

Crook County School District

where students dream, learn, & succeed



<u>School</u> : Crook County High School		<u>Instructor</u> : Julie O'Neill
<u>Course</u> : Spanish 1A and Spanish 1B		<u>Email</u> : julie.oneill@crookcountyschools.org
☒	Trimester #1	<u>Phone</u> : 541-416-6900,X3156
☒	Trimester #2	<u>Methods for Communicating with Families</u> : Email Parent Square Synergy
☒	Trimester #3	
<u>Course Description</u> : • This course provides students with the ability to communicate using the four-language skills: listening, speaking, reading and writing. First year Spanish provides the basic language structure and vocabulary useful for students to be able to communicate about themselves, others, and their familiar surroundings. Students will be able to ask and answer questions, receive directions and give simple descriptions in the target language. Students will learn to apply Spanish in real life basic situations.		
<u>Learning Standards/Targets</u> : COMMUNICATION - Communicate in Languages Other Than English • Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions • Standard 1.2: Students understand and interpret written and spoken language on a variety of topics • Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. CULTURES - Gain Knowledge and Understanding of Other Cultures • Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied • Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied		

CONNECTIONS - Connect with Other Disciplines and Acquire Information

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS - Develop Insight into the Nature of Language and Culture

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES - Participate in Multilingual Communities at Home & Around the World

- Standard 5.1: Students use the language both within and beyond the school setting
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Instructional Materials:

- Core Texts: Realidades 1 - Savvas Learning Company
- Films, Videos/Other Electronic Media: [Conjuguemos](#), [Kahoot](#), [Quizlet](#), [Quizizz](#), [Blooket](#), <https://www.senorwooly.com/>, [youtubes](#) See attached document for videos
- Novels: None
- Other Supplementary Curriculum (Articles, etc.): none
- Planned Guest Speakers: Hosting exchange student representative

All Instructional Materials must comply with CCSD School Board [Policy IIA](#) & [Policy IIA-AR](#). A copy of core and supplemental curriculum will be available in the curriculum office for review.

A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

Notification of the Right to Object to the Use of Material:

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection to materials is consultation with the classroom teacher or library staff and providing a written complaint. The district official or staff member initially receiving a complaint shall explain to the complainant the district's selection procedure, criteria and qualifications of those persons selecting the material. A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment. The materials shall remain in use unless removed through the procedure in section 4. F. (2) of this regulation.

The teacher or library staff receiving the initial complaint shall advise the principal of the initial contact within 24 hours, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contract shall be maintained by the principal and sent to the superintendent's office.

In the event that the person making an objection to material is not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who will provide a Request for Reconsideration form.

For more details, see [CCSD School Board Policy IIA-AR](#).

Citizenship, Classroom Rules, Behavior Expectations:

- *The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner during the school day and during district-sponsored activities.*

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured to each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment.

- See [CCSD Board Policy JFC](#) for more details.

Grading System:

- *The district's grading system shall be based on Board-adopted course content and is designed to enable the student and parent to clearly know how well the student is achieving course requirements at the student's current grade level or course content level, and be based on the student's progress toward mastery of a continuum of knowledge and skills outlined in Oregon State Standards. Absenteeism or misconduct shall not be the sole criterion for the reduction of students' grades. Behavioral performance shall be reported separately. The district will use letter grades (A,B,C,D,F) that can be converted into a 4 to 0 reporting system in grades 6-12. All AP courses are graded on a 5.0 grading scale.*
- *Grades will be based on many factors, such as: basic instructional assignments, both oral and written; results from various assessment instruments, including critical content short cycle assessments as well as quizzes and exams; class participation; special assignments; research; activities of various types of kinds and special contributions.*
- See CCSD School Board [Policy IKA](#), [Policy IK](#), & [Policy IK-AR](#) for more details.

Grading Scale:

- A+: 100-98 A: 97-93 A-: 92-90
- B+: 89-88 B: 87-83 B-: 82-80
- C+: 79-78 C: 77-73 C-: 72-70
- D+: 69-68 D: 67-63 D-: 60-62
- F: 59-0

Course Grading Criteria/Weighting

- In-class work: 15%
- Quizzes: 25%
- Tests/projects: 60%

**[Policy IK-AR](#): Achievement of learning standards will be assessed separately from behavior.*

Make Up Policy:

- 1) **Assessment Retakes:** *Policy IK-AR Teachers will provide students with multiple opportunities to demonstrate mastery of each standard. Students will be provided with at least two opportunities to retake assessments. A student who retakes an assessment will not be penalized. Teachers can modify assessments (more rigorous to account for greater time allowed for preparation.) Teachers will determine student requirements for assessment retakes that align with Policy IK-AR. Students will have until the mid-term to make up assessments/projects from the beginning of the trimester to the mid-term date. Students will have from mid-term to one week prior to the last day of the trimester to make up the 2nd half of the trimester missing assessments/projects. Students must communicate with the teacher if there are other extenuating circumstances that warrant more time.*

- 2) **Homework/Daily Work:** *Achievement of learning standards will be assessed separately from behavior (i.e. attendance, disruption, late work, tardiness, preparation, effort, attitude, etc.). Teachers may set guidelines around submission timelines, as this category is tied to learning progress, please refer to policy IK-AR.*

**For all courses that articulate with a college or university, it is required that the syllabi match the accrediting institution, rather than the CCSD syllabus model.*

Please sign and return your Syllabus. Parents/Guardians if you have any questions or concerns please contact your student's teacher.

Student Name: _____ Date: _____

Parent Name: _____ Date: _____

Parent Signature: _____