Spanish 2

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: Your passport to global opportunities awaits! Be marketable by completing two or more years of Spanish to compete for jobs, colleges, and scholarships. You will expand on your knowledge of the language and culture. You will enhance your speaking, listening, reading, and writing abilities on a variety of new topics with the addition of past experiences. You will be able to continue to discover products and practices to help you understand global 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.

Essential Skills: In all of our Spanish courses, students will work towards developing proficiency in the following skills. In addition, Hispanic culture will be a focus that is integrated throughout the curriculum.

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 **above-level language.**	I can maintain a spoken conversation using **level appropriate language.**	I can maintain a spoken conversation using **level and below-level appropriate language.**	I can maintain a spoken conversation using **below-level appropriate language.**
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 above-level language.**	I can maintain a written conversation using **level appropriate language.**	I can maintain a written conversation using **level and below-level appropriate language.**	I can maintain a written conversation using **below-level appropriate language.**

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 **above-level language.**	I can create a spoken message using **level-appropriate language**.	I can create a spoken message using **level and below-level appropriate language.**	I can create a spoken message using **below-level appropriate language.**
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 **above-level language.**	I can create a written message using **level appropriate language.**	I can create a written message using **level and below-level appropriate language.**	I can create a written message using **below-level appropriate language.**

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 **accurately** demonstrate **literal and interpretive comprehension** of an audio/visual source with details/reasoning.	I can **adequately** demonstrate **literal and interpretive comprehension** of an audio/visual source.	I can demonstrate **basic comprehension** of an audio or visual source.	I can demonstrate **minimal comprehension** 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 **accurately** demonstrate **literal and interpretive comprehension** of a text with details/reasoning.	I can **adequately** demonstrate **literal and interpretive comprehension** of a text.	I can demonstrate **basic comprehension** of a text.	I can demonstrate **minimal comprehension** of a text.

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 instructional activities in and outside of class and are not used in grade determination. In Spanish this includes but is not limited to taking notes, studying vocabulary and grammar, completing worksheets, speaking, listening, reading and writing activities, games, online resources, etc.

Skyward Assessment (Grades) Individual mastery of the three communication skills (interpersonal, presentational, interpretive) in a variety of assessment forms will determine the grade for Spanish. Types of assessments may include discussions/conversations, flipgrid dialogues, skits, presentations, written responses to scenarios, interpretive reading and listening assessments and more.

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 re perform 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 performance 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 2.* Vista Higher Learning, 2018
- www.adiostextbook.com
- www.conjuguemos.com
- www.quizlet.com

- www.youtube.com (Dreaming Spanish Channel - Selected Beginner Videos)
- www.audiolingua.com (Selected Clips)
- Teacher's Discovery Integrated Performance Assessments (Novice Level)
- Cervantes, Miguel de. *Don Quijote.* Adapted by Elena and Skip McWilliams.
- Glasgow, Mary. *"Ahora" Scholastic Magazine* (Level 2)
- https://spanish.yabla.com/ (Selected Videos)
- *El Hombre de Jengibre.* Translated by McCafferty, Catherin, *2008* (The Gingerbread Man)
- Silverstein, Shel. *El árbol generoso.* Translated by unknown. (The Giving Tree)
- www.señorwooly.com (TPRS Music Stories)

Course Calendar/Pacing:

U1: Identity & Interests	U2: A Healthy Life	U3: Un Viaje a Costa Rica	U4: Childhood Memories	U5: Don Quijote
No School	PD (No students)	Work Day (No students)	Día de los Muertos (3 lessons)	

August 2023

		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	

September 2023

					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

October 2023

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			

November 2023

			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	

December 2023

					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

January 2024

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		

February 2024

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	

March 2024

					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

April 2024

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			

May 2024

			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

Instructor(s) Contact Information 2023-2024:

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Abbi Arceneaux *(long-term sub from September-December)*