

# Spanish One Syllabus

## Year Long Course

**Prerequisite** – Successful completion of Spanish 1A and 1B are required for enrollment.

### **Course Description -**

Spanish One is an introduction to the Spanish-speaking world. Students will learn to comprehend, speak, read, and write Spanish. Through real-life language situations and guided practice, students will gain an understanding of the Spanish language and various cultures in the 21 countries that make up the Spanish speaking world. **Students who sign a contract and successfully complete the course may enter Spanish II at McNary.**

Specific Topics Covered – Introductions, colors, numbers, clothing, time, school supplies, gender of nouns, cognates, greetings, titles, geography, place of origin, physical descriptions, personality, descriptive words, basic verbs, basic nouns, activities and hobbies, common verbs and their conjugation, common nouns, pronouns, common expressions, the weather, the seasons, irregular verbs and their conjugation, frequency, the months, family relations, possessive pronouns, interrogative words, professions, emotions.

### **Grading Policy –**

- Grades are based on the total points earned in the class.
- Missed work needs to be made up or it will be a zero. It is the student's responsibility to ask the teacher for missed work.
- The scoring schedule for late work is as follows:
  - o No penalty for work turned in within two days for each day missed.
  - o 80% is the highest score possible for work turned in after the grace period and will be marked as 8.01.

#### Letter Grade Percentages

A = 90 - 100%  
B = 80 - 89%  
C = 70 - 79%  
D = 60 - 69%  
F = 59% or less

**TAG** – Students who have been identified as TAG will be given the opportunity to enhance their Spanish language learning experience through differentiation. Differentiation strategies may include assignment accommodation, flexible grouping and accommodations for the multiple intelligences and different learning styles.

### **Classroom Expectations:**

- Bring, pencils/pens and paper to class every day.
- Be responsible and respect other people and their property.
- Complete all assignments on time.

Respectfully,  
Kelly Hafer

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503-399-3224

Salem-Keizer Public Schools  
**Secondary Talented and Gifted (TAG) Course Plan**  
Grades 6-12

Course: Spanish I  
Date:2016-2017  
Teacher: Kelly Hafer  
Semester: 1&2

**Guidelines**

Instructional strategies must be in the form of providing advanced level work and/or and increase in pace of instruction. Instruction is based on assessment data. Assessment must be provided on a regular basis, and must be clearly documented in lesson plans and grade book. For further information see the ODE website [www.ode.state.or.us/](http://www.ode.state.or.us/) and the eight District TAG Standards <http://is.salkeiz.k12.or.us/TAG2/TAG2Index.htm>.

**Step I: Assessments to Determine Level and Rate of Learning**

Pre-assess existing knowledge and skills specific to your course. The results (percent, grade, percentile, specific observation, etc.) will be documented by the teacher. Assessment options for rate and level of learning and instruction are listed on the back of this form.

The following assessments will be used to determine level and monitor rate:

1. Unit and Chapter Tests
2. Subject Specific Spelling and or Vocabulary Tests
3. Formative Assessments

**Step II: Differentiated Instructional Strategies**

Show what differentiation will take place in this course (check all that may apply).

- Acceleration – materials and instruction at a quicker pace or at a deeper level than standard instruction and materials.
- Independent Study/Project – Designed to allow a student to proceed independently and at his/her own rate.
- Assignment Modification – The regular assignment may be modified to meet the needs of the student.
- Cluster/Small Grouping – Grouping students with similar needs, interests, and/or abilities in the same classroom.
- Enrichment – Activities that add or go beyond the existing curriculum.
- Compacting – Student demonstrates what he/she knows then spends the time participating in enrichment activities.
- Tiered Assignments – Providing assignments that reflect the individual level of the student's knowledge content.
- Flexible Grouping – Student are grouped together to receive appropriately challenging instruction.
- Contracting – Student pursues an area of special interest.
- Multiple Intelligences – Incorporation of strategies into instruction that allow students to use areas of strength.
- Learning Styles – Different approaches or ways of thinking, i.e., auditory, tactile kinesthetic, and visual.
- Higher Level/Critical Thinking – Higher order thinking skills to gain understanding of complex problems or ideas.

### **Documentation of Assessment, Instruction and Parent Input and Discussion:**

Teachers will:

- Write TAG Course Instructional Course Plans for each course that they teach which outlines pre/post-assessments and instructional differentiation strategies. The TAG Course Instructional Plans will be completed and turned in to the principal within three weeks of the start of each semester.
- Document all pre- and post-assessment results in grade book, portfolio, computer programs, etc.
- Document differentiated instructional strategies for TAG students in lesson plans, instructional plans, etc.

### **Instruction Must Be Based On Assessed Rate and Level of Learning:**

At all levels, the goal is to ensure that the gifted learner is stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher order thinking skills, research, projects, and/or materials appropriate for the student's learning.

**Rate of Learning** is a measure of the pace at which a student successfully progresses through the curriculum after being placed at the appropriate level.

A student's rate of learning will vary depending on the following:

- subject
- point in the learning process
- degree of interest to the student
- level of difficulty of the material, and/or
- learning style of the student.

**Rate:** The student:

- works at a slower pace than peers
- works at the same pace as peers
- works at a faster pace than peers
- completes work quickly and accurately
- grasps new concepts quickly and easily
- is highly motivated
- needs few repetitions

**Level of Learning** is the student's instructional level in the curriculum, the place where the student will be successful, but will encounter knowledge and skills her or she has not yet learned or mastered.

Student level of learning may be:

- significantly above grade level
- above grade level
- at grade level
- below grade level

**Level:** The student is capable of working:

- significantly above grade level
- above grade
- at grade level
- below grade level

### **Assessment Options for Rate and Level of Learning and Instruction**

In each subject/course students will be pre-assessed on the knowledge and skills that will be learned in the subject/course. The purpose of this pre-assessment is to find out what students already know and are able to do to avoid repetition and to give the student access to advanced and/or accelerated content.

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| <ul style="list-style-type: none"><li>● Work Samples/Performance Task</li><li>● District Formative Assessment</li><li>● Placement recommendations and specific data from previous teacher(s)</li><li>● Student input and self-evaluation and/or interview</li><li>● Parent input and information</li><li>● Specific teacher observational data</li><li>● Placement Test</li><li>● End of Book Test</li><li>● performance or products</li><li>● Chapter/Unit Tests</li><li>● with analytical scoring guide</li><li>● Final/Semester Exams</li><li>● Student survey of books already read</li></ul> | <ul style="list-style-type: none"><li>● Student Portfolio</li><li>● Essay Questions</li><li>● Lab Safety Test</li><li>● Lab Demonstration</li><li>● Standardized Test</li><li>● Journals</li><li>● Research Reports</li><li>● Peer evaluations of</li></ul> |
| <p>Arts</p> <ul style="list-style-type: none"><li>● Subject Specific Spelling and/or Vocabulary Test</li></ul>  | <ul style="list-style-type: none"><li>● Writing Samples scored</li><li>● Skills Test</li><li>● Performing Arts and Visual</li></ul>   |
| <p>Inventory</p>  | <ul style="list-style-type: none"><li>● Informal Reading</li></ul>  |

### **Opportunities for Parent Input and Discussion:**

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| <ul style="list-style-type: none"><li>● Conference(s) Fall/Second Conference</li><li>● Letter(s) to parent concerning plan conference</li><li>● Parent Input Form communication</li></ul> | <ul style="list-style-type: none"><li>● Telephone Contact</li><li>● Parent requested</li><li>● Other written</li></ul> |
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