



## Syllabus: Practices & Policies

2021-2022

### Franklin High School

#### Section 1: Course Overview

<i>Course Title</i>	Spanish 1-2
<i>Instructor Info</i>	Name: Tracy Wisher Contact Info: twisher@pps.net
<i>Grade Level(s)</i>	9-12
<i>Room # for class</i>	Room: M102, SS008
<i>Credit</i>	Type of credit: World Language # of credits per semester: .5
<i>Prerequisites (if applicable)</i>	NA
<i>General Course Description</i>	This is the first course in the Spanish sequence. Students learn to describe themselves, their school, their city and their family, compare and express likes/dislikes.

#### Section 2: Welcome Statement & Course Connections

<i>Personal Welcome</i>	<b>Welcome to the first year of Spanish class! This class is meant for true beginners. We start with basics such as the alphabet, numbers, colors and how to greet people. By the end, students are able to describe themselves, their school, their community and their family.</b>
<i>Course Highlights (topics, themes, areas of study)</i>	<ol style="list-style-type: none"><li><b>1. All about me</b></li><li><b>2. All about my school and classes</b></li><li><b>3. All about my city and neighborhood</b></li></ol>



	<b>4. All about my family</b>
Course Connections to <a href="#">PPS Reimagined Vision</a>	<ol style="list-style-type: none"> <li><b>1. Reflective, empathetic and empowering graduates. (thinking about self and comparing to other cultures)</b></li> <li><b>2. Positive, Confident and connected to self (lots of opportunities to share about self and connect with others)</b></li> <li><b>3. Resilient and adaptable lifelong learners (students adapt to hearing Spanish and not always knowing what's going on; gain language skills to use throughout life)</b></li> </ol>

## Section 3: Student Learning

Prioritized Standards	The following standards will be explored in the course: <a href="#">ACTFL 5 C's</a>
<a href="#">PPS Graduate Portrait Connections</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>● <b>Reflective, empathetic and empowering graduates.</b></li> <li>● <b>Positive, Confident and connected to self</b></li> <li>● <b>Resilient and adaptable lifelong learners</b></li> </ul>
Differentiation/ accessibility strategies and supports:	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education:</i> frequent check-ins for comprehension, seating near teacher, extra time, special accommodations as needed, all materials accessible in Canvas, take notes together</p> <p><i>504 Plans:</i> special accommodations as needed</p> <p><i>English Language Learners:</i> visual support, taught in Spanish and avoids English</p> <p><i>Talented &amp; Gifted:</i> independent projects, group choice, more language is always offered than what is required</p>



<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <p style="text-align: center;"><i>-The experience(s) will be:</i></p> <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay
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**Section 4: Cultivating Culturally Sustaining Communities**

<p><b>Tier 1 SEL Strategies</b></p>	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student’s race, ability, language, and gender identity in the following way(s):</p>
<p><i>Shared Agreements</i></p>	<p>Students reflect and write about what it looks like, feels like, and sounds like to be Franklin STRONG. They work in groups to identify problems in past classes that hindered their learning and they come up with agreements that would help avoid that from happening again. They share their thoughts in a Padlet. The tables work together to condense the Padlet into what they need the most. Each group shares their ideas. Students have an opportunity to share if they cannot agree to one of the agreements. Then I type them up for the class to review. The agreements are written on a poster in the classroom for the students to revisit as needed.</p>
	<p>I will display our Agreements in the following locations:</p> <p>Classroom wall on a poster.</p>
	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> <li>● Informal questioning of students</li> <li>● Students occasionally fill out a Google Form providing feedback on how the classroom climate is working for them.</li> </ul>



<i>Student's Perspective &amp; Needs</i>	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> <li>● Asking them questions about life outside of class</li> <li>● Provide a moment every class for students to share their "celebrations" together</li> <li>● As we discuss cultural themes in class, we will draw on the differences in cultural experiences to learn from each other</li> </ul>
	<p>Families can communicate what they know of their student's needs with me in the following ways:</p> <ul style="list-style-type: none"> <li>● email</li> <li>● Google Form</li> </ul>
<i>Empowering Students</i>	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> <li>● Celebrations are part of our daily routine.</li> <li>● Verbal feedback</li> <li>● Written feedback if its on work</li> <li>● Occasional prize opportunities</li> </ul>
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> <li>● ongoing dialogue</li> <li>● Google Form</li> </ul>
	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <ul style="list-style-type: none"> <li>● Verbal reminder</li> <li>● Check-in</li> <li>● Discussion</li> <li>● Parent involvement</li> <li>● Admin involvement</li> </ul>



<i>Showcasing Student Assets</i>	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> <li>● Presentations</li> <li>● Practice at home</li> <li>● Maker’s Space - put work on display</li> <li>● Hang work on walls and halls</li> </ul>
<b>Section 5: Classroom Specific Procedures</b>	
<i>Safety issues and requirements (if applicable):</i>	Properly wear masks at all times. No food allowed in the classroom. Use hand sanitizer and wash hands frequently.
<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>● If you arrive late, enter quietly. Give the teacher your late pass if you have one.</li> <li>● Bathroom and water: request permission and a pass at a moment that does not cause a disruption.</li> </ul>
<i>Submitting Work</i>	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> <li>● Many daily assignments are checked off during class for completion</li> <li>● Late work may be shown to me or turned in via Canvas</li> <li>● Larger and electronic assignments are turned in via Canvas</li> </ul>
	<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>● Extended time</li> <li>● Make sure the student understand the assignment and has the necessary materials</li> </ul>
<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <p><i>Timeline:</i> Most assignments we go over in class immediately for students to check. Larger assignments and projects I collect and try to return in a week.</p> <p><i>What to look for on your returned work:</i> Comments, language corrections</p> <p><i>Revision Opportunities:</i> Students can always do a retake until they show proficiency.</p>
<i>Formatting Work (if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:</p> <p>Any format is accepted.</p>
<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by:</p> <p>Putting all class information on Canvas. Meeting during Tutorial on A days.</p>



## Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provided the following materials to students: Class set of textbooks in the room, handouts, all materials posted to Canvas
<i>Materials Needed</i>	Please have the following materials for this course: <ul style="list-style-type: none"><li>● Chromebook</li><li>● Dictionary app on your phone</li><li>● notebook</li><li>● folder</li><li>● a variety of colors to write with</li></ul>
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course: <ul style="list-style-type: none"><li>● spanishdict.com</li><li>● wordreference.com</li><li>● Duolingo app</li></ul>
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course:  Families may follow their student’s progress on Canvas. If families speak Spanish, practice with your student. Ask your student about what they are working on in Spanish class.

## Section 7: Assessment of Progress and Achievement

<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: <ul style="list-style-type: none"><li>● small quizzes to check their progress with grammar and vocabulary</li><li>● oral activities: I give students feedback on minor things they could improve</li><li>● go over practice activities for them to check their progress and provide an opportunity to ask questions</li><li>● written feedback on assignments turned into Canvas</li><li>● oral interviews</li></ul>
<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: <ul style="list-style-type: none"><li>● quizzes to show that they know the grammar and vocabulary details</li><li>● projects that show what they can do with the language</li></ul>



	<ul style="list-style-type: none"> <li>• oral interviews</li> <li>• on-demand writing exams in person</li> </ul>
<i>Student Role in Assessment</i>	<p>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</p> <ul style="list-style-type: none"> <li>• If a student struggles with a project, we will discuss other possible ways for them to show their proficiency</li> <li>• Oral proficiency interviews</li> </ul>
<h2>Section 8: Grades</h2> <h3>Progress Report Cards &amp; Final Report Cards</h3>	
<i>Accessing Grades</i>	<p>Students &amp; Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</p> <ul style="list-style-type: none"> <li>• Canvas</li> <li>• Synergy is updated with grade categories before each report card.</li> </ul>
	<p>I will update student grades at the following frequency:  Homework assignment grades are entered immediately if checked in class. If turned into Canvas, it may take up to a week to enter the grade. Synergy is updated at the end of a grading period.</p>
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report:</p> <p><i>Mark: A-C</i>  <i>Meaning of the mark: no special communication because student is on track</i></p> <p><i>Mark: D-F</i>  <i>Meaning of the mark: Student will receive comments explaining the low grade.</i></p>
<i>Final Report Card Grades</i>	<p>The following system is used to determine a student's grade at the end of the semester:</p> <p>A= 90-100%  B= 80-89%  C= 70-79%  D= 60-69%  F= less than 60%</p>
	<p>I use this system for the following reasons/each of these grade marks mean the following:</p> <p>A= Studentwork is meeting expectations to the highest degree  B= Student work meets expectations most of the time  C= Student work almost meets expectations</p>



	D= Student work generally does not meet expectations F= Student work does not meet expectations.
<b>Other Needed info (if applicable)</b>	
	I am available to help students during A day tutorials and after school. I always encourage students to start learning about the Spanish speaking community here in Portland. The FHS Spanish teachers are organizing a trip to Peru in June for interested students.

