

Course: Spanish I

Teacher: Señora Lopez

Teacher Contact Info: Joanna López (Sra. López)

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Phone # (475)220-7700

After School Hours: Tuesday from 2:15 p.m. to 3:30 p.m.

Text: Realidades Spanish I/Mostly online materials

Course Description: This introductory Spanish course will give you useful language skills. Course content will include the vocabulary and the skills necessary to communicate in the present tense at a basic conversational level in Spanish. Students will practice daily the four skills of learning a language: listening, speaking, reading and writing. Daily activities for the students will include vocabulary review and exercises, conversation practice, listening to native speakers on CD and DVD, reading stories, conducting interviews, reciting poetry, and studying various Hispanic countries.

Supplies you will need:

1. a 2 subject notebook
2. Highlighter
3. pencils
4. pens (blue, black and red)
5. a pocket size Spanish/English Dictionary

Course Goals:

1. To introduce students to the Spanish language
2. To practice the four skills of learning a language: listening, speaking, reading, and writing.
3. To work hard and have fun while learning about a new culture.
4. To make connections to real world situations.

How you will be graded explanation:

Mastery Language Abbreviations	Mastery Language	Progression to Meeting Standard	Standard Grading Equivalent
XE	Exemplary	Exceeds Standard with Distinction	100
CO/XE	Competent/Exemplary	Exceeds Standard (revise for exemplary)	93
CO	Competent	Meets Standard (revise for exemplary)	85
EM	Emerging	Approaches Standard (needs revision)	70
NY	Novice	Not Yet (needs revision)	60
NE	No Evidence	No Evidence of Work Yet	50

Grading Policy:

Tests/ Projects: 50%

Class Participation / daily work: 50% (modification are implemented for any homebound)

*****For students to move forward to the next level in the respective language, students must complete assignments/projects which includes all four areas: speaking, listening, reading and writing.**

Class Expectations:

1. Be Prompt tardiness affects your learning, make sure you are in the classroom by second bell. If you are late you will be required to have a pass by the teacher who you were with last.
2. Be prepared, always bring your notebook and a writing utensil. You will not be allowed to go your locker to retrieve your supplies.
3. Be cooperative and positive to your teacher and classmates, this helps you a lot in learning a second language.
4. One voice policy in the classroom, we need to learn from each other.

5. **Always ask when you need help, it is difficult to to meet your needs if you do not voice them out.**
 6. **Try your best when Speaking in the Target Language. Remember practice makes perfect. This is where the bulk of your grade is in.**
- **Reminders: Please do not use your cell phones, iPads, i-phone watch, etc. in class. (You will be given specific times to do so) Unauthorized use will result in a warning before it is placed in the charging station in which you will not have access to it until the end of the class. “Your electronics are yours to keep not to be taken away for breaking classroom requirement”, therefore they are to remain in your backpacks not on you (back pocket, sweatshirt, etc.)**

***Participation:**

Participation is assessed daily and includes attendance*, attentiveness, volunteering in class, taking notes, completing assigned work, participation in paired and group activities, and having a cooperative and respectful attitude (we do not mock nor laugh at anyone participating).

***Attendance is an important part of your academic growth and it can negatively be affected by unexcused absences, tardiness and excessive use of bathroom passes. If you are absent make sure to contact your teacher to e-mail you any missing assignments.**

Make-up Work: Three of the 21st Century Skills we focus on are Initiative, Accountability and Responsibility. When you are absent, take the initiative and responsibility to make up the work. You have one class to make up the missed work. Once you hand in your work on time, you will have multiple opportunities to master your work. Quizzes and tests will need to be made up by scheduling an appointment. AGAIN... it is YOUR responsibility to remind me of make up quiz or test. You are accountable for your grade. (Once the given extended due date has passed NO WORK will be accepted, we need to move on to learning new things. This includes work given during your absence as well as Presentations and Projects). If there is a special request, please see me in private.

Extra Help: Extra help sessions are available and recommended for students who need additional practice or reinforcement of the material presented in class. See the above for scheduled days and times to meet after school.

- If Trimester or class is failed, you must take a Mastery exam that includes Listening, reading, writing and Speaking. If all standards are met with a competent score you will successfully move to the next trimester or level. The test will have questions from the topic/s taught during that Trimester/year.

Performance Tasks Chart:

<p>Title <u>*Let's go</u> <u>unit 1</u></p> <p>Trimester 1</p>	<p><u>Presentational</u></p> <p>1. <u>Culture</u> You will perform a scenario with a memorized dialogue:</p> <p>In pairs or small groups, students will create one (1) meet and greet conversation that includes:</p> <ul style="list-style-type: none"> ● Greeting ● Asking someone's name ● Telling one's name ● Saying "Nice to meet you" or similar pleasantry ● Asking "How are you" or similar ● Responding to "How are you" or similar ● Good bye ● Students will present orally to class 	<p>Content Standards met by Performance #1,3</p>	<p>21st Century Competencies met by Performance Task #3,4,5</p>
<p>* <u>Pen Pal</u></p>	<p><u>Despedida:</u></p> <p>Students will individually create one (1) letter introducing himself/herself to a real or fictional native speaker that includes:</p> <ol style="list-style-type: none"> 1. <u>Date</u> 2. <u>Greeting:</u> <ul style="list-style-type: none"> ● Asking "How are you" or similar 3. <u>Introduction:</u> <ul style="list-style-type: none"> ● Telling one's name ● Asking someone's name 4. <u>Weather:</u> <ul style="list-style-type: none"> ● Stating the weather where you live ● Asking someone the weather where he/she lives 5. <u>Time:</u> <ul style="list-style-type: none"> ● Telling the time where you live ● Asking someone the time where he/she lives 6. <u>Conclusion:</u> <ul style="list-style-type: none"> ● Saying Goodbye 		

	<ul style="list-style-type: none"> Students will present orally 		
	<p><u>Presentational Writing Assessment:</u></p> <ol style="list-style-type: none"> <i>You will create a 15 minute "one-pager" about yourselves, with a drawn self-portrait and a sentence about your name, age, and birthday (if applicable to language). On the paper should also be 5 more new words learned during this unit. Teacher will score using included rubric.</i> <i><u>Calendar Part 1</u> - You will create a birthday month calendar. Teacher will score using included rubric. See Assessment Details.</i> <i><u>Calendar Part 2</u> - You will write self-introduction sentences to go with tyour calendar project. Score using included rubric.</i> <p>Interpretive Social Interactions calendar</p> <ol style="list-style-type: none"> <i>You will listen to a recorded conversation (or series of conversations) in which two people greet each other and discuss names, ages, calendar dates and/or weather. You will answer English comprehension questions.</i> <p>Interpretive weather</p> <ol style="list-style-type: none"> <i>You will view or read an authentic or semi-authentic weather report and answer basic comprehension questions based on your knowledge of weather and cognates.</i> 	#1, 3,	#2,3,4,5
<p>* <u>My Friends and I</u> <u>(Unit 2)</u></p>	<p>Interpretive</p> <ol style="list-style-type: none"> You will watch a television program in which people introduce themselves and answer English comprehension questions. You will read a profile of a target-language speaker and answer comprehension questions. 	#1,3,	#2,3,4.5

	<p>3. Native speaker’s modifications:</p> <p>You will read a longer article about a famous person and answer comprehension questions in the target language. You will create a cartoon character to become to describe yourselves. You will create a set of likes/dislikes and a personality trait for the character (You) by writing words/phrases ahead of time and handing them in to the teacher (see the “who am I” handout). You must memorize these for your character. Then, you will interview each member of the class to determine at least two of their likes/dislikes and their personality trait. You may take notes as you do the interviews. Teacher will score these conversations using the rubric provided.</p> <p>Presentational</p> <p>1. Students create a “Fakebook” page about yourselves, including name, age, where you live, what you like/dislike, a self-personality description and the sentence “I like people who are...” or “My friends are.”</p> <p>Native Speaker Option:</p> <p>You will create a “Fakebook” page about a famous historical figure from the target culture, including name, age, where they live, what they like, and the sentence “My favorite people are...”</p> <p>3. You will create a cartoon which depicts themselves standing next to an imaginary friend. With it, they write a paragraph describing that friend, including personality descriptions.</p>		
<p>* Education (Unit 3) (Unit 4)</p>	<p><u>Presentational Speaking/Presentational Writing:</u> <u>En mi escuela</u></p> <p>Significant tasks: <u>Favorite Class and Teacher Writing</u></p> <p>Students will write a short essay, create a PPT slide and present it or give an oral presentation about their</p>	<p>#1,3</p>	<p>#1,2,3,4</p>

<p>Trimester 1/2</p>	<p>favorite subject and teacher. Students may include a photo or drawing to go along with their presentation. Possible topics may include the subject, why they like the class, a personality description of the teacher, and/or what time they have the class.</p> <p><u>Comparing Schools Writing</u></p> <p>Students will use a comparison matrix to write about similarities and differences between two school schedules from the target culture or pictures of classrooms from the target culture (may vary according to language; see language specific page). Below the comparison matrix, they will write short, simple paragraph using comparison sentences. See Assessment details and included handout.</p> <p>Native Speaker Option:</p> <p>Students interview a family member or friend about school in their home country and write a short essay about it (or comparing it to their school here.) Teacher assists students with questions around grammar, spelling, etc.</p> <p><u>Listening to a peer from the target culture:</u> Students will listen to a “student” from another country talking about his/her school day and items used in the classroom and answer comprehension questions in English (NOTE: If we are unable to find an actual recording, it may be that the teacher will be reading a “letter” from the student in another country).</p> <p>Trimester 3</p>		
<p>* <u>Food and Health</u></p> <p><u>(Unit 4)</u></p> <p><u>Trimester 2</u></p>	<p style="text-align: center;"><u>Interpersonal</u></p> <p><u>Interpersonal Speaking:</u></p> <p>Students will be randomly given a partner right before they are to perform a restaurant skit. Students will know the order of what should happen during the skit,</p>	<p>#1</p>	<p>#3,5</p>

	<p>but they will not memorize the dialogue. They may (if the teacher wishes), use the menus created for the presentational writing assessment. During the skit, they will have to make small talk, order food, comment on the food and ask for the bill. See Assessment Details. Score with included rubric.</p> <p><u>Presentational Writing:</u></p> <p>Students will write their own restaurant menu. It will include appetizers, main dishes, desserts and drinks. Prices will also be included. If teachers wish, this could be a menu for a culturally appropriate celebration party instead (prices could be calculated as the total costs for the family to have each item catered). See Assessment Details. Score with included rubric.</p> <p>Native speaker option: include ingredients in each dish listed on the menu.</p>		
<p><u>Home and Family</u></p> <p><u>(Unit 5)</u></p> <p><u>Trimester 2</u></p>	<p><u>Presentational Speaking</u></p> <p>Students will pretend to be a real estate agent and create a powerpoint presentation to sell a house. This must include furniture, rooms of the house and family. Putting the members in different rooms completing different “chores”.</p> <p>Native speaker option: Native speakers will be the same project but more complex and pictures of family members and others completing a variety of tasks in home settings.</p> <p><u>Interpersonal Task</u></p> <p><u>Telephone Call:</u></p> <p>For this assessment, students will call each other and speak ALL in the target language about what members of their family are doing and where they are. In pairs, students decide a time and day that they will call each other. They will discuss which family members they will</p>	<p>#1,3,</p>	<p>#2,3,4.5</p>

	<p>ask about and perhaps a few extra questions to be prepared for (such as ages, likes, or personality traits). On the given day, one student will call another and ask questions such as “Where is your mother?” and “What is she doing?” Students will ask someone in their home to listen to them speak on the phone and sign the “Real-World Homework” sheet. Students will self-assess using mini-rubric attached. See Assessment Details.</p> <p>“Create a Quiz:”</p> <p>Students will write a rough and final draft of one or two paragraphs about their family and their home (or one room of their home). Possible topics might include a family description, ages, personality traits, likes/dislikes, type of home, rooms in the home, possessions they like, where items are located, etc. Native speakers will be required to write at least two pages, with particular emphasis on writing accuracy.</p> <p>Teachers will score students on both their first and final drafts (see attached rubric). After the final draft is accurate, students will create 3-4 comprehension questions in English for their classmates to answer about the paragraph, using question-types similar to the NHPS WL Quarterly Assessments. Students will administer and correct their “quiz” with another group in the class. These quizzes may be used for the interpretive reading assessment.</p>		
<p><u>Community and leisure</u></p> <p><u>(Unit 6)</u></p> <p><u>Trimester 3</u></p>	<p style="text-align: center;"><u>Interpretive</u></p> <p><u>Interpretive Listening:</u></p> <p>Students will be given a town map with labeled buildings. The teacher will give a description such as “you go here to see a film. It is next to the library.” Students will write a short sentence such as “It is the movies/cinema.” Score with straight score (correct/incorrect). See Assessment Details.</p>	<p>#1</p>	<p>#3,5</p>

	<p><u>Interpretive Reading:</u></p> <p>Students will read a cell phone text conversation “screen shot” and answer questions about the conversation. See LSP for handout.</p> <p><u>Native speaker option:</u> Students can read authentic travel websites in the target language and create a 7 day plan for travel in the country.</p> <p style="text-align: center;"><u>Interpersonal</u></p> <p><u>Interpersonal Speaking:</u></p> <p>Students will participate in a semi-scripted conversation in which they make weekend plans. Students will be put into random pairs and have to invite, express regret, and make arrangements to meet on the weekend.</p> <p style="text-align: center;"><u>Presentational</u></p> <p><u>Presentational Writing:</u></p> <p>Students will write a “texting conversation” using a fake cell phone text screen printed on paper, including extending an invitation, expressing regret, and talking about time, place or location of the place. See Assessment Details.</p> <p><u>Native speaker option:</u> Students write a “Welcome to New Haven” blog entry in the target language. They need to include at least 4 places to visit in downtown New Haven, and a map with the places labeled like a “walking tour”, simple written directions between the buildings, and a description of each.</p>		
<u>Shopping</u>	<u>Interpretive</u>	#1,3,	#2,3,4.5

<p><u>(Unit 7)</u></p> <p><u>Trimester</u> <u>3</u></p>	<p style="text-align: center;"><u>Interpretive Listening:</u></p> <p>Students will watch a commercial or commercials about popular technology items in the target culture and answer comprehension questions.</p> <p style="text-align: center;"><u>Interpretive Reading:</u></p> <p>Students will look at target culture store flyers or print-outs of websites and answer questions about prices, items being sold, and descriptions. They will also be asked which type of comments would be appropriate for which items (ex. It's expensive!).</p> <p style="text-align: center;"><u>Native speaker option:</u></p> <p>Tell students that they have \$200 and give them an authentic store website or flyer from the target culture. Students make a list of things they would buy, how much they cost and what they like about those items.</p> <p style="text-align: center;"><u>Interpersonal</u></p> <p><u>Interpersonal Speaking:</u></p> <p><i>NOTE: For this unit, the Presentational Writing task is a preparation for the Interpersonal Speaking task.</i></p> <p>Students will set up "flea market" tables in pairs (see presentational writing task). Half of the class will then receive a set amount of target culture money for shopping. The other half will remain at their tables and sell. Sellers will be</p>		
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	<p>encouraged to convince buyers to purchase their items and buyers will be encouraged to ask questions about price, and make comments such as “It is too expensive/small, etc.” The next day, the other partner gets to shop while the partner who shopped stays at the table and “sells.” See Assessment details.</p> <p><u>Interpersonal Writing Option:</u></p> <p>Students write a quick reflection about their flea market experience. After shopping, they write about one store they like and one store they don’t like, why they like or don’t like the stores, and name items that are sold at each.</p> <p style="text-align: center;"><u>Presentational</u></p> <p><u>Presentational Writing:</u></p> <p>In pairs, students will create their own table at a class “flea market.” They will draw, print, cut out or bring real items to sell. There are two options for the writing task:</p> <ol style="list-style-type: none">1. Advertisement Flyer - Each student makes a price list and one or two short description sentences for each item all in the target language. This might be done as a partner activity, with their “flea market” partner. Other students will be able to view the lists before-hand and plan their shopping. To be scored with included rubric.		
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	<p>2. Newspaper Advertisement - Each student writes a short newspaper ad like "SALE! Shirts, pants, shorts, a computer, a tablet and more! Good things and cheap! Saturday, June 6, 2016." The written text MUST be different from the one that their partner writes.</p> <p><u>Presentational Speaking Follow-up option:</u> After shopping, students return to their seats and make notes about what they bought, how much it cost and maybe a quick drawing of the item. The day after the flea market ends, each student must tell the what he/she bought and how much it was. Other students and the teacher might ask why they bought the items. This option would require the teacher to add the set expressions "I bought" and "it was" as a set expression to say the price.</p> <p>"I bought____" It was _price_"</p> <p>"I like it because it is _____"</p> <p>Native speaker option: Students will write a "review" of something they bought recently, including details such as why they bought it, who they were buying for, what it cost, what they like about it, and if they would buy it again.</p>		
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After carefully reading through this syllabus with your parent or guardian, please sign and return this page only of the syllabus to me by your next scheduled class time. This will be counted as a graded assignment. Keep the above pages in your binders to look back on in case you have any questions about this course and projects throughout the school year.

The below signatures acknowledge that both guardian and student have read the class syllabus, understanding of level I course information, passing requirements and technology/cell phone restrictions and agreed upon this contract.

***Cell phones are a major distraction in classes therefore, by signing this contract you and your child agree that after the given warning students will have to place their phone in the teacher's cell phone charging station and returned to students at the end of class.**

Contact information and best time to call.

Parents/guardians:

Name Guardian 1: _____ *Signature* _____

cell#: _____ *home#:* _____ *(time)* _____

Email address: _____

Name Guardian 2: _____ *Signature:* _____

cell#: _____ *home#:* _____ *(time)* _____

Email address: _____

Emergency contact name: _____

Telephone #: _____

Parent/s Signature/s: _____

Student Name: _____ *Signature:* _____

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