

ADLAI E. STEVENSON HIGH SCHOOL
COURSE DESCRIPTION
SPA101/SPA102 - SPANISH 1

I. COURSE DESCRIPTION

Students begin to develop their competence in Spanish across three modes of communication: interpersonal, presentational, and interpretive. They will explore the language in the context of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks are focused on the acquisition and recognition of basic stated information in the target language. Practice is provided regularly, both within the classroom and at home. Additionally, students explore the target culture, make comparisons and connections with their own experiences, and come to view language learning as a life-long pursuit. The expectation is that the communication in the classroom takes place in Spanish increasingly throughout the year.

Targeted performance-toward-proficiency level NOVICE LOW

II. PROFICIENCY SCALE

The following descriptors will be used to communicate students' proficiency in each skill on assessments.

EXCEEDS	MEETS	APPROACHING	DEVELOPING	MISSING EVIDENCE
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III. SKILLS AND STANDARDS

Success criteria will be shared at the beginning of each unit or theme of study and co-constructed with students throughout the assessment process.

SKILL I: PRESENTATIONAL COMMUNICATION: *Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.*

Standard 1A: I can create an original spoken message. (Presentational Speaking)

Exceeding	Meeting Standard	Approaching	Developing
I can independently create a spoken message using above-level language.	I can independently create a spoken message using level appropriate language.	I can independently create a spoken message using level and non-level appropriate language.	I can independently create a spoken message using non-level appropriate language.

Standard 1B: I can create an original written message. (Presentational Writing)

Exceeding	Meeting Standard	Approaching	Developing
I can independently create a written message using above-level language.	I can independently create a written message using level appropriate language.	I can independently create a written message using level appropriate language.	I can independently create a written message using level appropriate language.

SKILL II: INTERPERSONAL COMMUNICATION: *Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions*

Standard 2A: I can engage in conversation. (Interpersonal Speaking)

Exceeding	Meeting Standard	Approaching	Developing
I can independently maintain a conversation using above-level language.	I can independently maintain a conversation using level appropriate language.	I can independently maintain a conversation using level and non-level appropriate language.	I can independently maintain a conversation using non-level appropriate language.

SKILL III: INTERPRETIVE SKILLS: *Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.*

Standard 3A: I can interpret an audio/visual source. (Listening/Viewing)

Exceeds (4) - I can accurately demonstrate literal and interpretive comprehension of an audio or visual source with insightful

details/reasoning.

Meets (3) - I can adequately demonstrate literal and interpretive comprehension of an audio or visual source.

Approaching (2) - I can demonstrate basic comprehension of an audio or visual source.

Developing (1) - I can demonstrate minimal comprehension of an audio or visual source.

Standard 3B: I can interpret a written passage. (Reading)

Exceeds (4) - I can accurately demonstrate literal and interpretive comprehension of a text with insightful details/reasoning.

Meets (3) - I can adequately demonstrate literal and interpretive comprehension of a text.

Approaching (2) - I can demonstrate basic comprehension of a text.

Developing (1) - I can demonstrate minimal comprehension of a text.

IV. GRADE DETERMINATION:

The Interactive Report Card ([IRC](#)) communicates missing assessments/assignments, teacher comments, and concerns with students' social-emotional learning (SEL). The [IRC](#) will be used to communicate students' proficiency in each learning target, overall trend towards proficiency in each standard, and the *predicted* semester letter grade. The semester letter grade will be informed by the student's learning proficiencies over the semester-long body of work with consideration to retain proficiencies and growth over time. Mastery of learning targets leads to mastery of course standards which in turn leads to mastery of the course.

Semester Letter Grade	Proficiency Levels on Course Skills
A	Proficiency level of Exceeds or Meets in each skill
B	Proficiency level of Approaching in any skill and Meets or Exceeds in all remaining skills
C	Proficiency level of Approaching in two or more skills and Meets or Exceeds in any remaining skills - OR - Proficiency level of Developing in only one skill and Meets or Exceeds in any remaining skills
D	Proficiency level of Developing in only one skill with Approaching proficiency for one or more remaining skills
F	Proficiency level of Developing in two or more skills

Important Note: If a student has missing evidence in the form of M in any amount, then the student runs the risk of failing the course. In these cases, there may not be enough evidence to determine target proficiency nor a course grade.

PERFORMANCE ASSESSMENTS:

- Presentational Speaking and Writing
- Interpersonal Speaking
- Interpretive Listening and Reading

FORMATIVE LEARNING CHECKS OF SUPPORTING CONTENT:

- Vocabulary
- Grammatical structures

SPECIFIC COURSE ACTIVITIES: In order to make satisfactory progress towards course objectives, students will need to:

1. Participate in class activities (take notes, work in a group, complete in class tasks, ask questions)
2. Complete assigned homework as needed in order to improve learning.
3. Use formative assessments to track learning progress and identify strengths and areas for growth with the course content and complete outside practice activities when necessary.
4. Complete all assessments.
5. Create and follow through on a plan of improvement when demonstrating little to no understanding of learning targets.

TEXTBOOK/E-BOOK: N/A

- Teacher will provide materials (paper and/or digital)