Spanish 1B

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. We will build on student interest as we explore and 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.

Units and Activities: What will we be learning about and doing in this course?

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- 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>I can/Yo puedo...</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>say who I am, what I like and what I am like</td>
<td>Interpersonal</td>
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<tr>
<td>Check Point 1</td>
<td>ask someone about themselves</td>
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<td></td>
<td>use phrases to react with interest to conversations</td>
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<tr>
<td>Vacation</td>
<td>understand what people say about activities that they do.</td>
<td>Interpretive</td>
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<tr>
<td>Check Point 1</td>
<td>understand basic directions to tourist spots.</td>
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<tr>
<td></td>
<td>understand dates and times</td>
<td></td>
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<tr>
<td>Clothing</td>
<td>say what I and what others are doing.</td>
<td>Presentational</td>
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<tr>
<td>Check Point 2</td>
<td>describe what I and others are wearing including size, colors and style.</td>
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<tr>
<td></td>
<td>express my likes and dislikes</td>
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</table>
| Daily Routine Check Point 3 | • talk about my daily routine and ask about another person’s routine  
• compare routines with other cultures  
• respond to questions about what I do, with whom, where and when | Interpersonal |
| Food Check Point 4/5 | • say what I want to eat, what I ate and what I am eating  
• Use expressions to talk about what I did and what my family did | Presentational |
| Art Check Point 6 | • express, react to and support my preferences for different art styles and works  
• exchange information on artists I have researched | Interpersonal |
| Health and travel Check Point 7 | • identify main ideas and supporting ideals in authentic texts I read  
• understand key information in conversations, movies and poetry that I hear | Interpretive and presentational |

**Activities:**
- Regular paired conversation activities
- Reading and interpreting articles and short readings
- Listening to music, news reports and conversations between native speakers
- Movies and television media-watching, analyzing and discussion.
- Interpreting and discussing authentic resources verbally and in writing
- Using grammar in context
- Playing vocabulary review games
- Making cultural comparisons through oral presentations and in writing

**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:

**Communication**
- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
Connections

- **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 Mid-Novice High Can Do Statements](#). The content standards for **Spanish 1B** 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.

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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 1B
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.