

SPANISH 1A NORTH VALLEY HIGH SCHOOL 2019-20

<http://maestraturner.nv.weebly.com>

Grade Level: 9-12

Credit Available: .5

Pre-Requisite: None

Instructor: Ms. Turner

Email: kelly.turner@threerivers.k12.or.us

SHOW RESPECT for the teacher and your classmates.

- Respect your classmates' right to learn.
- Participate fully in all activities so your partner has an opportunity to practice.
- Students work silently during the warm up activity.
- *Keep cell phones and electronic devices out of sight.*
- All food and drink must remain in your bag or be thrown away.

BE RESPONSIBLE

ATTENDANCE is required to achieve Proficiency in a Second Language.

ON TIME = In your seat + Pencil or Pen + Warm - Up Out + Prepared with your Notebook.

Build RESILIENCY: Seek help from me when needed. Use Edmodo & Quizlet to support learning.

Course Description

Students will learn to read, write, comprehend, and speak Spanish. Language functions will be taught in the context of the cultural norms, history, and geography of Hispanic peoples in and outside of the United States.

Course Standards:

Novice Mid or Proficiency Stage 2 Second Language Standards ODE 2010:

Students at Proficiency Stage 2 can understand simple ideas on everyday topics and identify some information embedded in familiar contexts. Student communication includes basic material, short messages and the expression of simple ideas. Students use memorized/rehearsed phrases, sentences and questions. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in local and global communities. Students will be assessed multiple times in the areas of reading, writing and listening as well as the learning targets attached to this syllabus. A complete description of SL.PS2.PW.01 SL.PS2.IR.01 and SL.PS2.IL.01 is attached.

Required Materials:

- 3 Ring Binder with Dividers for Spanish only.
- Lined paper and pencils.
- Edmodo and Quizlet Membership

Notebook Checks: Maintaining a notebook with paper and supplies is part of your participation grade. 5 or 0 points will be awarded on randomly chosen days for having a binder with handouts, paper and a pencil/pen.

Grading Policies

Academic grades under the Standards Based Learning model will reflect a student's level of proficiency of the subject's knowledge and skills according to state standards.

Standards Knowledge and Skill: (80% of Grade)

*Unit Tests * Formal Quizzes * Writing Prompts * Oral Prompts * In-Class Presentations * Simulations *

Participation and Citizenship: (20% of Grade)

Notebook Checks * Warm-Ups * Daily Work/Assignments * Homework *

ATTENDANCE is essential for LANGUAGE ACQUISITION. Missed lessons can be found on the Edmodo
Students are expected to use Edmodo to keep current when absent. They are responsible all material.

Reassessment: Students may be given opportunities to retake assessments they fail in order to demonstrate proficiency, provided that they are making adequate progress toward proficiency (completing assignments, attending class regularly and seeking assistance, etc....). Students cannot earn higher than a C on re-takes. I am available for testing by appointment after school.

Late Work: Please turn in assignments before the end of the school day. Please make prior arrangements with the instructor if an assignment cannot be turned in on the due date.

EDMODO <https://edmo.do/j/hj9fdm> Class Code: **bj94fx**

- Edmodo will be used to post and receive assignments.
- Power Points, Handouts, Video Instruction and Assignments are accessible on Edmodo.
- Parents can view EDMODO by requesting the parent code from the student or teacher.

QUIZLET: <https://quizlet.com/join/JtTpVMWnx> Class Name: *maestra1*

- Quizlet is a tool students can use to review vocabulary and memorized phrases.

Flexibility (FLEX) Plan for TAG Students in Spanish

Course Goals: *The goal of Spanish I is to create or increase oral and written proficiency in Spanish. Specifically, students are expected to develop skills in presentational language (speaking and writing) and receptive language (listening and reading).*

Assessment of Rate and Level of Learning: *Assessments take place in a variety of formats, both formal and informal, and allow for a wide degree of performance levels. In addition, the most significant assessment is the degree of a student's fluency and comprehension, which is never limited due to the class structure, and the amount of open-ended instruction provided. Writing prompts are evaluated according to Oregon Second Language Standards. The standards for Spanish 1A are Novice Mid SL.PS2.PW.01 SL.PS2.IR.01 and SL.PS2.IL.01 and 1B are Novice High (SL.PS3.PW.01 SL.PS3.IR.01 and SL.PS3.IL.01). On written and oral proficiency prompts students can attempt the next level, Intermediate Mid.*

Accommodation to Meet Assessed Needs *The goal of Spanish I, II and III is to maximize each student's abilities, including TAG students, according to each one's individual drive and potential. No TAG student will be required to do extra work, but the specific course requirements may be adjusted to allow him or her to meet the objectives based on written and oral assessments. Modification of curriculum to better meet the needs of TAG students may include:*

- ✓ *Offering students additional/supplemental assignments to expand vocabulary and comprehension.*
- ✓ *Allowing students to pursue enhanced grammatical concepts through both independent use of curriculum and dictionaries.*
- ✓ *Encouraging students to use more varied vocabulary and compound sentences.*

Parent Opportunities for Input: *Suggestions from students and parents on specific adjustments or accommodation are welcome at any time. Please contact me to schedule a meeting if desired.*

I have read this course syllabus and understand the content and expectations outline.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Novice Mid or Proficiency Stage 2 Second Language Standards ODE 2010

Students at Proficiency Stage 2 can understand simple ideas on everyday topics and identify some information embedded in familiar contexts. Student communication includes basic material, short messages and the expression of simple ideas. Students use memorized/rehearsed phrases, sentences and questions. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in local and global communities.

Interpersonal Mode SPEAKING: Students can understand and respond to what others say.

SL.PS2.IS.01 Use memorized phrases, sentences and questions to express ideas or obtain information on a limited range of topics in everyday situations. **Supporting Functions:**

Provide basic personal information. Give simple descriptions. Express likes and dislikes Provide information about everyday activities. Answer predictable questions with memorized/rehearsed responses.

Interpretive Mode LISTENING: Students can comprehend verbal or signed language from authentic and other sources (e.g., TV, radio, video, digital, or live presentations).

SL.PS2.IL.01 Demonstrate understanding of main ideas from short, simple conversations, narratives and presentations on a limited range of familiar topics in everyday situations. **Supporting Functions:** *Recognize high-frequency idiomatic expressions. Recognize differences between formal and informal language. Listen to and demonstrate understanding of some common cognates, borrowed and high-frequency words and expressions from familiar material. Listen to and demonstrate general understanding of short, predictable speech. Demonstrate ability to extract discrete information from simple communications. Use contextual and visual cues.*

Presentational Mode: WRITING Students can write ideas and communicate information for an audience.

SL.PS2.PW.01 Write from memory some high-frequency words, phrases and simple sentences and questions.

Supporting Functions: Present basic material in an organized manner. Use vocabulary sufficient to get meaning across. Use visuals to enhance communication and maintain audience attention.

Interpretive Mode: READING Students can comprehend print and digital materials from a variety of authentic and other sources.

SL.PS2.IR.01 Obtain information from simple text, such as websites, newspapers, letters, notes and applications using contextual cues. **Supporting Functions:** *Read and demonstrate understanding of some common cognates, borrowed and high-frequency words and expressions from familiar material. Demonstrate understanding of short, predictable text. Demonstrate ability to extract discrete information from simple texts, such as posters, timetables and ads.*

CULTURE:

- Recognize and demonstrate appropriate verbal and non-verbal practice occurring within a Hispanic Culture in limited situations such as greetings and introductions and the use of two surnames.
- Students will describe and if possible prepare food or drink from a Hispanic country of their choice. They will bring a copy of the recipe with the country of origin specified.
- Students will use appropriate courtesies to introduce themselves, make introductions and hold a simple conversation using rehearsed language in “family groups” at a “dinner party” for two families.
- Locate Guatemala on the map; describe the life and activities of a family of Mayan weavers outside of the city of Quetzatenango.

COMMON CURRICULUM:

- Reinforce and increase knowledge world history and geography through discussion of Guatemalan history and geography.
- Reinforce and increase knowledge of other subjects through Spanish. (Geography, History and Politics of the Hispanic World in and outside of the United States.)