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## Spanish I Course Syllabus 2022-2023

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**Conference Periods:** 2<sup>nd</sup> and 7<sup>th</sup>

### Waltrip Mission

Waltrip High School fosters a safe and challenging learning environment, preparing students for post-secondary education and a competitive global workforce through rigorous core academic instruction, comprehensive social-emotional supports, an array of quality fine arts programs, and comprehensive career and technology education.

### COURSE DESCRIPTION

The purpose of this course is to enable students to begin to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisitions of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

Students who successfully complete Spanish 1 will be competent in the following areas:

- INTERPRETIVE – I can understand familiar words, phrases & sentences that I hear and read about my daily life. I can understand some details and sometimes the main idea in Spanish,
- INTERPERSONAL – I can ask & answer simple questions using phrases, simple sentences, and memorized language on familiar topics.
- PRESENTATIONAL – I can present basic information in speaking and writing about familiar topics related to everyday life using phrases, simple sentences, and language I have practiced in Spanish.
- REAL WORLD WORK – I can use Spanish outside of the classroom in real world settings.

### COURSE OUTLINE

Unit/ Topic	Course Activities	Assessments/Assignments
Introduction	Students will learn to greet others in culturally appropriate ways based on context and mode of communication (in person, by phone, text or online), numbers, alphabet, commands, calendar and body parts.	Diagnostic assessments
Unit 1-The Influence of Language and Culture on Identity	Students will learn to greet others in culturally appropriate ways based on context and mode of communication (in person, by phone, text or online). Students will be able to: 1) introduce themselves and others, ask for basic personal information and describe people in simple terms; 2) share and ask about personal likes and dislikes; 3) function in the classroom by making requests in simple/incomplete sentences and respond appropriately to commands given in class; 4) comprehend daily objectives and activities; 5) learn and use the alphabet, characters, phonetic system and cognates; 6) identify basic cultural aspects such as immediate family members	Written and oral responses, tests, and projects
Unit 2- Families in Different Societies	Students will learn how to discuss and compare their families with those in the target language cultures. Students will be able to: 1) describe themselves and their family members (physical and character traits); 2) list basic jobs in the target language countries; 3) express the jobs they would like to have; 4) discuss birthdays and describe birthday celebrations; 5) compare birthday celebrations between their own culture and the ones of the target language cultures; 6) learn about holidays and important dates in the target language culture(s); 7) address other related thematic and cultural contexts at an appropriate level as defined in the TEKS for LOTE.	Written and oral responses, tests, projects
Unit 3- Influences of Beauty and Art	Students will learn to talk about shopping, fashion, and arts in basic terms. Students will be able to: 1) use level appropriate communication to purchase and discuss clothing, as well as ask for sizes, styles, colors, and observing and understanding prices; 2) discuss fashion in different target language countries at a basic level; 3) experience relevant arts (movies, paintings, music, books, fashion) in the target language; 4) express what they like and don't like in arts and why; 5) address other level appropriate thematic and cultural contexts as defined in the TEKS for LOTE.	Written and oral responses, tests, and projects
Unit 4- How Science and Technology Influence Our Life	Students will learn basic exchanges about technology in school and in daily life. Students will be able to: 1) discuss their likes and dislikes in more detail regarding school subjects, schedule, after schools activities, and teachers; 2) invite others to activities at certain dates and times; 3) compare their school setting to schools in the target language countries; 4) discuss everyday technology and compare its use with that of the target language countries; 5) observe the effect of social media on their social lives with that in the culture of the target language countries; 6) address other level-appropriate thematic and cultural contexts as defined in the TEKS for LOTE.	Written and oral responses, tests, projects, research paper and presentation

Unit 5- Factors that Impact the Quality of Life	Students will learn to talk about daily life in basic terms. Students will be able to: 1) describe their homes, research and compare them with those in the target language countries; 2) engage in basic discussions about their health and factors that can affect it; 3) ask for help when ill and give advice to others about their health; 4) become familiar with basic facts about quality of life and its factors such as poverty, health, and language barriers in the target language countries and compare them with their own culture; 5) address other level-appropriate thematic and cultural contexts as defined in the TEKS for LOTE.	Written and oral responses, tests, and projects
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## OBJECTIVE

The expiration of Hispanic language and culture incorporates a variety of multimedia resources. The student will acquire increased proficiency through active use of vocabulary, verbal, and syntactical elements in oral/aural practice and written communications.

## MATERIALS

Pen, pencil, composition notebook, laptop.

## GRADING POLICIES

### Class participation

Students are expected to participate in class every day. A class participation grade will be given several days each week.

### Class Assignments

Daily work will be checked and count as daily grade.

### Make-up Work

When absent, the student is responsible for getting missed assignments, checking Canvas for missed assignments and asking Ms. Gonzalez. If the student does not make up missed work, he/she will receive a zero on all missing assignments. All make-up work must be completed within five school days after the student returns. All make-up tests and quizzes will be scheduled at the teacher's convenience with the student having at least 24-hour notice. Field trip absences only get one day to make up the work.

### Test

Tests will be given regularly throughout each grading period. There will be 4-to-5-chapter tests during the semester which will be announced. There will also be unannounced tests given throughout the semester.

### Late work/assignments

Late homework and assignments/projects will be accepted with 5 points deduction for each day the work is late.

## GRADING PERCENTAGE

The grading system for LOTE Department at Waltrip High School is as follows:

**Attendance/Oral participation: 20%**

**Test/Quizzes/projects: 30%**

**Class assignments: 50%**

## **Attendance Policy**

Regular and prompt class attendance is an essential part of the educational experience. Waltrip High School expects students to exercise good judgment regarding attendance and absences. Students will accept full responsibility for ensuring their work does not suffer because of absences. All students are expected to attend every scheduled class on time. Exceptions may be made for illness and valid emergencies.

## **DISCIPLINE PLAN**

### **Rules and Procedures**

- Follow all school rules and school board policies.
- Respect each other and your teacher.
- **Cell phones will be placed in box/designated area.**
- Arrive on time.
- Model good manners with everyone.
- Bring your tools to class.

### **Tardy**

There will be a sign-in when you are late to class. If you are late one time is excused, second time is a warning, third time is a call to your parents and if it continues it will be detention after the third time and a conference with your grade level Assistant Principal.

### **Plagiarism, Cheating, and Academic Integrity**

Plagiarism is the practice of copying words, sentences, images, or ideas for use in written or oral assessments without giving proper credit to the source. Cheating is defined as the giving or receiving of illegal help on anything that has been determined by the teacher to be an individual effort. Both are considered serious offenses and will significantly affect your course grade. Please refer to the Student Code of Conduct booklet for additional information.

## **Methodology**

A combination of lecture, class discussion, presentations, videos, cooperative learning, and problem-based learning will be used in this course. Grades will be determined by the satisfactory and timely completion of assignments. The grade of each assignment is based on the prerequisite given for each assignment. Below is an overview of topic/ units and major assessments/assignments for this course. Please note dates/time frames are subject to change and are an estimate.

## **TUTORIALS**

After school tutorials will be offered.

Student may retake exams if they score below 70. Student must make the time to retake.

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