

Syllabus

Course:	Spanish I
Instructor:	Misty Ávila
Room Location / Phone Number:	Rm 407 / (940) 567-7204 ext. 304
Conference Period:	6 th period, 12:54-1:40
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For assignment help, Blog, And course information:	Go to www.jacksboroisd.net , click "high school", click "faculty webpages", then click "Misty Avila"

A. Course Description

Spanish I is a course designed to introduce students to communicating in the Spanish language. To accomplish this, stressed skills and concepts will be expansion of the students' knowledge of Hispanic culture, mastery of contextualized vocabulary, strengthening of communicative proficiency in the core modes (listening, speaking, reading, and writing), utilization of correct Spanish grammar and structure, and visualization of relationships to other disciplines and real-life applications. Students will utilize opportunities to express themselves and interact with their classmates in Spanish. To aid students in their language acquisition, a variety of materials and media will be implemented along with completion of enrichment projects demonstrating mastery of classroom topics.

B. Course Outline

Information to be covered in Spanish I will come from the Glencoe Spanish textbook and student workbook, [¡Buen Viaje!](#) Level 1. There is a link to this textbook on the Jacksboro High School website.

In addition to the textbook, we will also be using the Rosetta Stone Online Language Learning Program, a computerized multi-sensory approach to language learning. Student accounts will be created and they will be required to complete a certain number of computer assignments every six weeks. Students can also access the program from home at <http://jacksborohs.rosettastoneclassroom.com> or by using the link on the JHS website.

First Six Weeks: Textbook - Preliminary lessons, Chapters 1 and 2
Topics – alphabet, greetings, courtesy, ordering food, days of the week, asking the day and date, months of the year, seasons, numbers 0-99, description (places, yourself, and others), asking nationalities and origins,

discussion and expression of opinions about school classes, telling time, and when events occur
*Culture – customary greetings, Don Quijote, Reading selections “El Español en Estados Unidos” and “San Antonio”
Structure – singular definite and indefinite articles, singular and plural adjectives, singular and plural forms of **Ser**, plurals of nouns and articles
Project - Cultural Symbol Poster
Rosetta Stone – Begin unit 1, Assignments 1-23

Second Six Weeks: Textbook – Chapters 3 and 4

Topics – identifying and describing school supplies, describing and asking questions about shopping, state color and size preferences of clothing, numbers 1-999,999,999, going to school, the school day and activities,
*Culture – Reading Selections “Un alumno madrileño” and “Escuelas del mundo Hispano”
Structure – singular and plural forms of present tense verbs (**-ar, ir, dar** and **estar**), **tú** vs. **Usted**, contractions of “**al**” and “**del**”
Project – Clothing Catalog or Fashion Demonstration
Rosetta Stone – Complete Unit 1, Assignment 24-46

Third Six Weeks: Textbook – Chapters 5 and 6

Topics – eating at a café, shopping for foods and beverages, Family relationships, rooms in houses and apartments, telling your age and birthday
*Culture – Reading Selections “En un café en Madrid” and “La familia Hispana”
Structure – Plural forms of **-ir** and **-er** verbs in the present tense, present of **tener**, phrases “**tener que**” and “**ir a**”, possessive adjectives.
Projects – Two – Create a menu and make a Family Tree Poster or Home Shopping Dialogue
Rosetta Stone – Complete Unit 2

Fourth Six Weeks: Textbook – Chapters 7 and 8

Topics – soccer, baseball, basketball, parts of the body, minor illness, emotions, doctor’s office and the pharmacy
*Culture – Reading selections “El fútbol” and “Una joven nerviosa”
Structure – present tense stem-changing verbs **e<ie** and **o<ue**, special verbs (**interesar, aburrir** and **gustar**), **ser** vs. **estar**, **me, te**, and **nos**
Project – Sports broadcast or newspaper article
Rosetta Stone – Complete Unit 3

Fifth Six Weeks: Textbook – Chapters Nine and Ten

Topics – summer and winter weather and activities,
attending cultural events, taking the bus/subway
*Culture – Reading selections “Paraisos del mundo Hispano”
and “Dating”
Structure – preterite tense of verbs (**-ar, -er, -ir, ser** and **ir**),
pronouns (**lo, la, los, las**), indirect object
pronouns (**le, les**).
Project – Travel brochure
Rosetta Stone – Begin Unit 4, Assignments 1-23

Sixth Six Weeks: Textbook - Chapters 11 and 12
Topics – air travel and daily routines
*Culture – Reading selections “El avión en la América del
Sur” and “Del norte de España”
Structure – present tense verbs (**hacer, poner, traer, salir,**
saber, and **conocer**), present progressive verbs,
reflexive verbs, and stem-changing reflexive verbs
Project – Airport Travel Simulation
Rosetta Stone – Complete Unit 4, Assignments 24-46

** Studies will also be interspersed with mini-lessons addressing cultural celebrations and holidays. From time to time, the students will be required to complete writing assignments demonstrating their communication skills.*

C. Required Materials – Please bring with you everyday!

- Pens with blue or black ink (required specifically on exam days)
- Pencils
- Loose-leaf notebook paper (wide-rule preferred/ paper with torn or jagged edges will have a 5-point deduction)
- Two-pocket folder with brads in the middle **OR** 3-ring poly-binder (1-inch) with dividers
- Spiral or Wireless notebook (70 page minimum)
- Zippered pocket to keep in the folder or binder
- ***Classroom textbook****
** While at school, students will use the classroom set of textbooks. For use at home to complete additional assignments, students will either be issued their choice of textbook or a textbook CD-ROM.*
- ***Buen Viaje Workbook*****

***** The workbook is a consumable item that will be provided to the students free of charge, only once. After that a \$10 charge will be assessed to replace it.***

- ✓ **Additional crafts materials (map colors, markers, poster board, etc.) will be required for various projects each six weeks**

D. Classroom Procedures / Routines

“Pesetas” - Research has shown that dependence on the learner’s primary language (in this case, English) often interferes with their ability to communicate in the target language (Spanish). Therefore, our class will convert into a Spanish-speaking atmosphere. To facilitate this transition, we will incorporate an exciting strategy and reward system for students through the use of “Pesetas”, named after the currency of Spain. Students in the Spanish I class will be given more information on the Peseta privileges later. However, they will **need a zippered pocket** or other safe place to keep their Pesetas in for each six-week period, at the end of which they can “cash” in their “money.” This method brings amazing results by giving the students confidence in speaking. It makes the class fun and gives real rewards for real accomplishments.

Before students enter the classroom, they must **say aloud a Spanish “password”** to Mrs. Avila in order to enter the room. As students progressively learn more Spanish they will be able to recite vocabulary we’re learning, phrases and eventually sentences as their “passwords.” Then upon entering the classroom, they **need to get their materials** (class folder/binder, spiral notebook, workbook, nametag and pesetas) from the baskets located in the classroom cabinet. They need to get writing materials, any assigned homework from their backpacks. They must leave their backpacks against the wall designated by the teacher. Backpacks will remain there for the remainder of the period. A “Bellringer” or “Focus” activity will be displayed on the dry-erase board or overhead projector screen. In order to avoid being counted tardy, **students must be seated and working** on that activity in their spiral notebooks **when the tardy bell rings**.

*While the teacher is taking attendance, students should also read through the agenda on the whiteboard. They should write down assignment names and due dates on their assignment sheets in their folders.

*As an introduction to Spanish spelling and pronunciation, students will adopt a Spanish first name to be used in class. From that point on, students **must use that Spanish name in conversation and write it on assignments they turn in**. Usually their Spanish name will be the equivalent of their English name. For those whose names have no Spanish equivalent, I will provide them with a list of acceptable names to choose from.

***Each assignment must be properly labeled with a complete heading and title (when necessary)**. The heading will appear on the top left hand corner:

Sp. First name and True Last Name
Español (grade in school.class period)
Date (Written in Spanish words)

Example:

Peter Johnson is a tenth grader in my 3rd period class so his heading would look like this:

Pedro Johnson
Español 10.3
Veinte de Septiembre, 2010

One point will be deducted for each mistake or missing information from the heading. Papers turned in without a heading will be subject to a 7-point deduction.

*Students will be responsible for keeping their area clean and will be kept after class until the area is restored to its previous condition; Books, folders properly returned, etc. This is particularly emphasized when working on more creative assignments utilizing markers, map colors, magazine cutouts, glue, etc.

*Each presentation of chapter vocabulary and completion of workbook assignments will require the students to listen to audio CDs. Students will be expected to repeat pronunciations, answer questions and practice the concepts aloud. Sometimes students will be given a daily grade for their participation in the oral exercises.

***Each chapter of the book contains a conversation. Students must memorize and present these conversations in class. They'll be assigned partners by the teacher and will be provided practice time. The conversations are usually less than two minutes in duration and will be counted as test grades. Even if a conversation partner is absent on the date of presentations, the student will be expected to present (someone will be assigned to him/her) or suffer a deduction as per the late policy.**

*Students will be given an opportunity to copy quiz and test review/study notes into their spiral notebooks. It's imperative that they use these notes to prepare for their exams.

*Students may leave the following materials in my classroom, but are responsible for all work! **Students will need to keep a spiral notebook and a binder with dividers or a three-pronged folder for Spanish handouts, homework, graded work, and assignment sheets.** The assignment sheet is where they will keep track of each assignment given in class, its assignment and due date, and the grade received. The assignment sheet itself will be used for a daily grade each six weeks. The spiral notebook will be used almost everyday for focus activities, vocabulary lists, review notes, and other supplements. The spiral notebook will be graded once during each six week period. **The spiral notebook will be counted as a test grade.**

***Students must complete quizzes and exams with a blue or black pen,** not a pencil. **Five points will be deducted** for tests completed without ink. Additionally, students are not allowed to use red pens on any assignments and will have points deducted from their grades for doing so.

*All graded exams must be returned to me or points will be deducted from the six weeks test.

E. Grading Policy

1. Policy on Absences

The responsibility for making up missed assignments lies with the student. Upon students' return to class, **they should check the Colored "Absent Tiger" calendar** near the classroom door. The assignments with students' names will be taped to the calendar on day(s) they missed class.

Time allotments for absences will be as follows, after that, the late policy will go into effect: One class day will be allowed for students to complete missed classwork and homework. Students will be given three class days to make-up missed tests, or to re-take them (they're only allowed to retake an exam if the first grade was below 69). Because students will fall behind on the current lesson, they **must make-up or retake quizzes and tests during lunch, or before and after school**. Since oral presentations and projects have due dates that are announced with several days' advance notice, a student that was absent on the due date **must be ready to present or have that item ready to turn in on the date of return**.

2. Homework policy

Homework is an integral part in the learning process. Students should expect **homework 2-3 times a week**. Homework is due at the **beginning** of class. Even if no assignment is given, it is suggested that students spend some time each day reviewing the current chapter's vocabulary list or grammar concepts. This is especially true for students who participate in extracurricular activities and have extended absences. A student who misses 2+ class days (for a track meet, agriculture competition, student council conference, etc.) should expect to be behind upon return. S/he can offset this effect by asking for assignments prior to the absence and especially by reading the current chapter and vocabulary lists while gone.

Another suggestion is that all students spend an hour each day immersed in Spanish while at home. For example, a student could read a Spanish language periodical or library book for a half-hour and watch Spanish language TV programming, or listening to a Spanish radio station for the other half.

3. Late Work Policy

Assignments are expected to be turned in by the due date. All students who don't turn in their assignments will **sign an "Acknowledgement Form,"** noting that they're aware of the point deductions for late work. For assignments turned in after the beginning of class on the due date (at the end of the class period or after school, for example), **five points** will be deducted from the grade. After that, **10 points** will be deducted for each day past the due date. With the exception of work completed in the Tutorial period, **NO WORK THAT IS 3 DAYS PAST ITS DUE DATE WILL BE ACCEPTED**. For extenuating circumstances, the student must communicate with the teacher prior to the third day past the assignment's due date.

4. Grade Percentage Ratio

Six Weeks' Averages will be calculated as follows:

Daily Grades (Includes Classwork and Homework) – 25%

F. Jacksboro High School Campus Wide Behavior and Discipline Management Plan – Tiger Essentials

Our campus implements a program called “Tiger Essentials” which will be followed by the entire faculty. Although each teacher’s classroom rules may vary, the consequences for violating those rules will be consistent throughout the school.

1st occurrence - Students will be warned about their actions by receiving a colored warning sheet.

2nd occurrence - If they continue to break the rules, they will be assigned a 10 minute lunch detention. If they do not attend the teacher’s lunch detention, they must serve two morning detentions, which will be assigned by the campus administrators.

3rd/4th occurrence – Same as 2nd occurrence. The teacher may assign more than one detention for each occurrence.

4th occurrence: A conference will be conducted involving the student, parent, teacher and administrator. The administrator will determine if a minimum of 3 days detention or placement in ISS is appropriate.

5th occurrence: Placement in ISS for a minimum of two days.

Subsequent Occurrences: Will result in disciplinary action assigned at the discretion of the campus principal.

******TO SEE A COPY OF MY CLASSROOM RULES/ DETENTION ASSIGNMENT PAGE, PLEASE SEE THE ADDITIONAL FORM YOUR CHILD HAS AND SIGN IT. IN ADDITION TO THIS SYLLABUS, THE STUDENT MUST RETURN THAT SIGNED FORM FOR A GRADE.**

G. Expectations for Success

1. Maintain a positive attitude about learning Spanish and try, try, try!

Learning a new language depends upon how much effort you put into the process. Keeping the right attitude about learning is essential. Have patience and be ready to make mistakes. We learn from our errors so don’t get frustrated. Help others by commending their efforts, as well as your own. Make sure that you speak loudly and clearly so everyone can hear you.

2. Participate actively!

Don't just sit back in class and watch others do the work, become a part of the learning. Ask questions and help answer them. Share your work and experiences. Assign each other roles for group work. Volunteer to help the teacher and other students with classroom tasks. Remember that there will be many occasions when you will be required to practice conversations, reading, etc. in Spanish.

3. Practice Spanish everyday!

The goal for this class is to enable you to become an effective communicator of Spanish. For Spanish students, it's important to speak and practice what you've learned in Spanish. Too much use of the primary language will detract from your learning. Use the skills you've learned with your friends, family, and in real-world situations. Practice makes perfect!

4. Be a responsible, hard-working student.

Show your maturity by taking responsibility for your own learning. Follow the classroom rules and don't distract others, which can inhibit the learning process. Complete your own work since cheating results in a zero grade for both parties. Be respectful and remember we're all here to learn, so don't ridicule others and be open-minded about working with all of your classmates.

H. Background of your Spanish teacher, Mrs. Ávila--

Was born and raised in the Texas panhandle, outside Lubbock.

Graduated with a Bachelor's Degree from Texas A&M University in College Station. (GIG 'EM AGGIES!!!!)

Currently holds 5 teacher certifications including Secondary Spanish, Secondary English, Special Education, Secondary English Language Arts, and English as a Second Language.

Has taught the following subjects:

English as a Second Language, Middle School Language Arts, Special Education, English II & IV, and Spanish.

****My signature below indicates that I have been made aware of Spanish I classroom procedures, policies, and student expectations.***

Student signature

Parent or Guardian signature