

# OMAHA NORTH HIGH SCHOOL



## COURSE NAME SPANISH FOR SPANISH SPEAKERS 1-4

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**Plan Periods: A7/B2**  
**Classroom: 174**  
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### Course Description

This course is designed for students who speak Spanish in different levels but have difficulty reading and writing the language. Most of these students feel more comfortable speaking, reading, and writing in English. Students will develop basic Spanish literacy skills along with gaining a deeper knowledge of the culture, history, and literature of the Spanish language. The course is taught in Spanish.

Prerequisite: Native Spanish Speaker Grade Level: 9,10, 11, 12 Status: Elective Duration: 2 semesters

### Major Units of Study

Identity, Cultural heritage, Health and quality of life, Jobs and professions, Trade activities, Science and technology.

### Course Expectations

Course units provide learners with opportunities to interact and engage with authentic materials and adolescent speakers of the language. By learning in an intercultural context, students acquire communication skills and content knowledge while exploring the products, practices, and perspectives of Spanish-speaking cultures.

### Class Rules and Expectations

- Treat others with respect at all times.
- Respect your classmates and your teacher.
- Listen and follow directions.
- Turn in completed assignments on time.
- Keep hands, feet, and objects to yourself.
- Do what your teacher asks immediately.
- Be in your seat when the bell rings.
- Be on task during work times.
- Be prepared every day with required items.
- Ask for help when you need it.
- Raise your hand to participate or to speak

### Consequences

- Some may include and not limited to:
- Verbal admonition
  - Teacher-student meeting
  - Parent/guardian e-mail or phone call
  - Referral.

### Assessments

#### **OPS Secondary Grading Practices**

All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

**There are three types of coursework:**

- ***Practice*** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.
- ***Formative (35% of the final grade)*** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three-paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.
- ***Summative (65% of the final grade)*** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

<b>OPS Grading Scale</b>	
A	3.26 – 4.00
B	2.51 – 3.25
C	1.76 – 2.50
D	1.01 – 1.75
F	0.00 – 1.00

**Missing Coursework**

Work not turned in at all will be recorded in Infinite Campus (district grade book) as an M for missing which calculates to a score of zero.

**Redoing/Revising Coursework**

Students may be allowed redos and revisions of coursework for full credit during that unit of study based upon the teacher’s professional judgment and evidence collected throughout the unit. Scores for student work after retaking, revision or redoing work will not be averaged with the first attempt at coursework or assessment but will replace the original student score.

**Late Coursework**

Students are expected to complete coursework on time. Late coursework might be accepted for full credit until the end of the unit based on the teacher’s professional judgment and evidence collected throughout the unit. Accepted late work will not result in a reduction, and the M (missing) will be replaced with the score earned by the student. The teacher or school may make exceptions depending up on student circumstances (such as prolonged absences due to illness).

## OPS Secondary Proficiency Scale

<b>Advanced</b>	<b>4</b>	<p>The student consistently demonstrates a thorough understanding of course content/grade level standard by making in-depth inferences and showing extended applications of the course content/grade level standard(s).</p> <p>The student performs consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> <li>• Exceeds expected course content/grade level standard</li> <li>• Applies skills and strategies in new and unfamiliar situations</li> </ul>
<b>Proficient + (Approaching Advanced)</b>	<b>3.5</b>	<p>The student demonstrates partial success at showing a thorough understanding of course content/grade level standard by making in-depth inferences and applications of the course content/grade level standard(s).</p> <p>The student performs with partial success at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> <li>• Demonstrates success toward exceeding course content/grade level standard</li> <li>• Applies skills and strategies consistently in familiar situations, and at times, in unfamiliar situations</li> </ul>
<b>Proficient</b>	<b>3</b>	<p>The student demonstrates a proficient understanding of the expected course content/grade level standard(s).</p> <p>The student performs at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> <li>• Meets expected course content/grade level standard</li> <li>• Retains information and applies skills and strategies in familiar situations</li> </ul>
<b>Basic + (Approaching Proficient)</b>	<b>2.5</b>	<p>The student demonstrates an adequate understanding of the information for the course content/grade level standard(s).</p> <p>The student performs with partial success at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> <li>• Partially meets expected course content/grade level standard</li> <li>• Retains information and at times applies skills and strategies in familiar situations</li> </ul>
<b>Basic</b>	<b>2</b>	<p>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s).</p> <p>The student performs the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> <li>• Partially meets expected course content/grade level standard</li> <li>• Retains information and simple processes in familiar situations</li> </ul>
<b>Approaching Basic</b>	<b>1.5</b>	<p>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s).</p> <p>The student struggles to perform the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> <li>• Partially meets some of expected course content/grade level standard</li> <li>• Retains some information and simple processes in familiar situations</li> </ul>
<b>Below Basic</b>	<b>1</b>	<p>The student demonstrates difficulty in understanding the information and performing the skills expected for the course/grade level standard(s).</p> <ul style="list-style-type: none"> <li>• Performs below expected course content/grade level on the standard.</li> <li>• Has difficulty retaining information and applying skills and strategies</li> </ul>
<b>Failing</b>	<b>0</b>	<p>The student demonstrates little or no evidence of understanding the information or skills required for the course content/grade level standard(s).</p>

NOTICE: This syllabus sets forth a tentative course of study. However, the instructor may adjust this schedule because of weather, unplanned events, or curricular adjustments based on students' needs. Any modifications will not substantially change the objectives or grading in this course and will conform to the policies and guidelines of Omaha Public Schools.