Español I/IA
Instructor: Colleen O’Connell, 2019-2020

Course Overview: Students will begin in the novice level of learning Spanish as they explore the diverse cultures of the Spanish-speaking world. They will move from basic comprehension of everyday conversations through their text book and other resources as they begin to identify the products, practices and perspectives of the cultures they study. As students work to learn the present and immediate future and past tenses, they will be learning to communicate at a basic level as well as master vocabulary and grammar.

Units and Activities: What will we be learning about and doing in this course?
- Regular paired conversation activities
- Listening to music
- Watching movies
- Interpreting and discussing authentic resources verbally and in writing
- Completing grammar practice activities
- Playing vocabulary review games
- Making cultural comparisons through oral presentations and in writing

Units: Students can follow this general outline to see the path of the year and what they will learn to be able to do. In addition, students will participate in the Identity Project, in which they will choose a Spanish-speaking country, learn these concepts below in the context of their “identity.”

<table>
<thead>
<tr>
<th>Unit</th>
<th>Themes and AP connection*</th>
<th>Resources</th>
<th>Grammar</th>
<th>Summative Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting others</td>
<td>Greetings and good-byes, courtesy, personal identification, Numbers 1-30</td>
<td>Videos and songs</td>
<td>Nouns and articles, singulars and plurals, present tense of the verb SER, telling time</td>
<td>Interpersonal communication: Introducing self to another and exchanging information by writing and then memorizing an original script. Summative on vocabulary</td>
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<td></td>
<td>Personal and public identities*: language and identity, multiculturalism</td>
<td>Reading on phones and greetings Text activities Online practice Panorama: Spanish in the USA</td>
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<tr>
<td>School life</td>
<td>Classroom and subjects,</td>
<td>Videos and interviews with exchange</td>
<td>Present tense of AR verbs, present tense</td>
<td>Comparison of school life in Vermont to</td>
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<tr>
<td>classes</td>
<td>Talking about location</td>
<td>Expressing likes and dislikes</td>
<td>Expressing hesitation</td>
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<td>schedules, days of the week, numbers higher than 30</td>
<td>students, text activities, songs</td>
<td>of verb ESTAR, me gusta/no me gusta</td>
<td>Spain making a visual presentation and talking about the differences and similarities</td>
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<td>Contemporary Life*: education</td>
<td>Readings about school</td>
<td>Writing about school</td>
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<td></td>
<td>Panorama about España</td>
<td>Online practice</td>
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<td></td>
<td>Online practice</td>
<td>Summative on grammar</td>
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<tr>
<td>Family</td>
<td>Family identification, relationship</td>
<td>Describing people and ages</td>
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<td>Family members and professions</td>
<td>Families and Communities*: family structures, friendship and love, age and class, customs and ceremonies</td>
<td>Family tree, Reading about names and families</td>
<td>Present tense: eri, ir, tener, venir</td>
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<td></td>
<td>Reading about school</td>
<td>Online practice</td>
<td>Adjectives: possessive, descriptive</td>
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<td></td>
<td>Panorama: Ecuador</td>
<td>Online practice</td>
<td>Me gusta-me encanta</td>
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<td></td>
<td>Panorama: Ecuador</td>
<td>Online practice</td>
<td>Tema: Writing an electronic message about your family</td>
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<td></td>
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<td>Online practice</td>
<td>Summative on grammar</td>
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<td>Pastimes</td>
<td>Making plans</td>
<td>Extending invitations</td>
<td>Apologizing</td>
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<td>Pastimes and sports</td>
<td>City</td>
<td>Present tense of IR</td>
<td>Presentational Speaking and writing</td>
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<td>Stem-changing verbs</td>
<td>Tema: Recreational opportunities in Vermont</td>
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<td>Irregular yo forms</td>
<td>Final Assessment</td>
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**Standards: What knowledge and skills will I gain by the end of this course?**

This course will assess the knowledge and skills students build in key Anchor Standards and Content Standards.

**Anchor Standards:**
This course will assess the knowledge and skills students build in key Anchor Standards. A student will have multiple opportunities to show their proficiency in each Anchor Standard. Below, each Anchor Standard for this course is named and described, from the world readiness standards for learning language.

**COMMUNICATION**
COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES

CULTURES

INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING

CONNECTIONS

CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS

COMPARISONS

DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE

COMMUNITIES

COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

Course Standards: This course builds student knowledge and skill using the World-Readiness Standards for Learning Languages. The course standards for Spanish IA are:

Communication

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **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.

Cultures

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections
Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons

- Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities

- Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Assessment of Learning

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<th>1.7*</th>
<th>2.0</th>
<th>2.3</th>
<th>2.7</th>
<th>3.0</th>
<th>3.3</th>
<th>3.7</th>
<th>4.0</th>
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<tr>
<td>NC*</td>
<td>NC*</td>
<td>NC*</td>
<td>C</td>
<td>C+</td>
<td>B-</td>
<td>B</td>
<td>B+</td>
<td>A-</td>
<td>A</td>
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| Presentational Communication | I cannot demonstrate suitable treatment of topic, dialogue has limited organization-Recording is partially understandable; errors cause confusion for reader | I can demonstrate generally effective treatment of topic, reading and responding to an organized dialogue -Recording is fully understandable, with some errors which do not impede comprehensibility | I can demonstrate generally effective treatment of topic, reading and responding to an organized dialogue -Recording is fully understandable, with some errors which do not impede comprehensibility | I can demonstrate effective treatment of topic, reading and responding to an organized dialogue -Recording is fully understandable, occasional errors do not impede comprehensibility |

* scores in the “Beginning range” are well below proficient and thus they are below passing.
Assessment Types:
Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative assessments, Summative assessments, and Habits of Work for Learning. Each is briefly described below:

**Formative Assessments:** Formative = Forming my knowledge and skills. Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in Anchor Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

**Summative Assessments:** Summative = Summation of my knowledge and skills. Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria for students to understand how they are performing.

**Habits of Work for Learning:** Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to content. WUHSMS teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.

Assessment Scoring:
Teachers will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below:

**HOWL Scoring**
HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

How is my Overall Course Grade Determined?
Overall course grades will be reported as letter grades and will be comprised of:

- Formative & Summative Scores: 95%
- HOWLs: 5%

For more information, please see the WUHSMS student handbook.

Communication:
**How Do I Know My Grades?**
- On Summative Assessments, a teacher will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments
By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope

By monitoring the grades sent home quarterly through report cards

Where Can I Find This Syllabus during the School Year?
- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running.

How Do I See What’s Due?
- Summative assessment due dates and handouts are posted to the blue “Upcoming Assessment” section of the JumpRope Parent/Student Portal on or before the day they are assigned to students.

How Do I See What’s Past Due?
- If a student is missing an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments.

Best Way to Contact Me:
Feel free to contact me at co’Connell@wcsu.net, or 457-1317@1230. I am available during ARE blocks, Blocks C or F.

Materials: Cara a Cara, Somos, Descubre

The following materials are not provided but are required for the course:

- pencils/pens
- Highlighters in multiple colors
- Spiral Notebook
- 1-inch 3 Ring Binder

Schoolwide Procedures:

Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry.

Personal Mobile Devices: This class will follow the procedures outlined in the student handbook

Classroom Expectations:
Students are expected to come to class with the required materials. They are to be ready to engage and participate in the class and will demonstrate this by having their assignments completed and by following the daily routines of la conversación cotidiana, los repasos, y cara a cara. Students are expected to be respectful
of one another, to be prepared to help each other, and to be attentive in class. You can expect from me
attention to your needs, recognition of your progress, and respect for you as a person and as a participant in this
class.

Teacher Contact Information:
Colleen O’Connell, co’ connell@wcsu.net
457-1317@1230
Available through email, phone, ARE blocks, or Blocks C or F

I have read this syllabus, and I have contacted the teacher with any questions I have.

Student name (printed): ____________________________________

Student Signed: ________________________________ Date: __________

Parent/Guardian name (printed): ______________________________

Parent Signed: ________________________________ Date: __________