



Tracy Wisner

Course Syllabus	
Franklin High School	2020-2021
Course Title: Spanish 7-8	Grade Level(s):9,10,11,12
Prerequisites: Spanish 5-6 and Intermediate Low proficiency level	
<p>Course description: 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 able to communicate with native speakers, listen to news segments, write comprehensive essays and read about current events.</p> <p>Listening:</p> <p>The students will develop listening comprehension skills through exposure to various listening activities from fluent speakers as well as their teacher who will use 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.</p> <p>Speaking:</p> <p>The students will develop confidence and take risks using Spanish to communicate in situations such as: expressing feelings, responding to basic questions about the pandemic and the election, expressing ideas and opinions, giving recommendations, asking/giving directions, describing their daily life and surroundings in a variety of situations.</p> <p>Reading:</p> <p>The students will develop reading comprehension skills through exposure to news articles and other authentic texts using 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.</p> <p>Writing:</p> <p>The students will develop writing skills through improving their topic sentences, transitions between ideas and paragraphs, closing paragraphs, more precise vocabulary and more advanced grammar structures.</p> <p>Culture:</p>	

The student will become aware of the daily life and customs of the Spanish speaking countries through readings, videos, listening and research activities.

Standards: Goal is to be proficient at Intermediate Mid or higher by the end of the course

- **INTERPERSONAL COMMUNICATION**

I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.

- **PRESENTATIONAL SPEAKING**

I can make presentations on a wide variety of familiar topics using connected sentences.

- **PRESENTATIONAL WRITING**

I can communicate information and express my thoughts about familiar topics and some researched topics using a series of sentences and asking follow up questions.

- **INTERPRETIVE LISTENING**

I can understand the main idea and key information in short straightforward informational speech.

ACTFL Standards/ To do statements

*ACTFL Can Do Statements [NL](#)

*ACTFL Can Do Statements [NM](#)

*ACTFL Can Do Statements [NH](#)

*ACTFL Can Do Statements [IL](#)

*ACTFL Can Do Statements [IM](#)

*ACTFL Can Do Statements [IH](#)

Schedule of topics/units covered:

Students will review topics from Spanish 1/2, followed by becoming very familiar with new vocabulary and themes and mastering proficiencies in the 4 domains, speaking, listening, writing and reading.

Topics to cover:

Health and Medicine

- vocabulary
- subjunctive tense in noun clauses
- commands + object pronouns
- por vs para

The election

- vocabulary
- subjunctive tense in adjective clauses
- past subjunctive tense
- conditional tense

The environment and travel OR personal identity

- vocabulary
- writing transitions
- descriptors
- more subjunctive practice

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, daily routines, teaching to different learning styles, weekly tutorial, carefully scaffolded lessons, modeled instruction, 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:

- I can exchange basic information about my health, the pandemic, medical symptoms.
- I can make recommendations and share opinions, doubt and emotions.
- I can describe political opinions supported by reasons.
- I can talk about current events.
- I can request services, such as repair for a phone, computer, car, doctor appointment.
- I can make a presentation on something I have learned or researched.
- I can share my reactions about a current event and explain why the event is in the news.
- I can compare perspectives, events, people and places.

Assessment (pre/post)/evaluation/grading policy:

Grades should be based on the student's demonstration of proficiency on the ACTFL standards.

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.
70-89% 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. Students are 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.

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.

Homework- During Asynchronous time, students will have assignments to practice on their own. It is always important to practice Spanish so I also recommend that students regularly review their notes and use quizizz.com, conjugemos.com, kahoot.com or can download duolingo and word reference on tablets and phones. They can read news on [bbcmundo.com](https://www.bbcmundo.com) and https://www.democracynow.org/es/categories/exclusivo_dn_es.

Wednesday mornings are a great option for students to make up a test! I am also available at other times if the student makes arrangements with me during Asynchronous time.

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 virtual classroom will Strive to be Thoughtful, Responsible, Organized, Neighborly, and Generous.

A) **Overall expectations:**

1. Attend classes every day.
2. Be on time.
3. Communicate with the teacher.
4. Attempt all work, assignments and projects.
5. Do your best.

B) **Discipline:**

1. Verbal warning/discussion with the student.
2. Parent contact.
3. Referral to counselor or administrator.

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.