Spanish 1A/1

Course Overview: The objective of the class is for students to be able to communicate in real-life scenarios using the Spanish they learn in class. The focus is on the progressive mastery of speaking, writing, listening, reading, and cultural awareness/understanding. Students will experience the language through classroom activities using authentic language materials (realia) provided in the text and from web-based research, television, radio, podcasts, and print materials. Students will begin in the novice level of learning Spanish as they explore the diverse cultures of the Spanish-speaking world.

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 with the language.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Themes and AP connection*</th>
<th>Resources</th>
<th>Grammar</th>
<th>Summative Assessments</th>
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<tr>
<td><strong>Introducciones</strong></td>
<td>• Identifying self and others</td>
<td>Greetings and good-byes, courtesy, personal identification, Numbers 1-30</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.</td>
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<td></td>
<td>• Telling time</td>
<td>Personal and public identities*: language and identity, multiculturalism</td>
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<td>Summative on vocabulary</td>
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<td></td>
<td>• Getting attention; excusing oneself</td>
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<td><strong>Check Point 1</strong></td>
<td>*<em>Contemporary Life</em>: education</td>
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<td><strong>School life</strong></td>
<td>• Talking about classes</td>
<td>Classroom and subjects, schedules, days of the week, numbers higher than 30</td>
<td>Present tense of AR verbs, present tense of verb ESTAR, me gusta/no me gusta</td>
<td>Comparison of school life in Vermont to Spain making a visual presentation and talking about the differences and similarities</td>
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<td></td>
<td>• Talking about location</td>
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<td>Writing about school</td>
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<td></td>
<td>• Expressing likes and dislikes</td>
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<td>Summative on</td>
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<td>• Expressing hesitation</td>
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### Standards: What knowledge and skills will I gain by the end of this course?

**Anchor Standards:** This course will assess the knowledge and skills that learners build in the key anchor standards of:

- **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
Learners use the language both within and beyond the classroom to interact and collaborate with their community and the globalized world. **Lifelong Learning**: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

**Content Standards**: This course builds student knowledge using the [ACTFL World-Readiness Standards](#) and accompanying [Novice Low -Novice Mid Can Do Statements](#). The content standards for **Spanish 1A** are:

**Communication**

- **Interpersonal Communication**: Learners exchange information and ideas, address situations and meet needs and explain preferences, opinions and emotions in conversations.

**Connections**

- **Interpretive Communication**: Learners follow main ideas, story and action and flow of events in conversations and discussions, informational texts, fictional texts that they hear, read or view.

- **Presentational Communication**: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate stories about school, community and personal experiences, often across various time frames, on familiar topics.

**Cultures**

- **Relating Cultural Practices to Perspectives**: Learners use the language to compare practices in their own and other cultures related to everyday life and personal interests or studies.

- **Relating Cultural Products to Perspectives**: Learners compare products related to everyday life and personal interests or students in their own and other cultures.
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.

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Communities

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Assessment of Learning:
For information about assessment types, scoring, and overall grade calculation: [click here](#).

Communication:

**How Do I Access Work from Home, and What Should I Expect?**
- All work will be posted in Google Classroom.
- The work will be explained during our in-person meetings and/or by video posted to Google Classroom.
- The work will also be explained in our Class Planner posted to Google Classroom.

**How Do I Know What My Grades Are?**
- On Summative Assessments, teachers 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. Reminders to check grades will be sent from the school.
  ○ Communicating with your teacher if you are unclear.

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. It will also be available in our Google Classroom.

How Do I See What’s Due?
• Assignment and summative assessment due dates with handouts are posted in Google Classroom, with connection to Google Calendar, for student access.

How Do I See What’s Past Due?
• If a student is missing a grade on an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments. Please contact your teacher if you have any questions.

Materials:
Libro (Book): Descubre 1A
Materiales: A 3-ring binder with 8 organized sections. Bring this to each class!

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: In this class we are a community of learners. Every learner contributes to your journey on the path to proficiency in Spanish. ¡Hablemos español! It is important and expected that you speak Spanish to your classmates and teacher in class. Your teacher will speak Spanish in class and support understanding with gestures, visuals and other cues—and a sense of humor.

Here are some specific things that will make your language journey fun, exciting and productive:
  ● Listen actively to your classmates and your teacher
  ● Use the word wall and unit essential phrases in your responses
  ● Be curious! Ask questions if you have them.
  ● Be prepared (on time, focused and with your binder and pen or pencil)

Think about Spanish outside of class!
• Complete your homework on time-check Google Classroom frequently.
• Enlist a family member or friend to practice.
• Spend time watching Spanish tv or movies, listening to a duolingo podcast or music.