

Course Syllabus



Franklin High School	2020-2021
Course Overview	
<u>NOTE:</u> For core classes, all elements of this section (except for name and contact information) are the same.	
Course Title: Spanish 1 & 2	
Instructor Name: Héctor Manuel Jr. Osuna Mondragón	Contact Info: hosunamondragon@pps.net
Grade Level(s): 9-12	
Credit Type: (i.e. "science", "elective")	# of credits per semester: World Language or Elective (1.0)
Prerequisites (if applicable): No Prerequisite	
General Course Description <p>The first step in a four-year progression in Spanish is designed to develop language skills: oral comprehension, speaking, reading, and writing. Students learn to comprehend relatively simple 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. 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. Course goal is Novice High proficiency level within the ACTFL descriptors.</p> <p>During Quarter 3-4 we will be exploring the following content:</p> <ul style="list-style-type: none">-Alphabet-Numbers-Colors-Calendar, Months, Seasons, Weather-Like, Don't Like-Family-Today, Yesterday, Tomorrow-Feelings-Have-Interrogatives-Activities-Countries & Capitals-Simple descriptions	



Listening

Students will develop listening comprehension skills through exposure to various listening activities from fluent speakers as well as their teacher who will be using 100% Spanish language during instruction time. The students will listen to and interpret a variety of situations on various topics in Spanish; they will have the ability to recognize the variations that exist among Spanish Speakers throughout the world.

Speaking

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

Students will develop reading comprehension skills through exposure to sight vocabulary, pictures as clues to meaning, a variety of reading strategies (silent, group, pairs), cognates, decoding words and the use of a glossary and dictionary. In addition, students will be exposed to cultural reading, inclusive of authentic materials.

Writing

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

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.

Prioritized National/State Standards**NOVICE LOW****Interpersonal Communication**

I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

Presentational Speaking

I can present information about myself and some other very familiar topics using single words or memorized phrases.

Presentational Writing

I can copy some familiar words, characters, or phrases.

Interpretive Listening

I can recognize a few memorized words and phrases when I hear them spoken.

Interpretive Reading

I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

Course Details

Learning Expectations

Materials/Texts

No books, the course content will be provided in class. The materials we will use or tools that will assist in presenting the content material consist of virtual/online websites and applications.

Course Content and Schedule

February 01, 2021 - June 10, 2021

Synch Classes: Tuesday and Friday

Period 3: 9:15am - 10:30am

Period 4: 10:40am - 11:55am

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, teaching to different learning styles, weekly tutorial, carefully scaffolded lessons, modeled instruction. Furthermore, any type of accommodation can be provided to students.

Safety issues and requirements (if applicable)

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.

Classroom norms and expectations

The students will develop the classroom, norms, and expectations in a collaborative approach. I will facilitate the process by presenting our Values, and the students will develop the classroom agreements, expectations, as well as their personal expectations.

Evidence of Course Completion

Assessment of Progress and Achievement

Students will be able to read, understand, write and speak the content that we will explore in class.

- Identify the topic and some isolated facts.
- Understand simple questions, statements, and sentences.
- Request and provide information by asking, answering practiced, and some original questions.
- Present personal information about my life and activities,
- Express, ask about, and react to preferences, feelings, or opinions on familiar topics.

Progress Reports/Report Cards (what a grade means)

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

Scale 1-4 Rubric

- **(DP) Level 1 or 1 point** = limited, lowest quality, poor, beginning, unsatisfactory, not there yet, little evidence, needs improvement.
- **(CP) Level 2 or 2 points** = some, basic, emerging, some evidence, fair, capable, satisfactory.
- **(PR) Level 3 or 3 points** = accomplished, developing, proficient, constant evidence, very good, considerable.
- **(HP) Level 4 or 4 points** = Exemplary, high degree, strong, advanced, displays evidence beyond, best quality, excellent, exceeds.

Communication with Parent/Guardian

What methods are used to communicate curriculum, successes, concerns, etc.?

Emails, phone calls, virtual meetings

Personal Statement and other needed info

First, I want to express my appreciation that I have for all of you. In spite of the difficult circumstances that COVID-19 has brought, y'all continue to wake up every day, show up, and do your best.

Even though virtual learning does have its complexities and difficulties, we decide on the virtual classroom we want to have. My hope is that all of us can contribute to fostering a virtual classroom or a space where all of us can feel comfortable, respected, brave, engaged, active, motivated, and fun. Cultivating this environment or community will require all of our efforts. Thus, I hope y'all are ready to embark in a journey to create the best virtual learning classroom environment.

Additionally, it will be important for all of us to be mindful of the stressors that all of us are encountering. Thus, I will be extremely mindful of the workload, worktime, as virtual burnout is something that I believe we may be experiencing. Before I provide some information about our everyday class, I want to share with y'all a [Flipgrid presentation](#) that I created for the 2020 Dual Language Immersion Teacher Residency program. My hope is that through the presentation y'all can know a bit more about me, why I decided to become a teacher, and what I hope to contribute.

As we commence Semester 2, it will be important for all of you to bookmark your [PPS Student Portal](#), as well as [StudentVUE and ParentVUE](#). We will be utilizing the following platforms:

- Canvas: To post our class presentations, and practicas (practice work).
- Google Classroom: To meet for our virtual classes
- Google Calendar: To create our synchronous and asynchronous class meetings, and will be sent to students so they accept and have a reminder before their synchronous and asynchronous class meetings.
- Google Drive: To send any electronic files or practicas.
- Synergy: To track the grades.
- Remind: To send any messages pertaining to attendance.

During the first two weeks, I will go over the platforms, we will create some virtual classroom agreements, will get to know each other, and will set our individual and virtual class expectations. In addition to being a teacher, I am a member of our Franklin High School and Portland community, thus if there is anything that I can assist or support y'all with, please do not hesitate to contact me. We all need to support each other more than ever! I look forward to hearing from y'all, and to foster the best virtual class ever!

Sinceramente,

Héctor Manuel Jr. Osuna Mondragón

Preparatoria Franklin - Franklin High School

Maestro de español 1&2 - Spanish Teacher 1&2

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"Knowing is not enough, we must apply. Willing is not enough, we must do." Bruce Lee