.</li> </ul>
			<p><b>Cultural Awareness</b> How do I show what I know about the partner culture?</p>	<ul style="list-style-type: none"> <li>• I can convey my knowledge of <b>several basic cultural products and practices in the Spanish-speaking world and in some Spanish-speaking communities in the United States</b>.</li> </ul>



<p>Course Connections to <a href="#">PPS</a> <a href="#">Reimagined Vision</a></p>	<p>Our World Language class supports our PPS graduates by offering them the opportunity to embrace and become part of the latino community, by using the language to collaborate and be problem solvers.</p>
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## Section 3: Student Learning

<p>Prioritized Standards</p>	<p>The following standards will be explored in the course: Learners successfully completing this course are expected to be proficient at the <b>INTERMEDIATE HIGH (and in some cases ADVANCED LOW) level (as per ACTFL STANDARDS)</b> and can use the partner language and cultural knowledge to <i>Understand, Exchange</i> and <i>Present</i> information about familiar topics in everyday contexts using a variety of rehearsed or memorized words and phrases with complex and original sentences, as well as questions.</p>		
	<p><b>Intercultural</b> (<a href="#">ACTFL World Readiness Standards</a>)</p> <p><b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>		
	<p>ODE Word Language Standards</p>		
	<p><b>Interpretive Mode - Understand</b> WL.NM.IL/IC/IR (Listening/Comprehension/Reading):</p> <p>Learners can identify and understand basic information from spoken, written, or signed texts about a level-appropriate range of familiar topics in everyday contexts.</p>	<p><b>Interpersonal Mode - Exchange</b> WL.NM.IS/IS/IW (Speaking/Signing/Writing):</p> <p>Learners can request and exchange information and express needs, preferences, or feelings by using a variety of rehearsed or memorized words, phrases, sentences, and questions on very familiar topics in everyday contexts.</p>	<p><b>Presentational Mode - Present</b> WL.NM.PS/PS/PW (Speaking/Signing/Writing):</p> <p>Learners can speak, sign, or write to provide information about personal and very familiar topics in everyday contexts using rehearsed or memorized words, phrases, simple sentences, and questions.</p>



<a href="#"><u>PPS Graduate Portrait Connections</u></a>	<p>I will help students grow their knowledge and skills in the following aspects of PPS’s Graduate Portrait:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Powerful and Effective Communicators</li> <li><input type="checkbox"/> Positive, Confident, and Connected Sense of Self</li> </ul>
<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education:</i></p> <p><i>504 Plans:</i></p> <p><i>English Language Learners:</i></p> <p><i>Talented &amp; Gifted:</i></p> <p>The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre, ongoing, and formative assessments. Described here are the types of assessments used and specific differentiation strategies in place to meet the needs of ALL learners (including TAG, ESL, Special Ed...) PPS schools strive to provide a more challenging environment for the motivated students and a supportive environment for students who are struggling. Flexible groupings: individual, pairs, small group, mixed-ability groups, and whole class. Multi-option assignments and extensions when necessary; time is used flexibly in accordance with student needs. 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 flex period</p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	
<p><b>Section 4: Cultivating Culturally Sustaining Communities</b></p>	
<p><i>Tier 1 SEL Strategies</i></p> <p><i>Shared Agreements</i></p>	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student’s race, ability, language, and gender in the following way(s):</p> <ul style="list-style-type: none"> <li>● We will treat each other with love and respect</li> <li>● We will not use oppressive language of any kind</li> </ul>



	<ul style="list-style-type: none"> <li>● We will recognize that everyone has their own lived experiences that impact how they show up</li> <li>● We will stay engaged to the best of our abilities</li> <li>● We will approach differences with curiosity rather than judgment</li> <li>● We will repair harm when people in our community are hurt</li> <li>● We will hold each other accountable to these expectations</li> </ul>
	<p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> <li>● Poster in the classroom</li> <li>● Daily presentation through google slides</li> <li>● Handout in the student notebook</li> </ul>
	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> <li>● Offering Surveys periodically</li> <li>● Quarter reflections</li> <li>● Follow up group conversations after instructional practices</li> </ul>
<p><i>Student's Perspective &amp; Needs</i></p>	<p>I will cultivate culturally sustaining relationships with students in Spanish 5-6 class in the following ways: I will conduct frequent one-on-one interviews with each student. These interviews will be delivered with the purpose of attempting to engage more personally with each student, to provide an opportunity to have regular individual "check-ins", Q+A sessions regarding the course, along with having an opportunity to monitor the academic progress and engagement of each student.</p>
	<p>Families and students can communicate with me regarding any issue in the following ways:</p> <p>E-mail <a href="mailto:ntovar@pps.net">ntovar@pps.net</a>  Phone: 503-9195140 ext 84458  Synergy communication  Remind</p>
<p><i>Empowering Students</i></p>	<p>I will celebrate student successes by providing opportunities for them to select presented projects based on the student's strengths, talents, interests and needs. I will encourage students to compare and contrast their own individual cultural richness and heritage, with that of the Spanish-speaking World, within the context of the course objectives.</p> <p>-</p>



	I will solicit student feedback on my pedagogy, policies and practices by learning about them using surveys.
	<p>When class agreements aren't maintained (i.e. class norms, respect for others, active collaboration, non-completion of work etc.) by a student I will approach it in the following ways:</p> <ul style="list-style-type: none"> <li>*I will initiate one-on-one meetings with the student, and/ or with parents if necessary.</li> <li>*I will maintain regular communication with students, families and counselors, if appropriate.</li> <li>*If necessary, I will look for extra support within FHS.</li> </ul>
<i>Showcasing Student Assets</i>	I will provide opportunities for students to choose to share and showcase their work by giving them the option to present in person, small groups, or during tutorial time.

**Section 5: Classroom Specific Procedures**

<i>Safety issues and requirements (if applicable):</i>	
<i>Coming &amp; Going from class</i>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <ul style="list-style-type: none"> <li>● Students will sign their names before leaving the class and I will give them a hall pass.</li> <li>● Students will always be welcome to join the class if they get to the school late, although their present or absent status for that day will follow the FHS attendance rules and codes</li> </ul>
<i>Submitting Work</i>	I will collect work from students in class, or, depending on the assignment, through Canvas or email. The method for handing in work
	<p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:</p> <ul style="list-style-type: none"> <li>● I will have a one-on-one interview with the students to demonstrate their proficiency during tutorial or class time.</li> </ul>



	<ul style="list-style-type: none"> <li>We can discuss the possibility of extending deadlines and/or presenting alternative work commensurate with and related to the original assignment.</li> </ul>
<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <p>Timeline: students' work will be reviewed and assessed after the deadline, but if the student's work is missing by that time, I will send notification of missing assignments as a reminder.</p> <p>What to look for on your returned work: Students will see comments and feedback focusing on what they did. Revision opportunities are available for several assignments.</p>
<i>Formatting Work (if applicable)</i>	
<i>Attendance</i>	If a student is absent, I can help them get caught up by posting the work done in class in CANVAS or in class during the next tutorial available. I can also communicate the expectations via email.

## Section 6: Course Resources & Materials

<i>Materials Provided</i>	<p>I will provide the following materials to students:</p> <ul style="list-style-type: none"> <li>Teacher created materials: Packets, song texts and pertinent hand-out academic materials.</li> <li>Culturally authentic materials available online regarding current events, holidays, traditions, etc.</li> <li>Additional on-line lessons and tutorials relating to course objectives.</li> <li>Digital tools such as Google for Education Apps, Canvas, Flipgrid, if necessary or applicable to a particular Unit.</li> </ul>
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> <li><u>Writing supplies</u>: A 1.5" or 2" Binder, a composition notebook (with 3 hole-punched, paper; writing supplies (pencils/pens -- your preference). These will be needed for your own reflection, practice, note-making, etc. as needed.</li> <li><u>Online device</u>: A chromebook is preferred as they are the best for accessing and interacting with the course. If you are using a tablet, it would be extremely helpful to get a portable keyboard attachment. <b>Cell phones or mobile devices will not be used on any occasion in class. These devices will be turned off, and remain OFF, out of sight in the student's backpack, handbag etc.. (If a student needs to access their phone for an emergency, family scheduling issue or a personal issue, the student can arrange (in private) to have access to his/her phone outside of the classroom for a reasonable amount of time.</b></li> <li><b>We will cover the topics in the course TEXTBOOK and WORKBOOK (<i>Aventura 2</i> (Purple). They are available for check-out at the FHS Library if you would like to use it as a support, but it's not required.</b></li> </ul>





	<i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i>
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course: <a href="http://www.duolingo.com">www.duolingo.com</a> <a href="https://www.spanishdict.com/">https://www.spanishdict.com/</a> <a href="http://www.conjuguemos.com">www.conjuguemos.com</a> <a href="http://www.youtube.com">www.youtube.com</a> <a href="http://www.vocaroo.com">www.vocaroo.com</a> <a href="http://www.padlet.com">www.padlet.com</a>
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: <a href="http://www.duolingo.com">www.duolingo.com</a> <a href="https://www.spanishdict.com/">https://www.spanishdict.com/</a> <a href="http://www.conjuguemos.com">www.conjuguemos.com</a> <a href="http://www.youtube.com">www.youtube.com</a>
<b>Section 7: Assessment of Progress and Achievement</b>	
<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: (or ongoing) assessments will occur throughout the course. Sometimes these are informal, such as a quick thumbs up or a ticket-out-the door. Sometimes they are a more formal assessment, such as a short quiz or written response to see where each student is at that point in the unit. Formative/ongoing assessments help me provide feedback to individual students and to guide my instruction.
<i>Summative Assessments</i>	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities: (or final) assessments will occur for each unit and will cover the priority standards of that unit. Some assessments may be split into multiple parts or chunks.
<i>Student Role in Assessment</i>	Students and teacher will partner to determine how they can demonstrate their abilities in the following ways: <ul style="list-style-type: none"> <li>• Students will auto evaluate their performance and proficiency by checking periodically the “to do statements” in the ACTFL levels.</li> </ul>
<b>Section 8: Grades</b>	



## Progress Report Cards & Final Report Cards

<i>Accessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: Synergy
	I will update student grades at the following frequency: every other week
<i>Progress Reports</i>	The following are tables of grading for Proficiency / Percentage / Zero-to-Four/ Letter-grade and their equivalents used by the World Languages Dept. at FHS.
	I evaluate students using <b>proficiency marks</b> to reflect students' skills and content mastery.
	<b>HP</b> = Highly proficient            = 90%-100%   = 4.00-4.99 = Letter grade A
	<b>PR</b> = Proficient                        = 80%- 89.9% = 3.00-3.99 = Letter grade B
	<b>CP</b> = Close to proficient        = 70%-79.9% = 2.00-2.99 = Letter grade C
	<b>DP</b> = Developing proficiency = 60%-69.9% = 1.00-1.99 = Letter grade D
<b>F</b> = Not proficient                    = 0 % – 59.9% = 0.00-0.00 = Letter grade F	
<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester: Click here: <a href="#">Grading Rubric</a>
	I use this system for the following categories:  <b>Weighted Grading</b> Interpersonal communication    20% Interpretive listening            20% Interpretative reading            20% Presentational speaking         20% Written presentation              20%  Total                                      100%



Mark	HP	PR	CP	DP
<b>A</b>	50% Or More of the total marks must be a HP	50% Or Less of the total marks must be a PR	0% Or Less of the total marks must be a CP	0% Or Less of the total marks must be a DP
<b>B</b>	25% Or More of the total marks must be a HP	75% Or Less of the total marks must be a PR	0% Or Less of the total marks must be a CP or DP	
<b>C</b>	100% Or More of the total marks must be a HP or PR		0% Or Less of the total marks must be a CP or DP	
<b>D</b>	66% Or More of the total marks must be a HP or PR or CP			34% Or Less of the total marks must be a DP
<b>F</b>	100% Exactly of the total marks must be a HP or PR or CP or DP			
<b>Other Needed info (if applicable)</b>				

