Spanish 1 Syllabus

School Year 2021/2022

Teacher: Profe. Lemos

piedade.lemos@ppsd.org

piedade.lemos@providenceschools.org

Class Goals:

The goal of this class is to improve your Spanish through expanding vocabulary, learning new grammatical structures, and applying this new information to aid in communication. By the end of this course, you should have made growth on the ACTFL proficiency scale up to at least novice mid.

https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012

Norms:

- There are four values that students should use to guide their behavior and learning in French class: respect, responsibility, tenacity, and patience.

- Each class will collaborate to define these terms concretely so we have a model of expectations. This collaborative definition will be posted in the Google classroom.

Class content themes:

- *Unit 1: Meeting people*
    - For this unit, we will discuss cultural practices for meeting and greeting someone, explore the hispanic world, and learn how to introduce ourselves and ask questions when meeting new people.

- *Unit 2: School*
    - In this unit, we will learn about what school is like in other parts of the hispanic world and practice talking about what we learn and do in school.

- *Unit 3: Family*
    - For this unit, we will learn vocabulary for families, possessives, adjectives, age, and other ways to describe people.

- *Unit 4: Pastimes*
    - In this unit we will focus on expanding our knowledge of verbs and how to use them, talking about what we do, when we do it, and what we enjoy. This unit will also provide students with the opportunity to take more control of their learning through Project-Based Learning.

- Students will also have the opportunity to learn about food on their own through independent study.

French 1 is structured to build a foundation of knowledge in the Spanish language. We will focus on subject pronouns, conjugating regular verbs in the present tense, negatives, questions, articles, and the 4 key irregular verbs: ser/estar, tener, haber, saber.

Grading plan:
We will be using a proficiency-based grading system in this class. Proficiency is based on a demonstration of skill at different levels.

The grading for proficiency is as follows:

Proficiency Level	Explanation
0	Student missed opportunities to demonstrate proficiency or practice this standard
1	Student knows what they need to do and can do it with help, like word banks and sentence frames, or repeating after a model.
2	Students can do the task with some help. Or, if they are working without support, student can demonstrate the skill with errors. Student may be able to demonstrate the skill but in only one context.
3	Student can do the task consistently without help and minimal errors. Student can start to apply it in different contexts.
4	Student knows how to do the task in multiple contexts. Students help others who are learning.

There will be two grades for each unit in Skyward.

75% of the final grade will be the unit-letter grade. This will be determined by the percentage of unit standards that a student demonstrates proficiency in. For example, in unit 1, the goal is that students demonstrate 9 language skills at a novice low level of proficiency. For a student to earn an A, they must demonstrate proficiency in at least 8 of those targeted skills. The conversion is below. Students will have the opportunity to improve their grade and scores throughout the year by completing revision work, extra assignments, and independent work. *Progress towards this goal will be tracked individually. This grade will be updated in Skyward for progress reports and report cards ONLY.*

Traditional Letter grade	Percentage of Proficiency Standards
A - 95%	90% or more of proficiency standards at level 3
B - 85%	80-89% of proficiency standards at level 3 or 90% at level 2
C - 75%	70-79% of proficiency standards at level 3 or 80-89% at level 2
D - 65%	60-69% of proficiency standards at level 3 or 70-79% at level 2

F - 50%	Less than 60% of proficiency standards * *If a student is not able to demonstrate proficiency for more than 60% of standards, they will be expected to revise work and complete extra practice to attain this level.

25% of the final grade will be for Standard 5b - Communities - Lifelong Learners: "Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement". Each class, students will receive a homework choice board with directions for what to complete in order to receive a 4 (95%), a 3 (90 %), a 2 (80%), or a 1 (75%). This grade will be updated regularly.

As students progress through the year, the language skill level for tasks will increase. This will increase the level of difficulty and cognitive demand for each task as they work to demonstrate proficiency. You can see this progression of skills below.

Understanding proficiency with the idea of riding a bike:				
0 - Beginner	1 - Novice (low)	2 - Novice (mid/high)	3 - Intermediate	4 - Advanced
The person looks at a bike. They know what it is for. They maybe sit on the bike but don't understand how to use it.	With a lot of help, the person can get on and ride the bike. They can't ride on their own yet.	The person can ride the bike with some help. Without help, they wobble or fall down. They need more practice.	They can ride the bike on their own. They can do this more than once and even ride the bike on different kinds of paths.	They learn how to do tricks and go really fast. They can teach someone else how to ride a bike.