

FIRST YEAR SPANISH

Sra. Ruiz

Course Description - Spanish 1-2

¡Bienvenidos a la clase de ESPAÑOL! Congratulations on your decision to learn a foreign language! As a first-year Spanish student, you will begin to be able to have simple conversations in Spanish. By the end of first year you will know how to speak about topics such as family, friends, food, clothing, school, sports, likes, interests, and much more. You will begin to communicate in all four skill areas: reading, writing, speaking and listening. You will become acquainted with a variety of language and cultural aspects as you make comparisons and connections between English and the American culture and Spanish and Hispanic cultures.

You are required to learn and memorize vocabulary, understand sentence structure and compare and contrast grammar in Spanish and English.

A variety of learning activities using formative and summative assessments are designed to help students meet district standards and national ACTFL standards for World Language learning. Skills developed in the classroom may be used in the community and beyond.

Standards

World Language Standards for the Dubuque School District:

#1 Communication: Students will communicate in languages other than English.

#2 Culture: Students will gain knowledge and understanding of other cultures.

#3 Connections: Students will make connection between target language learning and other disciplines.

#4 Comparisons: Students will develop insight into the nature of language and culture.

#5 Communities: Students will use the target language beyond the classroom setting.

Assessments

Listed below are the following ways student progress and achievement will be measured:

- tests
- quizzes
- informal verbal assessment during class by teacher
- self-assessment

Content

The content of this course is based on the following themes:

- greetings and introductions
- alphabet and numbers
- expressing preferences
- describing self and others
- clothing
- talking about the date, weather and schedules
- school and activities
- giving and receiving directions

Instructional Strategies

The instructional strategies that will be used most often are direct instruction (e.g. lecture, drill and practice), interactive instruction (e.g. cooperative learning groups, think/pair/share), independent study (homework practice, computer-assisted practice), and indirect instruction (writing reflections, reading for meaning)

Resources

- iQué chévere! textbook (used in class, but you may check out for home use if you wish)
- Canvas on dubuque.instructure.com
- iQué chévere! online textbook found at <https://passport.emcl.com/login/#/>

Academic and Behavioral Expectations

For the success of ALL students, these are the following expectations for class:

- Be present and participate always.
- Be on time for class! Students must be in their seats when the bell rings, ready to start the warm up (**empezar**). Please see the student handbook for tardy procedures.
- Class starts immediately. Electronic devices and phones should be turned off when the bell rings, earbuds out, etc.
- What you will need in class each day: paper, writing utensil, 3-ring binder/folder
- Don't expect to understand everything that is being said, and don't get frustrated when you don't.
- Look and listen for words you do know, don't dwell on the ones you don't know.
- Do the practice exercises (homework) and ASK when you don't understand something in the homework or notes.
- When speaking Spanish, just say anything you know, even if it's not perfect. Use words you DO know instead of getting hung up on the words you DON'T know. The listener can often make out what you're saying even from just a couple words, or even if pronounced slightly incorrectly.
- Anything other than respectful and school-appropriate behavior will not be tolerated. Our Spanish classroom will be free of put-downs or any type of hostile comments/behaviors. Destructive or negative comments are to be kept out of the learning environment for everyone's benefit. Let's create a safe and positive classroom environment together, so students can all learn in the best way possible.

Consequences

The consequence for not following classroom procedure and rules will, in most cases, result in a verbal warning from the teacher. If behavior continues to be a problem, I will refer issues to A.P. office, parents/guardians, guidance or anyone else that needs to be involved to get a student back on the right track.

Unexcused absences and tardies will result in detention. After three tardies or one excused absence, a student will serve detention from 7:10-7:30 a.m. on the day the teacher assigns. If detention is not served the issue will then be taken up with administration.

Grades

Your Spanish grade will be broken down into the following categories: reading comprehension, vocabulary knowledge, listening comprehension, writing, speaking and cultural knowledge. (20% vocabulary, 20% grammar, 15% listening, 20% reading, 10% writing, 10% culture and 10% speaking) Grades are weighted based as closely as possible on the time spent on each skill during the Spanish 1-2 course.

Daily practice homework will usually not be graded, as it is PRACTICE. In the event that homework is graded, I will collect the assignment and correct it. I will only collect and grade random assignments, you will not know which assignments ahead of time I am going to collect and grade. I will still check to see if the homework practice is completed and record it in the gradebook, but it will not be directly included in your final grade. The expectation is still that all students do the homework. Your scores on tests, quizzes and projects will be affected greatly by your consistency in doing the daily practice!

You may re-take up to 3 sections of a test or quiz of your choice, but you must have all of the homework for the skill assessed BEFORE the assessment occurs. In other words, you may not use the graded quiz, text or project as "practice" for a particular skill, you must use the practice as practice!

Absences and Make-up Work

YOU and only YOU are responsible for missing work if you are absent from class. I will not find you to give you the assignments and information for the day(s) missed, you must ask me. For each day absent, you have two days to make up the missing work. Please see me before class about missing work upon return, or else see Sra. Ruiz's webpage calendar to check out what we did in class on the day/s you were absent.

Contact information

The best way to contact me is by email:

sruiz@dbgschools.org

You can also call me and leave a message on my voicemail and I will return your call as soon as possible:

(563) 552-5690

I will set up a REMIND 101 account with students that want reminders for class events (e.g. quizzes, projects due, changes to schedules)

If parents also wish to be added to the REMIND 101 list and receive reminders from me, please email me and I will send you the code for your student's class period.

Parents/Guardians and Students,

Please read the syllabus and sign below to show that you have read the syllabus and understand classroom policies and expectations.

Student: (print)

Student Signature:

Parent/Guardian: (print)

Parent/Guardian Signature:
