

**Course Syllabus**  
**Level 1**  
**Spanish 1-2: WSP180**  
**Sra. Engleman**

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Hours Available: before & after school (7:00-7:30 & 2:30-3:00)

### **Course Description**

Beginning students study language that can be used in everyday communication. Students study Spanish through a communicative approach. Students begin to communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Students will expand their understanding of culture by studying various aspects of the Spanish-speaking world. Activities, including a variety of formative and summative assessments, are designed to help students meet district standards and ACTFL Standards of Language Learning.

### **World Languages Standards (Grades 9-12)**

**Communication Standard:** Communicates in languages other than English, both in person and via technology.

#### **Modes of Communication:**

##### **Interpretive Communication (reading, listening)**

- Competency #1. Derive meaning from messages and texts using listening and reading strategies.
- Competency #2. Identify how authentic sources convey viewpoints and use authentic resources critically.
- Competency #3. Comprehend and interpret information in authentic messages and informational texts.
- Competency #4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts.

##### **Interpersonal communication (Speaking and Listening, Reading and Writing)**

- Competency #1. Negotiate meaning using requests, clarifications and conversation strategies.
- Competency #2. Interact with others using culturally appropriate language and gestures on familiar and some on familiar topic.
- Competency #3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.

##### **Presentational Communication (Speaking, Writing)**

- Competency #1. Convey meaning using writing processes and presentational strategies.
- Competency #2. Present information, concepts and viewpoints on familiar and some unfamiliar topics.
- Competency #3. Present a range of literary, creative and artistic endeavors to audiences near and far.

**Cultures Standard:** Gain and use knowledge and understanding of other cultures.

Competency #1. Analyze and describe relationships among products, practices and perspectives and compare them across cultures.

Competency #2. Experience the target language and culture(s) and share information and personal reactions with others

## Goal for the end Spanish 1-2 in different Modes of Communication (Novice High)

- **Interpretive Reading:** Be able to understand words, phrases, and sentences within short and simple texts related to everyday life. Be able to sometimes understand the main idea of what you have read.
- **Interpretive Listening:** Be able to understand words, phrases, and simple sentences related to everyday life. Be able to recognize pieces of information and sometimes understand the main topic of what is being said.
- **Interpersonal (speaking or writing):** Be able to exchange information about familiar topics using phrases and simple sentences, sometime supported by memorized language. Be able to usually handle short social interactions in everyday situations by asking and answering simple questions.
- **Presentational Speaking:** Be able to present basic information on familiar topics using language I have practiced using phrases and simple sentences.
- **Presentational Writing:** Be able to write short messages and notes on familiar topics related to everyday life.

### Content/Pace:

The content of this course is based on themes that are relevant and of interest to teenagers. The Units are based on an essential question. Each unit will take about 30 class days to complete.

### Unidad 1 ¡Mucho Gusto!: How do people reach out and communicate with others?

Students will be able to:

**Lección A:** exchange names and spell, greet and say good-bye while using appropriate gestures, say where they are from and identify where Spanish is spoken in the world, state their age and talk about birthdays in Spanish-speaking countries, recognize cognates and talk about some of the wonders of the Spanish-speaking world, use Spanish punctuation.

**Lección B:** Express courtesy and know the difference between formal and informal Spanish, ask and tell how someone is feeling, ask and state the time, read a simple narrative in Spanish.

### Unidad 2: ¡Al colegio! How does education promote understanding of different cultures?

Students will be able to:

**Lección A:** Ask and tell who someone is and where someone is from, ask and tell how to say a word in Spanish, talk about people, places and classroom objects, give examples of Spanish in everyday life and identify Hispanic influence in the United States.

**Lección B:** Discuss school schedules, describe classroom objects and clothing, talk about what people do and need at school, identify technology items, ask and provide contact information, talk about where things are in a classroom, and talk about how people are feeling, talk about student exchange programs and schools in the Spanish-speaking world, read and discuss a poem by Gina Valdés

## Beginning 2<sup>nd</sup> Semester

### Unidad 3: ¡En la ciudad! How do major cities tell their stories?

Students will be able to:

**Lección A:** talk about places in the city, modes of transportation and proximity, talk about where someone is going, invite someone, express a problem, introduce a friend and express courtesy, talk about interesting places to visit and the subway in Mexico City and Diego Rivera's murals

**(Unidad 3)Lección B:** talk about additional places in the city, have a conversation in a restaurant and ask and tell what people do or are going to eat, drink, see, talk about Mexico's three cultures, Mexico City's landmarks and cuisine, and Frida Kahlo and her art.

### Unidad 4: La familia y los amigos. How do cultural values shape relationships in Hispanic countries?

Students will be able to:

**Lección A:** talk about family and relationships among people, describe people's feelings/condition, and talk about where they live, explain the Hispanic naming tradition, talk about Puerto Rico its languages and its people.

**Lección B:** describe friends and family, talk about activities people (don't) like to do, discuss the role of family and typical music and baseball in the Dominican Republic.

### Unidad 5 La rutina y la diversión. How do key activities in a society reflect its values?

Students will be able to:

**Lección A:** talk about electronics and interests in entertainment, say what electronics people have and express feelings about them, describe activities for a coming week/trip, and discuss conservation and political neutrality in Costa Rica

**Lección B:** talk about holidays and celebrations, who comes to them and what you do, talk about dates and birthdays, describe festivals in Nicaragua and discuss Rubén Darío and the annual celebration in his honor.

## Assessment

Students will be assessed in a variety of ways throughout the year. All assessments strive to be based on real-world situations.

- **Formative assessments** are informal and will be documented, but **are not graded**. They help the teacher plan instruction based on what the students already know and need to learn. Formative assessments include, but are not limited to,
  - homework assignments
  - class participation
  - in-class practice activities
- **Summative assessments** tell whether or not students have learned the material required, and **do go in the grade book**. Summative assessments will include, but are not limited to
  - vocabulary and grammar quizzes/tests
    - Performances in the 3 modes of communication
  - Final Exam/Performance- Comprehensive of semester material

## Instructional Strategies

- Individual activities and projects
- Group projects and activities
- Partner projects and activities
- **21 century skills** (Digital-Age Literacy, Critical Thinking & Problem Solving, Communication & Collaboration, Creativity & Innovation)
- **Blended/flipped learning**- students learn at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace

## Resources

- ¡Qué Chevere! Level 1 textbook which you will access through **Clever** <https://clever.com/in/dbgschools>
- Canvas (learning management system) <https://dubuque.instructure.com>
- Variety of online resource for learning and presenting

## Materials

- Techbook
- Pens/pencils
- Binder
- Loose leaf paper or spiral
- Highlighters
- Ear buds

## Academic Expectations

- **Study Daily**- Students should prepare adequately for each class/assignment. Students are expected to study daily even if no homework was assigned. They can study from their notes, book or a variety of online resources.
- **Absences:** It is the student's responsibility to ask for missed work at an appropriate time for *both* of us. If they know ahead of time they will be absent for all or part of a day they should *get the work ahead of time and be ready for class on the returning day.*
- **Make-up work:**
  - Students will be asked to take the assessment or to set up a time with the teacher to make it up the day they return from the absence.
  - All work should be made up **by the end of the unit** unless there has been prior communication about extenuating circumstances.

**Attendance Policy: I will abide by the district [attendance policy](#)**

## Classroom Expectations

- Have **Mustang PRIDE**
- Have **RESPECT** for people and things in the classroom
- **Honesty and Integrity**
- Use of **technology as a tool for learning**. Follow the classroom protocol for when to have tech book open or closed.
- Cell phones out of view unless approved for educational activity
- **Follow Hempstead rules**, policies and guidelines per Student Handbook

## Grading Plan

The goal for grades in Spanish class is to provide feedback to students and their parents on how well students have mastered the following proficiencies:

Interpretive listening and reading, interpersonal speaking and writing, presentational speaking and writing, cultural knowledge and understanding.

- **Each Chapter students will practice the three modes of communication, investigate cultural points and take quizzes over vocabulary and grammatical knowledge need to communicate.**
- **Retakes** of certain sections on tests, quizzes will be upon the teacher's discretion
- **Grades are based on points.** They are not weighted.
- District Grading Scale Used

**Students need a C- or better or teacher approval at the end of the year to continue on to the next level**

**Students earning an F at the end of the semester will not be eligible to continue on to the next semester**

## Communication Plan

- **Parents:** the best way to communicate with me is through **email**. We will use a Learning Management System, Canvas. I will update students grade regularly through **Powerschool**. Contact me with any questions or concerns.
- **Students:** come and **talk to me** before or after school or during the 5th hour study hall. They can also email me. Students will be able to check **Canvas** for announcements, to submit assignments, and for feedback. Students should check their grades frequently on **Powerschool** and address any concerns in a timely fashion.