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Spanish 1 Course Syllabus 2020-21

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Office Hours: Monday 3:25pm - 4:10pm & Tues-Fri 1:50pm - 2:35 pm

Course Content

Spanish 1 is an introduction to Spanish and focuses on the four key areas of foreign language study: listening, speaking, reading, and writing. The primary purpose of the course is to prepare students to be well-rounded global citizens who can communicate effectively in Spanish and are aware of the cultural influences of the Spanish and Latino heritage at home and abroad. In this course, students will learn basic sentence structure, vocabulary, and have the opportunity to read, speak and write in Spanish.

Textbook & Available Resources

The textbook is found in the HUB under Digital Resources:
Avancemos Level 1 (Look for the tile under LOTE/World languages)

Apex – It has tutorials available for extra support found in the same area

Quizlet – Search on your own; however, links will be provided as we move through the course

About the Teacher

I was born in New York, Ny and at two years old moved with my family to the City of Panama, Republic of Panama, where I grew up. Then, I moved to San Francisco, California, in 1978 to attend the university. In 1982 I graduated from San Francisco State University with a Bachelor of Science Degree in Business Administration and International Business. From 1982 to 1988 I worked for major international corporations as a marketing executive. And from 1989 to 2000, I worked at the U. S. Department of Labor as an Equal Employment Compliance Investigator. I came to Houston in May 2000 to start working as an elementary bilingual teacher and in 2004 I began working as a high school Spanish teacher.

Ongoing Objectives

- By the end of this course, the student will have mastered the basic skills of greeting one another and writing simple present tense sentences.
- He/she will be able to describe in basic form likes and dislikes, people and places, the weather, participating in activities and to describe friends and family members in the target language.
- The student will explore cultures different from his/her own, i.e. foods, clothes, traditions, holidays, celebrations, and music.

Notebook

The students are required to maintain a handwritten composition notebook of your notes and vocabulary. It will be submitted once per grading cycle and should be present during every class to take notes whether the class is virtual or in person.

Grading Scale

Grades are calculated as follows: Classwork 50%, Quizzes 30%, Participation 20%

Attendance and Participation

Attendance and participation are required; it is difficult to learn the content if the students are not present in class. Class participation and attendance can be a deciding factor if the class grade average straddles two grades. It is also too easy to fall behind if a lesson is missed since each one builds the foundation for the next lesson. Students should make sure to see me about any missed work if absent. All assignments have firm deadlines built into the HUB for completion.

Daily Required Materials

1. Laptop
2. Pen or Pencil
3. Composition notebook
4. Occasionally, color pencils or markers for projects or to enhance work or notes (But not required)

Unit Overviews

Unit One

This unit explores the influence of language and culture on identity. Students will learn to greet others in culturally appropriate ways. Students will learn the correct pronunciation of the letters and the sounds they make in the target language. They will also familiarize themselves with the benefit of cognates (words that look, sound and mean the same in two or more languages). Students will be able use Spanish to introduce themselves and others, ask basic personal information, make requests and respond appropriately in the classroom setting.

Unit Two

Students will learn how to discuss and compare their family members. They will explore different holidays, birthdays and celebrations unique to the Spanish-speaking countries.

Unit Three

Students will learn in basic terms about fashion, art and going shopping. They will discuss purchases as well as money conversion, styles and sizes. They will be able to express likes and dislikes using numbers, colors and question words.

Unit Four

Students will learn to express school and daily life activities including technology in verbal exchanges. They will be able to express likes and dislikes regarding classes, school activities and compare cultural differences in the Spanish-speaking countries.

Unit Five

Students will be able to express daily life in basic terms by describing their houses, health and express their personal opinions in the target language.

Unit Six

Students will be able to use basic target language to order, make and describe foods. They will be able to compare the foods they eat with those in Spanish. Students will also be able to use simple expressions to talk about purchasing food at a market and ordering in a restaurant. In addition, they will be able to compare the quality of life from their own culture to the Spanish-speaking countries and address other thematic and cultural contexts.