

# West Ashley High School Syllabus

## Spanish I 365100 CW Grades 9 – 12 Credit: 1 unit

**Instructor:** Mrs. Melissa A. Stewart

**Course Description:** This course is the first part of the Beginning Level of language study. It is designed to develop basic language skills in Spanish through practical activities that focus on meaningful personal communication. Through the aural-oral method of instruction, Beginning Level students will be able to understand simple questions in limited contexts, orally express themselves using structured vocabulary and grammar, read simple sentences, and write a 5 – 10 line paragraph. Students will also study the customs of Spanish speaking people.

**Prerequisite:** None.

**Course Text:** Exprésate Uno

### **Materials/Resources required of the student:**

- 3-ring binder
- pencils/pens
- 1thumb drive
- markers, colored pencils, etc..
- loose leaf paper (several packages)
- 1 clean computer disk - NO files!
- MANY index cards (size unimportant)
- one very POSITIVE ATTITUDE!!!

### **Description of the students enrolled in the course:**

Students enrolled in this course are primarily in the ninth or tenth grades. There are a mixture of ability levels (college preparatory and honors students) and interests. Some students are exploring a second language, others are native speakers who have not had formal training in the language. Students in this course generally prefer a mixture of “whole language” approaches as well as the more traditional grammar based instruction in foreign language learning.

### **Course Objectives:**

Beginning Level students will be able to understand simple questions in limited contexts, orally express themselves using structured vocabulary and grammar, read simple sentences, and write a 5 – 10 line paragraph. Students will also study the customs of Spanish speaking people.

**Units of Instruction / Course Calendar:**

<p><b><u>Dates Of Instruction*</u></b></p> <p><small>*dates are subject to change due in accordance with district and school activities</small></p>	<p><b><u>Title of Unit</u></b></p>	<p><b><u>Objectives</u></b></p> <p>The student will be able to:</p>	<p><b><u>Standards Addressed</u></b></p>
<p>August 21 - September 16</p>	<p><i><u>Etapa Preliminar</u></i></p>	<p>Greet others</p> <p>Exchange phone numbers</p> <p>Recite days of the week</p>	<p>1.1, 1.2, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2</p>
<p>September 19 - October 7</p>	<p><i><u>Unidad Uno Etapa Uno</u></i></p>	<p>Introduce others</p> <p>Express likes</p> <p>Use subject pronouns correctly</p> <p>Use gustar constructions</p>	<p>1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2</p>
<p>October 9 - October 22</p>	<p><i><u>Unidad Uno Etapa Dos</u></i></p>	<p>Describe others</p> <p>Describe clothing</p> <p>Distinguish between correct use of definite and indefinite articles</p> <p>Apply noun / adjective agreement</p>	<p>1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2</p>
<p>October 24 - November 20</p>	<p><i><u>Unidad Uno Etapa Tres</u></i></p>	<p>Describe family</p> <p>Ask and tell ages</p> <p>Give dates</p> <p>Express possession</p> <p>Conjugate tener</p>	<p>1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2</p>

November 26 - January 16	<u>Unidad Dos</u> <u>Etapa Uno</u>	Describe classes and classroom objects  Express frequency  Discuss obligations  Conjugate and use regular, present tense –ar verbs	1.1, 1.2, 1.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2
January 22 - February 5	<u>Unidad Dos</u> <u>Etapa Dos</u>	Discuss schedules  Ask and tell time  Form questions  Conjugate and use ir and estar	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2
February 6 - February 19	<u>Unidad Dos</u> <u>Etapa Tres</u>	Discuss plans  Sequence events  Describe places and people  Conjugate and use regular, present tense –er and –ir verbs  Conjugate and use “yo – go” verbs	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2
February 19 - April 2	<u>Unidad Tres</u> <u>Etapa Uno</u>	Extend invitations  Express feelings  Describe events in the immediate past  Conjugate and use acabar, venir	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2
March 18 - April 7	<u>Unidad Tres</u> <u>Etapa Dos</u>	Talk about sports  Express preferences  Make comparisons  Distinguish use of saber and conocer  Conjugate and use stem changing verbs e-ie, u-ue	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

April 10 - May 5	<u>Unidad Tres</u> <u>Etapas Tres</u>	Describe the weather  Discuss clothing and accessories  Describe how you feel  Use direct object pronouns  Conjugate and use stem changing verbs e-i, o-ue  Use tener expressions	1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2
May 8 - May 26	<u>Year End</u> <u>Review</u>	Synthesize all material learned throughout the course	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

**\*Description of Projects and Assignments:**

Students enrolled in this course will complete a cultural study project; and Powerpoint presentations that focus on one or more aspect of concepts studied during the course. Students will be given approximately three weeks to complete the assignments and will be given a handout detailing the format and requirements for successful completion of each project. All handouts will also be posted on the class website.

**\*Evaluation Scale and Criteria:**

Students will be evaluated using the following criteria:

Tests / Projects – 40%

Classwork / Homework –20%

Quizzes – 30 %

Participation – 10%

**\*Description of System Used to Record Grades:**

Grades will be kept using the Integrate Pro software program. Backups will be done frequently to ensure protection of all data.

**Resource List:**

The following is a partial list of additional resources this course, in addition to the supplemental materials provided by the textbook publisher:

- Books:
- Situaciones
  - Bienvenidos
  - Exercises in Spanish Grammar, Books 1 & 2
  - Spanish Puzzlers
  - Spanish is Fun
  - Teach them Spanish, Grades 4 & 5
  - Mexican Papercutting

Over-Cabeza Transparency Games  
Juguemos

Websites      my.hrw.com  
                  puzzlemaker.school.discovery.com  
                  Studyspanish.com:  
                  Quia.com  
                  Learns spanish.com  
                  Cnn.com  
                  Teachers.net  
                  Dayofthedead.com

Videos:        Selena  
                  Stand and Deliver  
                  Take the Lead  
                  Standard Deviants: Spanish  
                  Spanglish

**\*Class Rules:**

Class rules are posted in the front of the classroom, printed in the parent brochure, and posted periodically on the class website.

- \*Be seated when the bell rings.                      \*Bring all materials every day
- \*Follow ALL directions the *first* time.            \*Eating/Drinking/Gum chewing is prohibited.
- \*Follow ALL W.A.H.S. rules, policies, and procedures.

**Behavior Management System:**

\*\* Students are rewarded for positive choices through the use of verbal praise, classroom recognition, participation in special classroom activities, parental notification, homework passes, and recommendation for school wide recognition, Consequences for choosing to make bad decisions will include: \*\*

- Step One: warning
- Step Two: 30 minute detention and / or parental notification
- Step Three: 60 minute detention and / or parental notification
- Step Four: referral to administration and parental notification

Students who choose to severely disrupt the classroom environment, in ANY manner, may be sent directly to administration. Behavioral contracts may also be employed when situations warrant.

**\*\*Special Considerations:**

Absences: Students will find that learning a second language is virtually impossible on their own. Therefore, it is critical that students attend EVERY class. If a student is absent from class it is HIS / HER responsibility to get any notes, handouts homework assignments, etc from the class (es) that were missed. Students should make arrangements with a fellow classmate to copy missing notes. Handouts will be located in a prominent place in the classroom. If a student is absent the day of a test, quiz, project due date, AND has an excused absence, the student will be allowed to take a makeup test/quiz or turn in the project. If the absence is UNEXCUSED, the student will receive a

ZERO for the assignment. Tests and quizzes may NOT be made up during classtime. The student must make arrangements before or after school, during lunch, or during a study hall to take the test. All work must be completed with 5 days after the date of the absence. Students requiring further explanation of the material they missed, may make arrangements with the teacher for additional help. Students are also welcome to sit in other sections of the same class for further reinforcement, at the discretion of the teacher.

*Tardy to class:* Students must be in their seat when the tardy bell sounds in order to marked present and on time. Students who are tardy should KNOCK and wait for the teacher to admit them to class. Students are NOT excused from ANY assignments (including bellwork) due to tardiness.

*Homework:* Homework will be collected at the beginning of the class period. The teacher may collect the assignment, or give credit for completion as the students are completing the bellwork. LATE HOMEWORK WILL NOT BE ACCEPTED.

Students should refer to the parent brochure for a complete listing of classroom procedures.

**\*\*Communication with Parents:**

Every effort will be made to keep in touch with the parent of each student. Grade reports will be issued every 4 ½ weeks through the school. Parent conferences can be held most Tuesdays and Thursdays and are scheduled through the main office. Parent phone calls are made periodically throughout the term and all messages will be returned promptly. Parents are also encouraged to email the teacher through the class website. Parents are also asked to sign the parent brochure at the beginning of the term.