

Terry Sanford High School
 Department of World Languages
 Plan de estudios (*Syllabus*) 2017-2018

Español I

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DESCRIPCIÓN DEL CURSO (COURSE DESCRIPTION):

Spanish I will be conducted almost entirely in Spanish by the end of the course. Students will be expected to understand and follow commands in Spanish from the very beginning of the course.

The **curriculum** for this course is designed to develop language proficiency, preparing students to communicate with an increasing level of confidence. The following is the course description according to the Department of Public Instruction of North Carolina:

Course Description for Modern Language Level I

This course is an introduction to the study of the target language and its culture and may be taken in middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the students' lives and experiences, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions).

A general introduction to the culture, its products (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

Materials Needed for Class

Spiral notebook (2 subject minimum); or loose leaf paper, pencils, erasers, index cards, Spanish-English Dictionary (Mandatory)

Contenido del curso (Course Content)

I. Course Content at a Glance

First Reporting Period	Second Reporting Period
<u>Unit 1: Personal and Family Life</u> <ul style="list-style-type: none"> ● Greetings and Farewells ● This is what I am like ● My family 	<u>Unit 2: School Life</u> <ul style="list-style-type: none"> ● My classes ● A Typical Day at school ● My School year
Third Reporting Period	Fourth Reporting Period
<u>Unit 3: Social Life</u> <ul style="list-style-type: none"> ● My friends and past times ● Celebrations and Special Activities ● Movies, TV and technology 	<u>Unit 4: Community Life</u> <ul style="list-style-type: none"> ● My city ● Going shopping ● Food and health

SISTEMA DE NOTAS (Grading System):

- Test / Project will count 40 %
- Quizzes (Oral and writing) will count 30%
- Homework / classwork/ Participation /Notebook/ Attitude will count 30%
- The final exam will count 25% of the overall yearly grade.

DESCRIPTION OF GRADED ITEMS

Interactive Notebook

It is a spiral notebook with Cornell notes and classroom activities. The Interactive Notebook will be checked periodically **without notice**. It must be neat, legible, complete, accurate, and colorful. A table of contents must be kept up with the name of the theme, content, and page numbers.

Assignments:

Assignments will take on a variety of forms (Internet research, recording a dialogue or a presentation, grammar exercises, reading assignments, etc.). Daily assignments serve to provide students with independent practice outside of class. Some assignments will be collected and graded for accuracy. Assignments also provide a starting point of discussion for the next lesson. Students are **accountable for in depth completion and accuracy of ALL assignments.** Students are expected and required to do their own work and to provide individual and original written and speaking assignments. **Copying and plagiarism will not be tolerated.**

If you have an excused absence, you must complete the work you missed as soon as possible (no later than 3 days after you come back to class). All class discussion and assignments require your contribution. Prepare by putting thought to assignments and discussions. Your classmates deserve your very best. Each group deserves a “full time” student member, not a “part time” member in their team. Students are responsible for keeping track of their assignments and by checking upcoming assignments online if they have been absent. If you are absent the day a project is due please be aware that **it is due the day you return.** No excuses.

OOPS! I forgot my homework!....All homework not turned on time will receive a 0%. The only way to make up an assignment is to come after school /before school and complete in front of Mrs. Jimenez. (Make sure to make arrangements with Mrs. Jimenez before showing up.) You will then at that time write a letter explaining why you did not have your assignment turned in on a timely manner. This letter will be attached to the late assignment and put into your file. The highest grade for all late assignments is a 70%. What does this mean? **Complete all your assignments on time!!!!**

Quizzes:

Quizzes may be unannounced. Oral quizzes will be daily so be ready and have a positive mind and ready to speak up in SPANISH. Students are expected to **study and review** what they have **learned in class every day.** You will be better prepared for class the following day, and it will be easier to participate in class. Studying just the day before a quiz or test is counterproductive for language learning. Some quizzes will be taken online or in paper and pencil quizzes.

Tests:

All tests will be announced in advance. All tests will include vocabulary and grammar, reading, and culture.

Speaking and Writing Assessments:

Performance assessments will assess communication skills, especially in speaking and writing skills. Students will demonstrate they can communicate orally and in writing, by answering questions orally or in writing, or by presenting information orally or in writing. Students will not be able to use any aids, such as dictionaries, textbooks, electronics, index cards, or notes. These assessments will be based on the themes studied and the essential questions presented. It is the responsibility of the students to prepare for these assessments.

Honorable conduct is expected during traditional and online tests. Any student not adhering to the rules will be dismissed from testing; all dishonorable tests will result in a grade of “0”.

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**BE PROMPT, POLITE, PREPARED, PRODUCTIVE, PARTICIPATE, BE POSITIVE,
AND BE ETHICAL**

CLASSROOM ETIQUETE / NETIQUETTE

BE PROMPT (BE PUNCTUAL)

-**Attend class regularly** or you will miss important interaction that cannot be duplicated during tutoring. Remember that for some of you, our classroom is the place where you will hear and speak more Spanish. Do not waste these opportunities!

-**Arrive to class on time.** Tardiness is a disruption. If you are tardy, you are missing important information. I will not repeat information or explain something twice for tardy students. I will keep track of your late arrivals, and your parents will be notified if you are excessively late and detention may be assigned. (**Refer to the Student Handbook**)

BE POLITE

-**Be polite and considerate** toward your teacher and classmates!

During this course we will discuss different issues. Make every effort to respect the opinions of others, even if they differ from your own views and beliefs.

-**Be tolerant and respectful** of the traditions and behaviors in other parts of the world. We will encounter people in different countries who do things differently and behave in different ways. You do not have to agree with their way of doing things, but you must respect that people around the world are different and behave differently sometimes. Disrespectful students will not earn a participation grade.

-**Respect all classroom materials** (posters, textbooks, magazines, etc.) and all classroom **or school equipment** (laptops, SmartBoard, overhead projector, bulletin board, etc.). Think of your classroom as your home / room, and how you would like people to treat your things. Damaged or destroyed materials and / or equipment will have to be replaced. If you damage or break something, you will be responsible for replacing it.

BE PREPARED

-Complete all assignments, come prepared to class, and turn in all assignments on time.

If you have been absent and your absence is excused, make every effort to turn in assignments no later than 3 days after you show up in class.

-Study what was presented or introduced in class, every day for at least **15-30 minutes**.

BE PRODUCTIVE AND PARTICIPATE

-Ask questions in class, via e-mail, or **come to tutoring** if you do not understand what we are discussing in class. **If you do not feel prepared, please do not blame previous teachers. Instead, do something about it. Be responsible for your own learning!**

-Complete daily assignments and classroom activities, and **actively** participate in all activities (asking relevant questions, answering related homework questions when asked, presenting information, participating in discussions, working productively in pair or group activities, singing, etc.). If you do not contribute to your team, you will finish the assignment individually, and you will be graded independently from your team or group.

-No English, please! Try your best to communicate in Spanish. You need to apply the vocabulary and expressions you learn in class in order to communicate!

-Chewing gum, drinks, or foods are not allowed in class. These are distractions that interfere with participation and speaking.

-The use of all electronic devices (cell phones, mp3 players, iPod, and headphones, etc.) **is prohibited during class.** These constitute another distraction, which prevents you from fully participation in class. They must not be visible and must be off. Please be aware that some phones will make a vibration sound. There should not be any sound. **(Refer to student handbook)**

- Sleeping or putting your head down during class time is not allowed! This is the opposite of being productive or participating.

However, if you feel ill or a very serious family or personal issue has occurred, please let me know before you come into class / before class starts.

BE POSITIVE

A good attitude goes a long way! No one can endure a defeatist person for long! As they say, "Rome was not built in one day." Great things are the result of hard work and a lot of practice, but you are going to like the end product of all your efforts! For me, it is so rewarding to see how students make great progress in class! You will enjoy making progress too.

BE ETHICAL

-Follow the honor code of conduct. Do your own work. When writing essays or reports, make sure to cite all your sources, and use your own words to summarize ideas. Do not plagiarize.

-When working in groups, being ethical means contributing your fair share, and not letting your group do all the work.

-In addition, the use of online or electronic translators and dictionaries is prohibited during testing or for writing and recording assignments. Remember that I want to know what YOU can do, not what the computer, electronic device, program, or other students and experts can do!

-Obey all school rules. If a violation persists (e.g.: disrespect, tardiness, skipping, cheating), your parents will be informed, and a referral will be written to the administration.

If you choose not to follow or to break our classroom etiquette / netiquette:

Action Plan

- **First violation:** Verbal or non-verbal warning
- **Second violation:** Verbal or non-verbal warning & conference
- **Third violation:** Phone call or correspondence to parents / guardians
- **Fourth violation:** Written referral to administrator

-Tardiness: Refer to Student Handbook

-Plagiarism: Grade 0

-Cheating: Grade of 0 for the person cheating and for the person who lets other students cheat off him / her

-There will be NO EXTRA CREDIT. Study the vocabulary and grammar every day, and turn your assignments on time. Then, you will not need extra credit. Bringing materials to class!

TUTORING: Tutoring will be offered on **Tuesdays and Wednesdays after school.** In order to ensure individual attention, please sign up for tutoring during class, prior to tutoring! Morning tutoring is offered by appointment only. If you would like to come on another day please let me know in advance to make sure I am available.

CLASS CONTRACT

Dear Parents,

Please make efforts to know how your son/daughter is doing in Spanish. This course provides your child with opportunities to develop their listening, speaking, reading, and writing skills. Please be aware that speaking in Spanish is used daily in class and is a requirement. Encourage your child to study and to always participate. I promise to be fair and objective when grading and enforcing classroom rules. Let's keep the lines of communication open. Feel free to e-mail me with any questions or concerns. I appreciate your support in making this a great year. It is my hope that your child will find the study of Spanish to be an enjoyable and a rewarding experience.

Signature Mrs. Yolanda Jimenez Date January 29, 2018

Student: I have read and understood the Spanish I syllabus, grading system, and the classroom etiquette / netiquette. I understand what it is expected of me, and I promise to follow the classroom rules at all times.

Signature: _____ Date: _____

Parent / Guardian: I have read and understood the Spanish I syllabus, grading system, and the classroom etiquette / netiquette. I will support the course expectations and classroom rules.

Signature: _____ Date: _____

Parent Cell: _____

Parents, please feel free to get in touch with me via e-mail yolandajimenez@ccs.k12.nc.us
I have planning during 2nd period (10:00- 11:36). However, I can best be reached after school.

Thank you for your support!

II. Themes, Content, and Major Projects

FIRST REPORTING PERIOD: MY PERSONAL AND FAMILY LIFE		
1. Greetings and Introductions		
<u>Vocabulary:</u> <ul style="list-style-type: none">Greetings, Farewells and Introductions pg. 2-6Numbers pg. 7Telling Time 3 & 8ABCs pg. 12ColorsActivities people like and don't like pgs. 26 & 27	<u>Grammar</u> <ul style="list-style-type: none">Tú vs. UstedAdjectives pg. 55, 62Punctuation and accent marksFormal and Informal ExpressionsThe verb serIt is vs. at (Son las.. Es la...)	<u>Culture:</u> <ul style="list-style-type: none">Recognize and distinguish between various culturally-authentic gestures and levels of formality of greetingsCompare the 24-hour clock used in Spanish-Speaking countries to the American system of a.m. and p.m.Merengue & Instruments- El baile y la música de mundo hispano. pg. 35

<ul style="list-style-type: none"> • Weather & Seasons pgs. 18 & 19 • Days of the week pg. 14 • Months pg. 14 • Likes & Dislikes 	<ul style="list-style-type: none"> • The verb gustar • Subject Pronouns • Irregular Verbs • Cognates pg. 34 • Negatives • Expressing agreement or disagreement • Infinitives pg. 32 • Me gusta with infinitives • Hacer + Weather 	<ul style="list-style-type: none"> • Outdoor cafes- Madrid pg. 31 • Running of the Bulls pg.16 • Simon Bolivar pg. 58, Huipil pg. 65 • Pablo Picasso pg. 24, Bartolome Murillo pg. 122 • Spanish Speaking Countries & Capitals
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2. This is what I am like

<u>Vocabulary:</u> <ul style="list-style-type: none"> • Personality Descriptions • Physical Descriptions • Feelings and Emotions 	<u>Grammar:</u> <ul style="list-style-type: none"> • Descriptive Adjectives • Tener with eye and hair color • Agreement & Placement of adjectives • Ser • Subject Pronouns • Question and Answer Formation • Tener with expressions 	<u>Culture</u> <ul style="list-style-type: none"> • Discuss cultural generalizations and stereotyping based on physical appearance. • Identify well-known Spanish-Speaking people studied in other disciplines
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3. My family

<u>Vocabulary:</u> <ul style="list-style-type: none"> • Family and Pet 	<u>Grammar:</u> <ul style="list-style-type: none"> • Possessive Adjectives • Possession with de des • The verb tener • Review descriptive adjectives 	<u>Culture:</u> <ul style="list-style-type: none"> • Recognize cultural expectations of people in both the target culture and the students' culture. • Compare and contrast families in the U.S. and in Spanish-Speaking countries.
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SECOND REPORTING PERIOD: SCHOOL LIFE

4. My classroom

<u>Vocabulary:</u> <ul style="list-style-type: none"> • Numbers • Colors • School supplies 	<u>Grammar:</u> <ul style="list-style-type: none"> • Adjectives • Subject Pronouns • Present Tense of -ar verbs • The verb estar • The plural of nouns and articles • The verb gustar • Negatives • Infinitives • Titles used with adults 	<u>Culture:</u> <ul style="list-style-type: none"> • Students will research courses student take in Spanish speaking countries. • Students will research and compare the Mayan and Aztec civilizations. Focusing on what they were like at their height, and some achievements of each.
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5. A typical school day

<u>Vocabulary:</u> <ul style="list-style-type: none"> • School subjects and class schedules 	<u>Grammar:</u> <ul style="list-style-type: none"> • Definite Articles with school subjects • Telling time (review) • Prepositions (location) 	<u>Culture:</u> <ul style="list-style-type: none"> • Compare grading scales in American and Spanish-Speaking schools • Discuss the balance of academic demands, family commitments, and activities in the life of a student from a Spanish-Speaking country.
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6. My School year

<u>Vocabulary:</u> <ul style="list-style-type: none"> • Days of the month and calendar 	<u>Grammar:</u> <ul style="list-style-type: none"> • Days of the month not 	<u>Culture:</u> <ul style="list-style-type: none"> • Make connections with historical
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	capitalized and structure of date in Spanish. <ul style="list-style-type: none"> Spanish Speaking countries and their capitals 	events that involve or relate to the United States and Spanish-Speaking.
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THIRD REPORTING PERIOD: MY SOCIAL LIFE

7. My friends and past times

<u>Vocabulary:</u> <ul style="list-style-type: none"> Leisure activities Sports Likes and Dislikes Weather and Seasons 	<u>Grammar:</u> <ul style="list-style-type: none"> Use of gustar with infinitives Question Formation and Interrogative Expressions Adverbs of frequency Negation Present tense-jugar, tocar hacer, practicar, necesitar, usar, enseñar Hacer + weather 	<u>Culture:</u> <ul style="list-style-type: none"> Discuss the influence of weather on lifestyles and activities in Spanish-Speaking countries. Compare the sports studied and played in physical education class in the U.S. and in Spanish-Speaking countries. Compare typical customs of socializing among young people.
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8. Celebrations and special activities

<u>Vocabulary:</u> <ul style="list-style-type: none"> Extending, Accepting and declining Invitation Celebrations and Special Events Extending good wishes Food/Activities 	<u>Grammar:</u> <ul style="list-style-type: none"> Expressions of quantity Expressions of politeness Descriptive adjectives Affirmative and negative commands Stem-Changing Verbs- querer and preferir 	<u>Cultura:</u> <ul style="list-style-type: none"> Compare a “Sweet Sixteen” birthday party and a “Quinceañera” Compare and contrast holidays and celebrations in Spanish-Speaking countries and the United States.
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9. Movies, Television, and Technology

<u>Vocabulary:</u> <ul style="list-style-type: none"> The computer Talking about Television Shows Talking about Movies Description of Movies and TV Programs Support Vocabulary 	<u>Grammar:</u> <ul style="list-style-type: none"> Gustar and Similar Verbs Reflexive Verbs 	<u>Culture:</u> <ul style="list-style-type: none"> Compare and contrast cultural perspectives on the use of technology.
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FOURTH QUARTER: MY COMMUNITY AND THE WORLD AROUND ME

10. My City

<u>Vocabulary:</u> <ul style="list-style-type: none"> • Places in a City • Modes of Transportation • Information about cities in Spanish speaking countries • Use of public transportation, bicycles, or walking to arrive at destinations. 	<u>Grammar:</u> <ul style="list-style-type: none"> • Present tense of ir • Asking questions, interrogative words. • Adjectives • Present tense of –ar verbs • Present tense of –er and –ir verbs • Infinitives 	<u>Culture:</u> <ul style="list-style-type: none"> • Compare use of mass transit in Spanish-Speaking countries and the United States. • Discuss cities in various Spanish-Speaking countries.
11. Lets go shopping		
<u>Vocabulary:</u> <ul style="list-style-type: none"> • Shopping • Clothes • Number 	<u>Grammar:</u> <ul style="list-style-type: none"> • Direct and indirect object pronouns • Usted vs. tú • Adjectives agreement and placement • Present tense of costar, querer, and preferir • Possessive Adjectives • Ways of expressing possessive adjectives • Me gustaria / Quisiera / Necesito 	<u>Culture:</u> <ul style="list-style-type: none"> • Compare standards and styles of dress in Spanish-Speaking and American cultures. • Identify differences in sizes and appropriateness of clothing.
12. Food and health		
<u>Vocabulary:</u> <ul style="list-style-type: none"> • Food-Breakfast/ Lunch / Dinner/ Desert • Silverware and dishes • Drinks • Support vocabulary 	<u>Grammar:</u> <ul style="list-style-type: none"> • Familiar and formal commands • Present Tense of pedir, querer, servir, comer and beber 	<u>Culture:</u> <ul style="list-style-type: none"> • Compare and contrast what is perceived a healthy lifestyle in Spanish-Speaking countries and in the U.S. • Research how most popular dishes are made of foods, resulting in an exchange of cultures. • Discuss the cuisines and eating customs of Spanish-Speaking countries and the U.S.