



Spanish 1

Course Description

Designed to introduce students to Spanish language and culture, Spanish I emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people.

Instructor:

Señorita Haring
Room 32
meredith.haring@central301.net
CMS phone: 847-464-6000

Course Materials Required:

- *jExprésate!* textbook (*el libro de texto*)
- Workbook (*el cuaderno de vocabulario y gramática*)
- Charged Chromebook (*el Chromebook / la computadora*)
- Notebook (*el cuaderno*)
- Pencil (*el lápiz*)
- Binder / folder (*la carpeta*)
- Dry erase marker (*el marcador*)

Learning Activities

- Textbook and workbook activities
- Partner and group discussions
- Games
- Role playing
- Lecture
- Dialogue creation

Learning Outcomes

- Students will be able to...
 - read, write, speak, and understand the language at a basic level within predictable areas of need (**Communication**)
 - name and differentiate basic geographical features and products of various Spanish speaking countries (**Culture**)
 - expand their knowledge of other disciplines while using Spanish (**Connections**)
 - Consider Spanish grammar and sentence structure and compare it to language structures of their own language (**Language Comparison**)



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- Students will set goals and reflect on their progress in language learning (*Lifelong Learning*)

Course Outline

Unit	Approximate Dates	Topics	Student Activities
Unit 1: Let's Begin (<i>jEmpecemos!</i>)	Quarter 1 6 weeks	<ul style="list-style-type: none"> • ask someone's name and how someone is • introduce someone • say where you and others are from • give phone numbers, the time, the date, and the day • spell words and give email addresses 	Workbook activities Textbook activities Online vocabulary games Partner dialogue Role playing scenarios Vocabulary quizzes Unit 1 Test
Unit 2: Getting to Know Each Other (<i>A conocernos</i>)	Q1 - Q2 6 weeks	<ul style="list-style-type: none"> • describe people • ask someone's age and birthday • talk about what you and others like • describe things 	Workbook activities Textbook activities Online vocabulary games Partner dialogue Role playing scenarios Vocabulary quizzes Grammar quizzes Unit 2 Test
Unit 3: What Do You Like to Do? (<i>¿Qué te gusta hacer?</i>)	Quarter 2 6 weeks	<ul style="list-style-type: none"> • talk about what you and others like to do • talk about what you want to do • talk about everyday activities • say how often you do things 	Workbook activities Textbook activities Online vocabulary games Partner dialogue Role playing scenarios Vocabulary quizzes Grammar quizzes Midterm Exam (Semester 1 Final)
Unit 4: School Life (<i>La vida escolar</i>)	Quarter 3 6 weeks	<ul style="list-style-type: none"> • say what you have and need • talk about classes • talk about plans • invite someone to do something 	Workbook activities Textbook activities Online vocabulary games Partner dialogue Role playing scenarios Vocabulary quizzes Grammar quizzes Unit 4 test



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Unit 5: At Home with Family (En casa con la familia)	Q3 - Q4 6 weeks	<ul style="list-style-type: none"> • describe people and family relationships • talk about where you and others live • ask about your responsibilities 	Workbook activities Textbook activities Online vocabulary games Partner dialogue Role playing scenarios Vocabulary quizzes Grammar quizzes Unit 5 test
Unit 6: Let's Eat! (¡A comer!)	Quarter 4 6 weeks	<ul style="list-style-type: none"> • comment on food • take an order and make polite requests • talk about meals • offer help and give instructions 	Workbook activities Textbook activities Online vocabulary games Partner dialogue Role playing scenarios Vocabulary quizzes Grammar quizzes Final Exam (Semester 2 Final)

Major Course Assignments/Assessments:

(All dates are approximate and subject to change.)

- Unit 1 test - October 3-4
- Unit 2 test - November 16-17
- Midterm - January 17-18
- Unit 4 test - February 27-28
- Unit 5 test - April 26-27
- Final Exam - May 29-30

Grading Procedures:

Continuous Semester Method: Teachers will determine semester grades on the basis of grades earned on course work for the entire semester. Quarter grades are not final grades that will be used for averaging; but, rather, they are mid-semester grade reports to students and parents. Quarter 2 and Quarter 4 grades reflect final grades for the semester, in conjunction with the final semester exam.

Note: Semester work: 85%

Final Exam: 15%



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Grades will be determined by the following category weights:

Category	Percentage
Tests	35%
Quizzes	35%
Homework	10%
Participation	10%
Projects	10%

Grading Scale:

Letter Grade	Range
A	100-90
B	89.99-80
C	79.99-70
D	69.99-60
F	59.99-below

Extra credit will not be available, and grades will not be rounded.

Absences/Make-up Work:

Students who are absent from school will be allowed to make up work for equivalent academic credit. The time allowed to makeup work will generally be one school day for every school day missed, starting with the first day the student returns to school. In extenuating circumstances a student may ask his/her teacher for additional time to make up work. It is the responsibility of the student (and his/her parent/guardian), not the teachers, to get the assignments, complete them, and turn them in, and to arrange a time with the teacher to make up any missed quizzes or tests. Incomplete work or failure to do the work may result in a lowering of grades.



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Timeframe for makeup work:

For single-day absences, the policy as stated above will be followed. For multiple-day absences, the student is responsible for communicating with me about an acceptable timeframe in which to complete missed work.

Due to the pace of the course, quizzes or tests that are missed due to absences must be made up within 3 days of returning to school.

Procedure to follow to receive and submit makeup work:

1. Log in to Canvas, follow the “Absent Work” link, and find the date(s) of your absence.
2. Complete any assignments that you can do from home.
3. Check the “Absent Folders” in the classroom upon your return to pick up any necessary handouts.
4. See me with any questions or concerns, or if there is not anything posted or available as Absent Work. It is the student’s responsibility to get any and all work from the teacher.
5. Submit or check in makeup work according to the timeframes outlined in the previous section of this syllabus.

Technology Policy

The District's electronic networks, including the Internet, are part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. Use of all electronic devices allowed as part of the District's Bring Your Own Device (“BYOD”) program and the District issued Chromebook must be consistent with District policies and procedures. Such electronic devices may be used during instructional time only for educational purposes as approved by the Administration or teacher. Personal devices may be used by students during non-instructional time, such as during passing periods, and before or after school. Students may not place or receive phone calls during school day hours (8:12 am to 2:50 pm). Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, accessed via the District's electronic networks. The District's rules for behavior and communications apply when using the electronic networks. Refer to the Chromebook Handbook issued by the district.

Technology guidelines specific to my classroom:

Cell phones or other handheld electronic devices will be on silent and out of sight in class, unless students are directed to use them or ask for and receive permission before taking it out. Chromebooks should be brought to class daily, but will only be taken out as needed.

- 1st offense: verbal warning
- 2nd offense: device confiscated until end of day and a phone call home
- 3rd offense: device confiscated to office, phone call home, and parent must pick up the device



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Academic Integrity:

Students engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores will be held to the standards of the 17-18 CMS Plagiarism Policy.

Plagiarism/Cheating

Using someone else's ideas, phrasing or words and representing those as your own, either on purpose or through carelessness, is plagiarism. This is the same as "copying" the ideas of someone else. This includes, but is not limited to: copying from the Internet, copying from a reference source, copying from a friend, etc. Plagiarism can encompass an entire paper, a paragraph, a sentence, or even just one word. Any work that is turned in and is found to have been plagiarized will be disciplined as follows:

- All daily work, classwork, homework, and quizzes will result in a zero
- For large/unit assessments and projects:
 - 1st offense-Conference with the teacher with the option to redo the project/assessment for 50% off
 - 2nd offense– Conference with the teacher, parental contact, and a zero on the project/assessment
- All subsequent offenses will result in a mandatory conference with the student, teacher, principal or student service coordinator. Consequences will be handled on a case by case basis.

*****This includes the use of online translators!*** While they can be helpful for one-word translations, they tend to be highly inaccurate for sentences and even short phrases. **If any student uses vocabulary from a source other than our class's resources (including a Spanish-speaking person he/she knows), the source must be cited and given proper credit.**

Resources:

It is absolutely crucial to practice Spanish outside of class time. It is recommended that students take at least 15-20 minutes in addition to assigned homework to review class notes and study vocabulary - including spelling. If you find yourself struggling after having utilized all notes, homework, study materials, flashcards, etc., or if you just love to practice Spanish, there are many resources available!! Below you will find just a few that I and previous students have found helpful.



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- go.hrw.com: Online textbook and activities. Students' usernames and passwords will be distributed at the beginning of the year to access the textbook online. Record yours in a safe place (Google Drive - Spanish Folder) for future reference! Without logging in, you can search for GO Resources using search terms such as, "EXP1 CH1." (CH# represents the chapter/unit we are currently studying: #1-6.)
- [Quizlet.com](https://www.quizlet.com) : Join [Srta. Haring's Quizlet class](#) to access study sets for our vocabulary and grammar. The site includes flashcards with audio, lists, games, and more. The sets are labeled by the chapter and vocab or grammar topics. For example: "C1V1" means Chapter 1, Vocab 1. Each chapter (unit) has two vocabulary topics and two grammar topics.
- [DuoLingo](https://www.duolingo.com) : Free website and app for most any device - Chromebook, computer, Mac, phone, iPod, tablet, etc. - and students can join my virtual classroom! This "game-ified" language learning app will allow you to choose a language to learn (Spanish, in our case) and practice using easy-to-follow levels of grammar and vocabulary. Unlock higher levels as you become comfortable, or let the app show you your weak areas for extra practice. *This has been an outstanding resource for students!!!*
- [WordReference.com](http://www.wordreference.com): I don't recommend Google Translate, except for one-word translations (like using a Spanish-English dictionary). It is not always accurate, it will use words outside of our course's vocabulary and grammar levels, and it will not help you to truly learn the language. It is considered cheating, and I **will** notice on assignments!! **Word Reference** has much more useful and educational information for Spanish students. However, if a term is used from **any** other source, it needs to cited giving proper credit to the source.
- [StudySpanish.com](http://www.studySpanish.com) : Choose grammar or vocabulary topics/themes for lesson reviews and online practice.

Appendices:

- For each unit, students will receive one vocabulary packet (*el paquete de vocabulario*) and one or two activities packets (*el paquete de actividades*). These packets, in addition to grammar notes/handouts need to be kept throughout the year, and are recommended to be saved for reference during Spanish II next year.