

# Spanish 1 Syllabus



**Course Code: 162003**

**Credits: 1.0**

**Course Title: Spanish 1**

**Teacher: Dr. Arroyo**

Room: 159

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Phone: 240-573-7250

**Office Hours: A Days** from 1:00 to 1:30 PM by **appointment**.

**Spanish Tutoring: Friday** from 7:50 to 8:20 am by **appointment**

## **Course Description:**

In the first year of world language, most students learn to communicate orally through selected functions and topics. The sounds of language are learned through situations and practice activities. The students learn to communicate through the three modes of communication: interpersonal, interpretive, and presentational modes in real world situations.

During each quarter, the students will focus on enhancing their reading, writing, listening, and speaking skills. The World Language Department uses the World Language National Standards (ACTFL) and the College and Career Readiness Standards. The teachers will incorporate the five C's in their classes. The five C's are Communication, Culture, Connections, Comparisons, and Communities. The learners will use the three modes of communication: Interpersonal, Interpretive, and Presentational.

Students will be expected to read various topics/stories in the target language. They will also be required to write compositions, dialogues, research projects, and short summaries relating to grammar, vocabulary, and cultural events. Listening will be enforced using digital media, guest speakers, and programs in the target language. Speaking will be assessed using oral presentations, dialogues, and using various forms of digital media such as the Vista Higher platform and also flipgrid. The learners will use Performance Based Assessments to assess all of the standards.

**Textbook(s): Senderos 1, Vista Higher Learning ISBN: 9781680051902**

## **Classroom Rules**

1. Respect yourself, others, and property.
2. Food, drink, and gum must be put away.
3. Electronic Devices and toys **must stay in lockers**.
4. Be prepared, on time, with a positive attitude and sit in the chair assigned.
5. Raise your hand and wait to be acknowledged.
6. Remain seated during class.
7. Follow CMIT uniform policy and procedures to go to the bathroom or nurse (Tablet).

## **Procedures**

1. Come in silently and complete the DO NOW(Warm up/5 min) When finished log in to Canvas/Spanish Course and read the agenda posted on Announcement.
2. Participate in going over warm-up with the class.
3. Turn in the classwork/assignments when instructed.
4. Listen attentively to the day's objective and lesson.
5. Ask any lingering questions after explanation of activity
6. Begin on assignment when instructed.
7. Turn in the assignment with your name in the appropriate platform or document requested in the agenda.
8. Make sure you write your name on the exit ticket and complete it on time.
9. Stay quietly in your seat and complete a Spanish Lesson on Duolingo Learning classroom. (daily Independent learning habit )
10. Pack up when you're instructed to do so. Students must go out in order by row or column when the teacher tells your row or column to gently leave the classroom.

## **Rewards**

Students who consistently exceed expectations will receive positive SIS points. Students may also earn verbal praise, a small prize or a homework pass.

*Other rewards will be determined per teacher's discretion. Rewards are subject to change.*

## **Consequences**

Students who consistently fail to meet expectations will receive the following consequences:

Number of Offense	Consequence
First Offense	Warning
Second Offense	SIS Point Deduction Seat change
Third Offense	Parent Contact Removal from class/activity
Fourth Offense	Office Referral Parent Contact

Depending on severity of offense, students may receive a consequence (such as immediate removal of class) that more appropriately matches the severity of offense.

### **Absences and Make-up Work**

#### **Make up Policy:**

*If a student plans to be absent, parents may request make-up work. Make-up work must be provided for lawful absences only. Students with lawful (excused) absence(s) will receive credit for the assignments and assessments that were missed but completed.*

#### **Without a lawful absence, students will not receive make-up work.**

Students are expected to obtain their make-up work and will be given the same number of days they were absent to complete it.

### **Plagiarism/Cheating Policy**

Personal integrity is very important in my class. Under no circumstances will plagiarism (using other's work without giving credit) or cheating (copying or providing answers on any assignment or assessment) be tolerated. Any student found plagiarizing or cheating will lose 50%-100% of the assignment's total value.

***I strictly adhere to this policy for assessments. If a student is found copying answers from another student or source on an assessment they will receive an automatic 0.***

### **Homework Policy**

Homework will be assigned every day your student has my class. Homework must be turned in at the very beginning of class and will not be accepted late. It is important that your student comes to class prepared with the homework completed. If homework is assigned online it must be turned in by or before 7:00am on the day that it is due.

## **Latework Policy**

As per school policy, late work is **not** accepted.

### **Dr. Arroyo's Virtual Learning Rules (Apply if we need to go back to Virtual Class).**

- 1- Be prompt. Be in your online class 10-15 minutes before the call begins. After attendance and authentication purposes you will be admitted.
- 2- Check your internet connection and your devices before the start of the online class.
- 3- Find a quiet and comfortable place to study and keep your things nearby.
- 4- Dress appropriately.
- 5- Turn off the microphone when someone is speaking or when it is not yet your turn to speak.
- 6- Raise your hand on Zoom for doubts or questions. Be ready to turn on your camera and microphone to participate actively in class activity.
- 7- Pay attention while your teacher is discussing or while your classmate is speaking.
- 8- Be Respectful. Avoid doing things that may disrupt your teacher and classmates.
- 9- Use the chat box appropriately. Post your comments or questions that are only related to the lesson. Also send to [farroyo@cmitsouth.org](mailto:farroyo@cmitsouth.org) your questions or concerns to address it through the right channel.
- 10- Participate actively. Answer questions when your teacher calls your name.
- 11- Do the different tasks online and submit your requirements on time.
- 12- Be safe online. Do not give your password and personal information to anyone.

**NOTE: PGCPS and CMIT-South Rules Must Be Followed During Virtual Sections.**

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Student Name Parent's/Guardian's Signature Date

## **A year at a glance...**

At the end of the first quarter, the students will achieve the following can-do benchmarks:

- I can greet and leave people in a polite way (Interpersonal Communication, SL1, Literacy 1)
- I can be understood while speaking the target language (Interpersonal Communication, Presentational Communication, SL 1, Literacy 1)
- I can communicate basic information about myself (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1)
- I can say something hurts me (Interpersonal Communication, Presentational Communication, SL1, Literacy 1))
- I can say or write something about the members of my family and ask about someone else's family (Interpersonal Communication, Presentational Communication, W4, SL1, Literacy 1)
- I can express how I am feeling (Interpersonal Communication, Presentational Communication, W4, SL1, Literacy 1)
- I can express possession (Interpersonal Communication, Presentational Communication, SL1 Literacy 1)
- I can tell what I and others have to do (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1)
- I can describe places I know (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1)
- I can talk about my daily responsibilities (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1 )
- I can describe myself and others (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1 )
- I can express the location of places and items (Interpersonal Communication, Presentational Communication, SL1, Literacy 1)
- I can demonstrate proficiency in this quarter's objectives (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1)

During the second quarter, the students the students will achieve the following can-do benchmarks:

- I can greet and leave people in a polite way (Interpersonal Communication, SL1, Literacy 1)
- I can be understood while speaking the target language (Interpersonal Communication, Presentational Communication, SL 1, Literacy 1)
- I can communicate basic information about myself (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1)
- I can say something hurts me (Interpersonal Communication, Presentational Communication, SL1, Literacy 1))
- I can say or write something about the members of my family and ask about someone else's family (Interpersonal Communication, Presentational Communication, W4, SL1, Literacy 1)
- I can express how I am feeling (Interpersonal Communication, Presentational

Communication, W4, SL1, Literacy 1)

- I can express possession (Interpersonal Communication, Presentational Communication, SL1 Literacy 1)
- I can tell what I and others have to do (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1)
- I can describe places I know (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1)
- I can talk about my daily responsibilities (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1 )
- I can describe myself and others (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1 )
- I can express the location of places and items (Interpersonal Communication, Presentational Communication, SL1, Literacy 1)
- I can demonstrate proficiency in this quarter's objectives (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1)

During the third quarter, the students the students will achieve the following can-do benchmarks:

- I can express preference and want. (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1 )
- I can say what people are doing using irregular verbs. (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1 )
- I can use direct/indirect object pronouns in sentences. (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1)
- I can describe healthy habits. (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1 )
- I can express what people are doing using irregular verbs. (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1 )
- I can tell my peers what to do. (Interpersonal Communication, SL1, Literacy 1
- I can describe my ideal job. (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1 )
- I can talk about extracurricular activities. (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1)
- I can demonstrate proficiency in this quarter's objectives. (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1)

During the fourth quarter, the students the students will achieve the following can-do benchmarks:

- I can talk about travel.(Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1 )
- I can describe a city. (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1 )

- I can give directions. (Interpretative Communication, SL1, Literacy 1)
- I can give information about a country. (Interpersonal Communication, SL1, Literacy 1)
- I can demonstrate proficiency in this year’s objectives. (Interpersonal Communication, Presentational Communication, SL1, W4, Literacy 1)

## Grading Policy

### High School World Languages

**Overview:** The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the World Languages Curriculum Framework Progress Guides.

Factors	Brief Description	Grade Percentage Per Quarter
<b>Class Work</b>	<p>Students will be assessed in each of the five (5) National World Language standards: Communication, Cultures, Connections, Comparisons, and Communities. All grades in this section must be labeled by Standards. Classroom participation will be part of the Communication Standards in this section.</p> <p>Classwork includes warm-up, independent activities, work in groups with rubric and with rubric and reflection (e.g. journal or notebook section), conversational tasks, worksheet, vocabulary in context, research debates, and oral presentations, articles and students performance in the target language.</p>	<b>35%</b>
<b>Independent Assignments</b>	<p>Students will be assessed in each of the five (5) National World Language standards: Communication, Cultures, Connections, Comparisons, and Communities. All grades in this section must be labeled by Standards. Homework includes but is not limited to all assignments completed outside of the class, setting for reading, writing, interviews, cultural events, and research projects.</p>	<b>20%</b>
<b>Assessment</b>	<p>Students will be assessed in each of the five (5) National World Language standards: Communication, Cultures, Connections, Comparisons, and Communities. All graded assignments in the assessment section must be labeled by</p>	<b>45%</b>

	Standards. This grading factor includes formative and summative assessments.	
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**National Standards for World Language Learning**

*Communication: Communicate in Languages Other Than English*

*Cultures: Gain Knowledge and Understanding of Other Cultures*

*Connections: Connect with Other Disciplines and Acquire Information*

*Comparisons: Develop Insight into the Nature of Language and Culture*

*Communities: Participate in Multilingual Communities virtually, at Home & Around the World*

*Use the three Mode of Communications: Interpersonal, Interpersonal and Presentational*

*Administrative Procedure 5121.3*

*30*

*Prince George’s County Public Schools*

**World Languages Department  
Parent’s Guide**

As your son or daughter works through homework activities, we are providing some test-taking tips for World Languages students. You can support their developing skills in listening, speaking, reading, and writing in the target language being studied.

**Test-taking Tips for World Languages Students**

**Listening Skills**

- Encourage your son or daughter to always listen in class and be sure they understand what is being said.
- If they have a hearing problem, let their teacher know.
- In a listening test they will be asked to respond to items spoken by either the teacher or a recording.
- They need to listen carefully for directions.
- It’s important that they concentrate on what is being said--try closing their eyes from time to time while listening.
- When the teacher is speaking, remind them to observe facial expressions and gestures, listen for changes in his/her voice, and watch his/her lips.
- If the test is recorded, remind them that the recording will not wait for them to catch up.

**Speaking Skills**

- Encourage them to participate in class as much as possible to keep improving their skills.



- In a speaking test they may be asked to demonstrate their ability to pronounce accurately, repeat phrases accurately, describe a picture or formulate answers to questions.
- They may be asked to speak in front of the class, help them to record their answers and speak directly to the teacher.
- Help them to prepare by practicing at home with someone in your family, in front of a mirror or with a tape recorder.
- Encourage them to study with a classmate by asking each other questions in person or talking in the language over the phone.
- Remind them to speak clearly and do not mumble.
- Remind them if they make a mistake, keep going.
- Let them know the importance of do not chew gum or eat candy during oral presentations.

### **Reading Skills**

- Help them to learn vocabulary and verb forms thoroughly.
- They may be asked to recognize vocabulary or verb forms on a specific topic or they may need to answer questions based on their understanding of a paragraph on a specific topic.
- Encourage them to read everything once before trying to answer.
- After reading once, skim (go over quickly) for answers.
- They need to read carefully again looking for information to use in their answers.
- They can focus on what they do know and understand.
- Help them to try to get the gist of the passage if there are things they do not understand.
- Working with them do not spend too long over a single word or phrase.

### **Writing Skills**

- They always need to be observant of the details of the words and phrases you come across in the language.
- In a test they may be asked to correctly spell words or phrases given by the teacher, to compose short sentences or complete sentences or paragraphs on specific topics.
- Practice copying with them.
- Help them to learn to visualize words--try to form a mind picture of the word.
- Remind them to be careful and take time to reflect on what they write so they are accurate.
- They need to concentrate on what they hear during dictation.
- Encourage them to remember groups of words as they write.

## **World Languages Apps**

**Dictionary All Languages App**- Is simple yet elegant and efficient. Typing a word in the search field, the application will try to find the most watching ones. Nineteen dictionaries to choose from, including Spanish, French, German, Italian, Portuguese, Chinese and more!

**iCaption App**- With iCaption, creating video subtitles or captions from scratch is made easier, even without prior experience in subtitle or transcript creation, its interface utilizes timeline-based editing with audio visualization.

**Zaption App**- Interact & Learn with Video

**Beginner ASL App**- My Smart Hands Baby Sign Language Dictionary LITE