



## Spanish 1

Mrs. Sara Rodriguez

[srodriguez@ems-isd.net](mailto:srodriguez@ems-isd.net)

[Remind 81010 @bg36gc](#)

**Conference Period:** My conference period is 2:45 – 3:30pm.

**Tutoring Opportunities:** Mondays & Tuesday – 7:45 – 8:15 am and Thursdays 3:30 -4:15pm

**Class Materials:**

**Supplies:**

**Needed:**

1. *Composition Notebook/Journal*
2. *Folder or section in binder (capable of holding returned work)*
3. *Pens/Pencils (enough to last the entire year & no red pens, please!)*
4. *Box of tissues*
5. *Glue sticks (used to complete in-class projects and activities)*
6. *Washable markers and/or colored pencils (used to complete in-class projects and activities)*

**Recommended:**

1. *Index Cards (used for practice with vocabulary and classroom activities)*
2. *Spanish-English dictionary (word reference or Spanish dictionary app work great too – for use at home as needed - we do have a class set)*
3. *1 small package of dry erase markers (kept in class - we use student dry erase boards in class for daily assessment and practice)*

**Provided:**

- o *Textbook: Descubre 1 – Higher Vista Learning (classroom set)*
- o *Online Textbook – students will have access at any time (will set up accounts in class)*
- o *Notes and additional resources will be posted on Canvas as material is introduced*

Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

**Course Description:**

This course is an introductory course for beginning Spanish speakers. Basic language concepts that are important to developing proficiency will be stressed, including production of sounds, stress patterns, and introduction of the language. Students also study basic facts about geography, customs, and culture of the Spanish-speaking countries.

**Course Goals:**

Students who complete this course successfully will be able to:

***Language Learners in Level 1 are expected to reach a Novice Mid to Novice High Proficiency Level at completion of that level of study. (per TEKs for language other than English)***

- *Novice Mid students express meaning in highly predictable contexts using memorized and recalled words and phrases. They are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.*
- *Novice High students express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. They are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.*

### **Student Evaluation:**

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor (Advanced courses 70% Major 30% Minor)
- Major grades – tests (including District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Semester exams will count 1/7 of the semester grade
- A letter system (S, N, U) is used to report a student’s conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), “The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments, quizzes, six-week test, and semester final examinations. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.
- **Assignments, exams, expectations outside of the classroom:**  
A **participation** grade will be given for this class. Students are expected to fully participate in every class activity, including listening, reading, writing and speaking. Class participation is extremely important to acquire the necessary skills in learning a foreign language.

**Homework** will be assigned to enrich or reinforce topics covered and to provide necessary repetition and practice to increase learning and prepare for class work. Some homework will be online. Remember, practice makes perfect!

**Extra-Credit assignments** will not be given. However, students will frequently be given the opportunity to earn extra credit points on assignments.

### **Attendance/Tardy Policy/Make-Up Work:**

#### **Late work:**

An assignment may be turned in under the following guidelines:

- \* 1 school day late – maximum score is 85
  - A 100 would record as an 85 (100 x .85)
  - An 80 would record as a 68 (80 x .85)
- \* 2 school days late – maximum score is 70
  - A 100 would record as a 70 (100 x .70)
  - An 80 would record as a 56 (80 x .70)

\* 3 school days late – maximum score of 60

- A 100 would record as an 60 (100 x .60)
- An 80 would record as a 48 (80 x .60)

\*No late work accepted after 3 school business days and a zero is recorded in the grade book.

**Re-assessment/Re-doing assignments:** I will follow the same policy as in the handbook. The highest available grade on the retest for a failing grade is a 70%. The opportunity to retest is a one-time offering per assessment.

The student must make the request to redo the **major assignment** or retake the test for which he/she earned a failing grade within 3 days of the failing grade being posted in Family Access. Then, should be reassessed within 3 school days AFTER participating in a remediation activity. Students should speak to me directly to schedule any tutorials or re-takes for any assignments that are eligible. Plagiarism, using a translator, or having someone help you write anything earns a 0 and nullifies the ability to reassess the corresponding assessment.

**Make-up work**, notes, and other important information can be found in my classroom in the absent work area. The make-up policy can be found in the student handbook. Student has time equal to days absent plus one. Students are responsible for obtaining, completing and submitting work. Work, including tests, assigned before an absence is due on the first day back. Any other tests or quizzes will have to be scheduled with me. Journals will be kept in class and any work that needs to be made up in the journal will need to be completed in my classroom during a scheduled tutorial time.

#### **Classroom Expectations:**

**Spanish I is a class that opens the door for students to acquire an invaluable skill – the ability to understand, speak, read, and write a foreign language. The Spanish program also enriches the student as he/she studies the cultures of Spanish-speaking countries. There are a few things about this course that you should be aware of in order to make this a successful experience.**

- Spanish 1 is formatted sequentially, requiring that the student master the cumulative information in the present and apply the information in future lessons. Therefore, students need to possess a degree of academic maturity and responsibility and must be willing to study and do homework to be successful.
- Spanish 1 is an INTRODUCTION to Spanish Language. We will learn vocabulary, simple grammar and sentence structures.
- Students will earn 1 high school credit for passing the course.
- Spanish 1 student will be expected to participate in class, take notes, converse, use as much Spanish as they can (increasing as we learn more), participate in at least 1 presentation per six-week period and maintain a respectful learning environment.

#### **Preliminary Schedule of Topics, Readings, and Assignments**

##### **Topics:**

Oral Presentation – greetings, farewells, introductions reviewed in class

Countries & Capitals

AR Verbs Project

Gustar Project

Verb conjugation Test

Family Tree Project

Snowman Project

Descriptions

Verbs-regular and irregular

Oral Exam

Reflective Verbs

Food Project

**Academic Integrity:**

Academic integrity values the work of individuals regardless if it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty, includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.

Spanish (/ˈspæɪnɪʃ/ (listen); *español* ), or Castilian (/kæˈstɪliən/ (listen), *castellano* ), is a Romance language that originated in the Iberian Peninsula and today has over 483 million native speakers, mainly in Spain and the Americas. It is a global language, the world's second-most spoken native language, after Mandarin Chinese, and the world's fourth-most spoken language, after English, Mandarin Chinese and Hindi. A Spanish man is a Spaniard. Note that for many other nationalities, the form of the adjective and the noun is the same: American, an American. Japanese, a Japanese. Greek, a Greek. I have a feeling that for most nationalities the adjective and the noun have the same form, and only in a few cases are the forms of the adjective and noun distinct, e.g.: Danish, a Dane. English, an Englishman.