

**Course Syllabus**  
**Level 1**  
**Spanish 1-2: WSP 181 – WSP 182**  
**Maestra Torres**

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

### **Course Description**

This course offers beginning students the opportunity to study language which can be used in everyday communication. Using Spanish, students will begin to communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Students will also 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 the American Council of Teaching a Foreign Language (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 of Spanish 1-2 in different Modes of Communication (Novice High):**

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

### **Content and Pace:**

The content of this course is based on themes which are relevant to the interest of teenagers. Each unit is based on an essential question and will take approximately thirty 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 and spell names, express greetings and say good-bye while using appropriate gestures, state where they are from, identify Spanish-speaking countries around the world, state their age and talk about birthdays celebrated in Spanish-speaking countries, recognize cognates and describe 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 explain 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:** inquire and explain who someone is and state their origin, ask and state how to say a word in Spanish, converse 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 and identify classroom objects, technology

and clothing, talk about what people do and may need at school, inquire about and provide contact information, discuss feelings, student exchange programs and schools in Spanish-speaking countries, read and discuss a poem by Gina Valdés

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

Students will be able to:

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

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

**Lección B:** describe additional places in the city, have a conversation in a restaurant, inquire and explain what people are going to eat, drink, see, and converse about Mexico's three cultures, Mexico City landmarks, cuisine, and the art of Frida Kahlo.

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

Students will be able to:

**Lección A:** describe family and relationships among people, including feelings, conditions and origins, explain the Hispanic naming tradition and talk about Puerto Rico, its languages and its people.

**Lección B:** describe friends and family, converse about activities people enjoy / do not enjoy, discuss the role of family, 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:** converse about technology/electronics and interests in entertainment, state which type of technology/electronics people have and express feelings about them, describe activities for an upcoming week or trip, and discuss conservation and political neutrality in Costa Rica

**Lección B:** converse about holidays and celebrations, their attendees and activities, discuss dates and birthdays, describe festivals celebrated in Nicaragua and discuss Rubén Darío and the annual celebration held 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 students may already know and what they need to learn. Formative assessments include, but are not limited to:
  - homework assignments
  - class participation
  - in-class practice activities
  
- **Summative assessments** tell whether 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 three modes of communication
- Final Exam/Performance - Comprehensive of semester material

### **Instructional Strategies**

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

### **Resources**

- ¡Qué Chévere! Level 1 textbook <https://passport.emcl.com>
- Canvas (learning management system) <https://dubuque.instructure.com>
- Variety of online resource for learning and presenting

### **Materials**

- pens/pencils
- Binder
- Spiral notebook
- Loose leaf paper
- Highlighters
- Ear buds

### **Academic Expectations**

- **Study Daily**- Students should prepare adequately for each class and assignment given. Students are expected to study daily, even if no homework is assigned. They may utilize their textbook, notes or a variety of online resources to study.
- **Absences:** It is the student's responsibility to request 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 prepared 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: Students will abide by the district's [attendance policy](#)**

### **Classroom Expectations**

- Demonstrate all elements of **Mustang PRIDE** (prepared, responsible, inclusive, dignified, and empowered)
- Show **Respect** for people and materials in the classroom

- Demonstrate **Honesty** and **Integrity**
- Practice appropriate use of technology
- **Follow Hempstead and district** rules, policies and guidelines per the 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.

- **With each Chapter, students will practice the three modes of communication, investigate cultural points and take quizzes covering the vocabulary and grammatical knowledge needed 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.
- Determined by the District Grading Scale

**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 student grades regularly through **Powerschool**. Please contact me with any questions or concerns.
- **Students:** Please come and **talk to me** before or after school or during the 5th hour study hall. You may also email me. Students will use Canvas to view work, submit assignments and access feedback. Students should check their grades frequently on **Powerschool** and address any concerns in a timely fashion.