



## Spanish 1

### **Evidence Based Grading**

Final grades in this course will be determined using Evidence Based Grading (EBG). EBG determines grades that reflect what students know, understand, and can do.

**Purpose Statement:** *The purpose of evidence-based grading is to provide students with clear learning outcomes and instruction, collaborative feedback, grades that reflect proficiency and growth.*

**Course Description:** Learn through fun, music, videos, and storytelling! Be marketable by completing two or more years of Spanish to compete for jobs, colleges, and scholarships. You will be able to speak, listen, read, and write about a variety of basic and everyday topics. You will be able to identify products and practices that help you understand global and cultural perspectives.

**Attendance:** Students are required to be in school every day. Students are responsible for communicating with their teachers to make up for missed learning.

**Course Expectations:** Although not everything is graded, everything is important. In order to demonstrate growth and learning, students will need to:

1. Participate in class activities (take notes, work in a group, complete in class tasks, ask questions) without distractions (cell phones, games, etc.)
2. Use morning time and the teacher to seek help outside of class when needed.
3. Complete all assessments within teacher timelines.
4. Show respect for your teacher, your peers, and yourself. Our class will be a place of acceptance and growth for everyone.

### **Grading**

**Learning (Practice)** includes but is not limited to warm-ups, worksheets, in-class vocabulary and accuracy games, conversation practice, skits, canvas activities, listening journals, reading activities, etc.

**Assessment (Evidence)** includes conversations, skits, interpretive reading and listening, multi-step projects to show evidence in multiple skills, writing prompts, flipgrid presentations, etc.

### **Proficiency Scale**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exceeds Proficiency	Meets Proficiency	Approaching Proficiency	Developing Foundations

### **Course Skills:**

**Skill 1: Interpersonal Communication**

SKILL 1A - I can engage in spoken conversation.			
EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can maintain a spoken conversation using <b>above-level language</b> .	I can maintain a spoken conversation using <b>level appropriate language</b> .	I can maintain a spoken conversation using <b>level and below-level appropriate language</b> .	I can maintain a spoken conversation using <b>below-level appropriate language</b> .
SKILL 1B - I can engage in written conversation.			
EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can maintain a written conversation using <b>above-level language</b> .	I can maintain a written conversation using <b>level appropriate language</b> .	I can maintain a written conversation using <b>level and below-level appropriate language</b> .	I can maintain a written conversation using <b>below-level appropriate language</b> .

Skill 2: Presentational Communication			
SKILL 2A - I can create an original spoken message.			
EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can create a spoken message using <b>above-level language</b> .	I can create a spoken message using <b>level-appropriate language</b> .	I can create a spoken message using <b>level and below-level appropriate language</b> .	I can create a spoken message using <b>below-level appropriate language</b> .
SKILL 2B - I can create an original written message.			
EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can create a written message using <b>above-level language</b> .	I can create a written message using <b>level appropriate language</b> .	I can create a written message using <b>level and below-level appropriate language</b> .	I can create a written message using <b>below-level appropriate language</b> .

Skill 3: Interpretive			
SKILL 3A - I can interpret an audio/visual source.			
EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can <b>accurately</b> demonstrate <b>literal and interpretive comprehension</b> of an audio/visual source with details/reasoning.	I can <b>adequately</b> demonstrate <b>literal and interpretive comprehension</b> of an audio/visual source.	I can demonstrate <b>basic comprehension</b> of an audio or visual source.	I can demonstrate <b>minimal comprehension</b> of an audio/visual source.

SKILL 3B - I can interpret a written passage			
EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can <b>accurately</b> demonstrate <b>literal and interpretive comprehension</b> of a text with details/reasoning.	I can <b>adequately</b> demonstrate <b>literal and interpretive comprehension</b> of a text.	I can demonstrate <b>basic comprehension</b> of a text.	I can demonstrate <b>minimal comprehension</b> of a text.

**Grade Determination:**

The proficiency score for each skill will be determined based on recency, growth, and common trends on assessments. Semester Exams will be given to students as a chance to reperform in any skill that has not yet met proficiency.

A	B	C	D	F
100% - 90%	80% - 89%	70% - 79%	60% - 69%	0% - 59%
All skills achieved at 3 or 4 levels	All skills achieved at 2, 3 or 4 levels with at most one skill at 2 level	All skills achieved at 2, 3 or 4 levels with two or more skills at 2 level	All skills achieved at 1, 2, 3 or 4 levels with at most one skill at 1 level	All skills achieved at 1, 2, 3 or 4 levels with two or more skills at 1 level

**Central High School Courses:**

- Will determine grades based on student learning and growth.
- Will not include practice and behavior in grade determination.
- Will give all students regardless of absence an opportunity to demonstrate learning.
- Will not include extra credit.

**Instructional Resources:**

- Senderos 1. Vista Higher Learning, 2018
- [www.adiostextbook.com](http://www.adiostextbook.com)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quizlet.com](http://www.quizlet.com)
- www.youtube.com (Dreaming Spanish Channel - Selected Beginner Videos)
- [www.audiolingua.com](http://www.audiolingua.com) (Selected Clips)
- www.youtube.com (Spanish Playground Conversational Videos)

- Teacher’s Discovery Integrated Performance Assessments (Novice Level)
- Cancion, Mira. *El escape cubano*, 2017
- Glasgow, Mary. “*Ahora*” *Scholastic Magazine* (Level 2)
- <https://spanish.yabla.com/> (Selected Videos)
- [www.señorwooly.com](http://www.señorwooly.com) (TPRS Music Stories)

**Course Calendar/Pacing:**

<b>U1: Nuevos Amigos</b>	<b>U2: Familia</b>	<b>U3: Pasatiempos</b>	<b>U4: Comida</b>	<b>U5: Escape Cubano</b>
No School	PD (No students)	Work Day (No students)	Día de los Muertos (3 lessons)	

		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
W1	21	22	23	24	25
W2	28	29	30	31	

					1
W3	4	5	6	7	8
W4	11	12	13	14	15
W5	18	19	20	21	22
W6	25	26	27	28	29

W7	2	3	4	5	6
W8	9	10	11	12	13
W9	16	17	18	19	20
W10	23	24	25	26	27
W11	30	31			

			1	2	3
W12	6	7	8	9	10
W13	13	14	15	16	17
x	20	21	22	23	24
W14	27	28	29	30	

					1
W15	4	5	6	7	8
W16	11	12	13	14	15
x	18	19	20	21	22
x	25	26	27	28	29

W17	1	2	3	4	5
W18	8	9	10	11	12
W19	15	16	17	18	19
W20	22	23	24	25	26
W21	29	30	31		

W22				1	2
W23	5	6	7	8	9
W24	12	13	14	15	16
W25	19	20	21	22	23
W26	26	27	28	29	

					1
W27	4	5	6	7	8
W28	11	12	13	14	15
W29	18	19	20	21	22
x	25	26	27	28	29

W30	1	2	3	4	5
W31	8	9	10	11	12
W32	15	16	17	18	19
W33	22	23	24	25	26
W34	29	30			

			1	2	3
W35	6	7	8	9	10
W36	13	14	15	16	17
W37	20	21	22	23	24
	27	28	29	30	31