Syllabus: Practices & Policies

2021-2022	Franklin High School
	Section 1: Course Overview
Course Title	Spanish 1/2
Instructor Info	Name: Laura Valent Contact Info: lvalent@pps.net
Grade Level(s)	Grade 9, Grade 10, Grade 11, Grade 12.
Room # for class	Period- 1, 3, & 4 Room: S-218
Credit	Type of credit: World Language requirement # of credits per semester: .5
Prerequisites (if applicable)	
General Course Description	This course for WL year 2 students is filled with diverse language activities and presented as an immersion style class where we communicate in a language other than English at least 90% of the time. The instruction meets the needs of a year 2 student. Students begin their introduction to the WL by focusing on four key areas of study: interpretive, interpersonal, presentational and intercultural as described below:

1. **Identify words and concepts presented in the language to interpret information.** 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.
2. **Use the language to engage in interpersonal communication.** You are able to talk with someone else in a language other than English about everyday topics.
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	We have been waiting for in person instruction for so long...and here we are! I'm very excited to have you back in class, to see your beautiful smiles and to be able to live our learning adventure together as a community. **Welcome back!** I understand our special circumstances and the fear we all feel during these pandemic times, but I hope you'll join us in our efforts to make the best of the situation we find ourselves in right now. We are in this together to make 2021-2022 a safe and healthy school year. As we're all preparing for the new year to start, I want to deliver this message with all my love to welcome you to the course. This is our 1st year World Language Spanish class (1-2) at Franklin High School. This course is designed so that we can communicate effectively in a second language, we can elaborate short sentences, ask questions and understand our eachother in conversation . This is a great opportunity to resume our take advantage of the experience of learning in community. In this course we will carry out several projects and activities that allow us to connect with the Spanish language and with the culture of Spanish-speaking countries. Preparing you to Lead Change and Improve the World is our commitment to Strive to be Thoughtful, Respectful, Organized, Neighborly and Generous.
Course Highlights (topics, themes, areas of study)	**PPS GVC Units 2020-2021 Content Topics based on National Standardized Exams)**

UNIT TITLE	TOPICS	Outcome: Intermediate Low Level Proficiency (link to the outcome continuum)
Unit 1: **Reviewing,**	**Cover topics below in more**	

	Connecting, and Creating (September - October)	**depth**: - self - calendar - time - season city - places - geography - community - activities - family - food - celebrations	**Text Type/ Complexity** How do I structure my message?	• I can use **phrases**, **short sentences**, • I can ask **simple questions** (as appropriate).
	Unit 2: How an inclusive global learner engages with the world (November - Mid-March)	**New Topics** Health • Holidays/Celebrations • Occupations/Professions • Transportation	**Comprehensibility** How well am I understood?	• I can be **mostly understood** by someone used to a language learner, such as my **teachers and classmates**.
	Unit 3- Integration of self and community (Mid-March - June)	Travel/Vacations • Future plans • Culture • Current Events • Economics • Literature • Science • Social Sciences • History Arts •	**Vocabulary** How varied is my vocabulary?	• I can use **highly practiced words and expressions**. • I can add **simple details**.
			Cultural Awareness How do I show what I know about the partner culture?	• I can convey my knowledge of **a few basic cultural products and practices.**

Course Connections to [*PPS ReImagined Vision*](#)	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.

Section 3: Student Learning

Prioritized Standards	The following standards will be explored in the course: Learners successfully completing this course are expected to be proficient at the **NOVICE MID** level and can use the partner language and cultural knowledge to *Understand, Exchange* and *Present* information about familiar topics in

everyday contexts using a variety of rehearsed or memorized words and phrases with some simple, original sentences and questions.

Intercultural ([ACTFL World Readiness Standards](#))

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

ODE Word Language Standards

Interpretive Mode - Listening	Interpersonal Mode - Speaking	Presentational Mode - Speaking
SL.PS2.IL.01 (Listening/Comprehension/ Reading):	SL.PS2.IS.01 (Speaking/Signing/Writing):	SL.PS2.PS.01 (Speaking/Signing/Writing):
Learners can Demonstrate understanding of main ideas from short, simple conversations, narratives and presentations on a limited range of familiar topics in everyday situations.	Learners can use memorized phrases, sentences and questions to express ideas or obtain information on a limited range of topics in everyday situations.	Learners can Speak to an audience using memorized phrases and simple sentences.

PPS Graduate Portrait Connections	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: ❏ Powerful and Effective Communicators ❏ Positive, Confident, and Connected Sense of Self
Differentiation/ accessibility strategie	I will provide the following supports specifically for students in the following programs: *Special Education:* *504 Plans:* *English Language Learners:*

s and supports :	*Talented & Gifted:* 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
Personalized Learning Graduation Requirements *(as applicable in this course):*	

Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies *Shared Agreements*	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): ● We will treat each other with love and respect ● We will not use oppressive language of any kind ● We will recognize that everyone has their own lived experiences that impact how they show up ● We will stay engaged to the best of our abilities ● We will approach differences with curiosity rather than judgment ● We will repair harm when people in our community are hurt

	● We will hold each other accountable to these expectations
	I will display our Agreements in the following locations: ● Poster in the classroom ● Daily presentation through google slides ● Handout in the student notebook
	My plan for ongoing feedback through year on their effectiveness is: ● Offering Surveys periodically ● Quarter reflections ● Follow up group conversations after instructional practices
Student's Perspective & Needs	I will cultivate culturally sustaining relationships with students by welcoming them to their Spanish 3-4 class. I'll check in with them asking them how they feel, creating opportunities to have one on one conference time.
	Families can communicate what they know of their student's needs with me in the following ways: by email lvalent@pps.net by phone: 503-919-5140 phone ext 84455 Synergy communication Remind
Empowering Students	I will celebrate student successes by congratulating the student and providing opportunities for them to select a Friday activity for the class, offering choices to deliver assignments or projects based on the student's needs, celebrating the student's heritage and culture and supporting the student's talents and abilities.
	I will solicit student feedback on my pedagogy, policies and practices by learning about them during projects, and using surveys.
	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: I will meet with the student and check if there is anything else going on with them that might cause them to get distracted and when the events are out of our possibilities I will look for extra support.

Showcasing Student Assets	I will provide opportunities for students to choose to share and showcase their work by giving them the option to present in small groups, during tutorial time, or to record their work. Also I'll ask the students to give me permission to display their work in class and/or present them to their peers.

Section 5: Classroom Specific Procedures

Safety issues and requirements (if applicable):	Follow FHS handbook Classroom agreements made to have a physically and emotionally safe classroom community.
Coming & Going from class	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: ● Students will ask to go to where they need to go & I will give them a hall pass. ● Students will always be welcome to join the class under any circumstances if for any reason they get late to the school.
Submitting Work	I will collect work from students in the following way: Canvas, email and in class work
	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: ● I will have a one on one conference with the students to demonstrate their proficiency during tutorial time. ● I will extend the deadline for the student to have another chance.
Returning Your Work	My plan to return student work is the following: *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.* *What to look for on your returned work: Students will see comments and feedback focusing on what they did.* *Revision Opportunities: They will be able to revise their projects, retake tests and to complete their assignments after the*

	teacher's final revision.
Formatting Work (if applicable)	N/A
Attendance	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 will also communicate via email the expectations.

Section 6: Course Resources & Materials	
Materials Provided	I will provided the following materials to students: ● Teacher created materials to reflect classroom culture ● Culturally authentic materials available online regarding current events, holidays, traditions, etc. ● Guest speakers ● Digital tools such as Google for Education Apps, Canvas, Flipgrid, etc. ● Classroom supplies (notebooks, pencils, etc)
Materials Needed	Please have the following materials for this course: ● <u>Writing supplies</u>: A spiral notebook or composition notebook, paper; writing supplies (pencils/pens -- your preference). These will be needed for your own reflection, practice, note-making, etc. as needed. ● <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. Phones are not recommended because it is so difficult to access materials and to type/respond on phones, but we understand that in some cases, you may have to use your phone. *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.*
Course Resources	Here is a link to resources that are helpful to students during this course: www.kahoot.com www.duolingo.com www.quizizz.com www.conjuguemos.com www.youTube.com www.vocaroo.com www.padlet.com

Empowering Families	The following are resources available for families to assist and support students through the course: www.kahoot.com www.duolingo.com www.quizizz.com www.conjuguemos.com www.youTube.com
Section 7: Assessment of Progress and Achievement	
Formative Assessments	As students move through the learning journey during specific units/topics, I will assess & communicate their *progress* 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.
Summative Assessments	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their *learned* 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.
Student Role in Assessment	Students and teacher will partner to determine how they can demonstrate their abilities in the following ways: ● Students will auto evaluate their performance and proficiency by checking periodically the "to do statements" in the ACTFL levels.
Section 8: Grades **Progress Report Cards & Final Report Cards**	
Accessing Grades	Students & Families can go to the following location for up-to-date information about their grades throughout the semester: Synergy
	I will update student grades depending on the assignments
Progress Reports	I will communicate the following marks on a progress report:

Score	Low Score	High Score
A	4.0000	4.0000
B	3.0000	3.0000
C	2.0000	2.0000
D	1.0000	1.0000
F	0.0000	0.0000

I grade using proficiency marks to reflect students' skills and content mastery.

A = Highly proficient 90%-100%

B = Proficient 80%- 89.9%

C = Close to proficient 70%-79.9%

D = Developing proficiency 60%-69.9% (Insufficient evidence)

INC/NP = 0 % – 59.9 % — Not Proficient/no evidence

It has come to be my belief that the traditional letter grade system in which we have all been conditioned was created to rank and categorize students based on merit, potential, behavior, intellectual capacity, productivity, etc. I believe our definitions of things such as merit, intellectual capacity, etc are culturally specific, socially constructed, and rooted in White systems. **It is my aim to disrupt these traditional functions of grading by not prioritizing letter grades and prioritizing feedback. I am still growing and learning how to do this,** and therefore it is possible I may adjust our grading policy throughout the year in my effort to best create an equitable system that honors your skills and learning and also pushes you to grow. **It is my goal that students will exit my class with basic understanding and ability in Spanish that includes writing & speaking as well as listening and reading comprehension.** In my earlier years of teaching, I used grades to communicate about what I perceived to be student proficiency in these areas & I no longer believe that grades are the most effective or equitable tool

for communicating with you about your strengths and areas of growth. I believe we already face natural consequences when we do not take opportunities to engage in learning, and I don't feel the need to impose additional consequences using grades. However, I am required to issue letter grades at the end of the course. As such, for my class…

A passing grade in this course (A, B, C, or D) means that:

- ○ You completed all summative (major) assignments--I will always tell you when an assignment is summative. We will do a lot of formative work (opportunities to practice) and some summative work. Summative assignments will include: individual written and spoken projects and group presentations. While these assignments are also opportunities to practice skills, they are **also opportunities** to demonstrate your learning.

- ○ You completed enough of the coursework to demonstrate some proficiency and/or grow some of your skills (definition of coursework is flexible and I will include evidence of your participation and engagement in: class, tutorial time, supporting other students, class assignments, class discussions--written and oral). I will use your proficiency and growth as evidence to support the highest grade possible.

- An Incomplete or No Pass in this course means that:
  - ○ You did not meet the requirements or show enough evidence for a passing grade, but may work with Ms. Valent to do so at a future time to recover credit.

Final Report Card Grades	Every assignment/project will be graded/ based on Oregon Department of Education (ODE) standards that will be presented to the student upon receiving the assignment. Students will be given the tools and preparation to be successful in meeting the standards.
	I use this system for the following categories: **Weighted Grading** Interpersonal communication 20% Interpretive listening 20% Interpretative reading 20% Presentational speaking 20% Written presentation 20%

	Total	100%	

Other Needed info (if applicable)