

Valent

I. General Course Information

Course Title: Spanish 3/4

Department: DLI/World Languages

Grade Levels: 9-12

Prerequisites: none.

Adopted Textbooks: Aventura 1

Additional Teaching Resources: other texts and teacher created resources

II. Course Description

The second step in a four year progression in Spanish designed to develop language skills: oral 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.

Listening:

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.

Speaking:

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.

Reading:

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.

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.

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

Prerequisites: Spanish ½

Resources:

Español 1 ¡Aventura! (**District adopted materials**)

Teacher created materials and various supplementary materials including interactive online activities. Google classroom, google docs and forms and google voice will be the tools for assessment.

Standards and final proficiencies:

PPS World Language Content Standards are a foundation for the course. Students demonstrate their competency both orally and in writing in tasks that align to the standards. The alignment means that students should strive to perform at C grade or better to show that they meet the district and state World Language standards.

Differentiation/accessibility strategies and support (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.

Behavior 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, binder & workbooks to class every day. I will tell students when they need their textbook.
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. Remain in seat 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, etc be put on my desk if students are abusing the “Technology Away” policy. After repeated offense, the student may need to stay after class to make sure their name is attached to the device before I bring it to the office where the student can pick it up.

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.

Assessment/evaluation/grading policy:

100% & above A+	Consistently meets and at times exceeds proficiency by applying knowledge and making connections that were not explicitly taught in class.
90-99% A	Almost all learning targets are fully or consistently met. Assessment scores indicate a high level of understanding of concepts and skills.
80-89% B	Most of the learning targets are fully or consistently met. Assessment scores indicate a good grasp of concepts and skills.
70-80% C	Some of the learning targets are fully or consistently met. Assessment score indicates satisfactory acquisition of skills and concepts.
60-70%	Only a few of the learning targets are fully or consistently met. Student is beginning to grasp and apply concepts.
0-59%	Below – None or almost none of the learning targets are fully or consistently met. Assessment scores indicate little understanding of the concepts and skills. Assignments are of poor quality, frequently incomplete and/or late, and do not show attention to detail.

Grading:

20%- formative practice/ in class assignments and activities

40%- formative assessments- projects

40%- summative- chapter, unit, and final exams

***Homework is not assigned unless the student needs extra practice or to study for quizzes and exams. It is always important to practice spanish so I recommend that students regularly review their notes and use quizlet.com, quizizz.com, conjuguemos.com or can download duolingo and word reference on tablets and phones.

Quizzes and tests- formative and summative- CAN be retaken. They are all aligned with learning targets and proficiency standards so as long as the student shows they know the material, they will pass them.

TUTORIAL is a great option for students to make up these tests! I am also available at other times if the student makes arrangements with me.

To find out about missing assignments and/or missed work when absent, please go to my website and link to the class' google classroom or directly to google classroom.