



Portland Public Schools Syllabus Template

Instructor Amy LeBus

School Year 2007-2008

NCES/eSIS Course Number:	School: Wilson
<i>Course content must align with ODE curriculum definition</i>	
Subject: World Language/Spanish Course Title: Spanish 3-4 Honors Grade Level: 9-12	
Type of credit(s) earned: Elective Credit <input type="checkbox"/>	
Prerequisites: Students must have successfully completed Spanish 1-2 with a passing grade.	
Course description: Second year Honors Spanish is a communication class that incorporates speaking, listening, reading, and writing in Spanish. The year begins with a great deal of review from first year, but will quickly move into exposure to new language. In this accelerated class, students are expected to speak in Spanish at all times, and the teacher maintains the Spanish language for the duration of the class period. Students are also expected to make educated guesses about what they are hearing and reading in Spanish. In this class, they will begin to be able to manipulate the language, and carry on conversations. Through music, art, poetry, movement, and other activities, students will polish the skills they learned in first year Spanish, and add to their repertoire of vocabulary and structure. Second year Honors Spanish is a class that highlights vocabulary building, coupled with the addition of new grammatical structures. The combination facilitates the students' ability to communicate with greater proficiency in Spanish, and increases their level of listening and reading comprehension.	
Learning Objectives: Students will be able to speak, understand, read, and write Spanish at a level that is consistent with Benchmarks two and three from the Oregon State Content Standards. <ul style="list-style-type: none">• Students will be able to comprehend familiar ideas and details in short sentences and simple questions on a limited range of topics. They will advance to comprehend familiar ideas and details in statements and questions on everyday topics.• Students will be able to use simple memorized phrases, sentences, and questions on a limited range of topics. Students will advance to being able to use phrases, sentences, and questions to express ideas and some details on a range of topics.• Students will comprehend simple text by using contextual clues. They will advance to being able to comprehend main ideas and some supporting details from simple narratives and materials, such as menus, notes, schedules, and directions.• Students will be able to write short phrases, lists, and simple sentences. They will advance to being able to write/compose effectively for a variety of audiences and purposes.	
References, textbooks, and resources: Realidades	
Assessment/evaluation/grading policy: <u>Evaluation of Course Work:</u> <ol style="list-style-type: none">1. 35% PARTICIPATION: In-class speaking and listening activities and overall class participation2. 15% HOMEWORK: Daily class and homework assignments, binder checks3. 50% EXAMS: Speaking, listening, reading, and writing assessments; vocabulary and verb tests and quizzes, semester written/oral final exams; pop quizzes	

<u>Semester Grades:</u>		
98 – 100% = A+	88 – 89% = B+	78 – 79% = C+
94 – 97% = A	84 – 87% = B	74 – 77% = C
90 – 93% = A-	80 – 83% = B-	70 – 73% = C-
		69% -60% = D
		Below 60% = F
Behavioral expectations: Students are expected to speak Spanish when in class, and to consistently show respect to their teacher and peers. Other expectations are consistent with building and district policies.		
Safety issues and requirements Safety requirements are consistent with district and building policies.		
Additional opportunities: Check if appropriate/support requested		
<input type="checkbox"/> Field trips <input type="checkbox"/> Career Related Learning Experiences (CRLE's) <input type="checkbox"/> Internships or other Career Related <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Service Learning		
Schedule of topics/units covered (optional)		
Student Accommodation(s) ¹ and support available: (e.g., tutoring, differentiated instruction): The teacher is available outside of class for tutoring. Students who need extra help should make an appointment with the teacher and meet during lunch, after school, or during tutor time. Accommodations on assignments and exams will be made as needed for students with different needs. The teacher will work closely with case managers in Special Education to help meet the needs of all students.		
Signature of instructor completing this form: Amy LeBus		
Effective date of syllabus: September 4, 2007		School Year: 2007/2008
Department Head Approval <i>(if applicable)</i>		
Administrator Approval: <i>(by signing this form the administrator verifies that the course code written on this form is accurate and that this code has been correctly placed into eSIS by the school's data clerk and that the teacher listed on the syllabus meets the endorsement requirements as set forth by ODE and NCLB)</i>		