



Instructor: Marc Johnson Course Title: Spanish 1 CP Email: marcjohnson@greenville.k12.sc.us Room: 208 Phone: 355- 6625 (voice mail)	<u>My Schedule</u>		
	1st Period	8:45 -10:20	Spanish 2
	2nd Period	10:26 -11:58	Spanish 1
	3rd Period	12:04 -2:04	Planning
	4th Period	2:10 -3:45	Spanish 1
Extra help availability: Monday, Tuesday, Thursday, Friday mornings at 8:00am. → Spanish tutoring is also available before/after school if I am unavailable.			

Course Description: In this course, students will first begin to develop listening and speaking skills, then read and write what they can say—familiar words, commands, phrases, short sentences, and basic questions. They will learn to use predictable language in familiar settings. They will start to develop cultural awareness and the ability to recognize the products, practices, and perspectives of the culture. They will also use the language to expand their knowledge in all content areas.

Instructional Philosophy: The instructional philosophy describes what your students will experience as learning activities in the classroom.

- Organization of class: Students will work in various settings. These include direct instruction and active learning through peer and group work.
- Participation: Learning a language takes practice and the best practice is to listen with both ears and use the target language whenever possible. Active participation is vital to the success of learning a foreign language.
- Instructional Strategies: Students will learn through various strategies such as TPR (total physical response), visual aids, listening and speaking activities, role-playing, writing, and reading comprehension.

South Carolina World Language State Standard

Level One Proficiency Benchmarks: Novice

At the end of level one, students can consistently demonstrate the following levels of proficiency regardless of context:

- **INTERPRETIVE:**
 - I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
 - **End of Year Target:** Listening Novice Mid / Reading Novice High
- **INTERPERSONAL:**
 - I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
 - **End of Year Target:** Novice Mid
- **PRESENTATIONAL:**
 - I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
 - **End of Year Target:** Speaking Novice Mid-High / Writing Novice Mid
- **INTERCULTURAL:**
 - In my own and other cultures I can identify products and practices to help me understand perspectives. I can interact at a survival level in some familiar everyday contexts.
 - **End of Year Target:** Novice

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*Note: Students will not always progress to a new proficiency level each year.
 SCCC Standard for World Language Proficiency 2019 (p. 12)

Textbook: *Auténtico 1* SAVVAS (Pearson) 2018.

Novel: *Tumba* by Mira Canion

Required Materials: Composition Notebook
 Pens, pencils, highlighters
 Chromebook (fully charged)
 Spanish/ English dictionary (OPTIONAL - for home use) Pocket size dictionaries are too simple for our use. **Wordreference.com** is our preferred online dictionary.

Assessment and Grading Policy:

***Nine Weeks Grading Process:**

Major Assessments/Tests/Projects: 60%

Minor Assessments: 40%

*Each major assessment will incorporate interpretive, interpersonal, and presentational tasks.

Yearly/Semester Grading Process:

1st Nine Weeks 45% + 2nd Nine Weeks 45% + Final Exam 10%= Final Course Grade

SC Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Major Units of Study For Spanish 1 (may change at the discretion of the teacher)

Unit	New Material	Spiraled Material From Prior Unit(s)
1 - My Friends and I	<ul style="list-style-type: none"> Manners Introductions Class commands Super 7 in “yo” form (estoy, soy, hay, tengo, me gusta, voy a, quiero) with cognates Dates (days, months, numbers 0-31, birthday) Subject pronouns and limited family members Definite / indefinite articles with cognates Ser with limited adjectives (cognates), de+country Likes / dislikes Estar + limited adjectives (cognates) 	<ul style="list-style-type: none"> Not applicable
2 - Tumba / My School Life	<ul style="list-style-type: none"> Novel Reading: <i>Tumba</i> by Mira Canion School vocabulary Hay / cuántos / tener Telling time Numbers 0-100; Ordinal Numbers 1st-5th -AR, -ER, -IR verbs School locations 	<ul style="list-style-type: none"> Super 7 in “yo” form with cognates Ser with limited adjectives (cognates), de+country Likes / dislikes Estar + limited adjectives (cognates)



	<ul style="list-style-type: none"> • Ir + a + location • Seasons/Weather Vocabulary 	
3 - Let's Eat	<ul style="list-style-type: none"> • Food vocabulary • Gusta vs gustan • Comparisons • Creating & answering questions • Stem-changers 	<ul style="list-style-type: none"> • Likes / dislikes • -AR, -ER, -IR verbs • Tener
4 - Home Sweet Home	<ul style="list-style-type: none"> • House/Rooms/Furniture Vocabulary • Family Vocabulary • Chores Vocabulary • Tener expressions • Possessives • Saber vs conocer • Ser vs Estar (limited introduction) 	<ul style="list-style-type: none"> • Likes / dislikes • -AR, -ER, -IR verbs • Stem-changers
5 - My Community	<ul style="list-style-type: none"> • City Vocabulary • Transportation Vocabulary • Clothing Vocabulary • Colors • Present progressive (limited intro) • Positional prepositions • Irregular yo verbs • Simple future with "ir" 	<ul style="list-style-type: none"> • -AR, -ER, -IR verbs • Stem-changers • Possessives • Ir + a + location • Estar • Seasons/Weather Vocabulary
6 - Going Green	<ul style="list-style-type: none"> • Weather Vocabulary (expanded) • Animals Vocabulary • Natural Disasters Vocabulary • Simple commands 	<ul style="list-style-type: none"> • -AR, -ER, -IR verbs • Stem-changers • Possessives • Ir + a + location; Simple future • Estar • Seasons/Weather Vocabulary • Present progressive (limited)

Extra Credit, Makeup Work, Homework, Late Work, and Other Classroom Policies:

Extra Help: Any student who pays attention in class and makes a genuine attempt to do all work and still needs extra assistance can schedule extra help with me. It is the student's responsibility to ask me to schedule extra help. All students are encouraged to pay attention in class and keep up with their assignments so as to not fall behind.

Late Work Policy: Late work is defined as work for which a student attended class and failed to submit a required assignment by the due date or work for which a student has an unexcused absence as coded in PowerSchool.

Majors	Minors	Classwork/Homework
Up to 5 days late (-10 pts/day) Grade will become/remain a zero (0) after 5 days	Up to 3 days late (-10 pts/day) Grade will become/remain a zero (0) after 3 days	Not accepted late

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Make-Up Work Policy: Make-up work is defined as work for which a student had an excused absence as coded in PowerSchool (ex. medically documented illness or appointment, bereavement, court date) or an unexcused parent note. The student has 5 days from the date of their return to complete assignments.

School Based Extracurricular Activity Missed Work: Those involved in extracurricular activities are students first and are expected to submit assignments prior to their absence OR on the first day upon return for the school-approved activity or event. Missed work becomes late work if not submitted according to these expectations. Examples of school based extracurricular activities include but are not limited to athletics, band, and field trips.

Rules for Classroom Behavior: All students are expected to behave in a manner that shows respect for the right of other students to learn and for the teacher to teach. Any behavior which disrupts the class or infringes on the rights of others will not be tolerated. The following are very important to a successful learning environment:

1. Be on time, on task, and prepared.
2. Be responsible for your own learning.
3. Respect the teacher, the classroom, and other students.

Discipline Policy: I will speak with any student who does not comply with these expectations and will make parental contact in the event of repeated offenses. Continued non-compliance will result in an office referral and other disciplinary action as outlined in the Student Handbook.

Communication with Parents: Please feel free to contact me at marcjohnson@greenville.k12.sc.us. You will receive notification of your child's progress through quarterly report cards. You may see your child's grade daily on PowerSchool through the Parent Backpack.

Class Procedures: Be in your seats and ready to begin the warm-up activity when the bell rings. Bring necessary materials daily and respect each other's opinions and property. Cheating will not be tolerated. It will result in a zero and a parent will be notified. Consequences for misbehavior and disobedience of school rules are listed in the handbook. Please familiarize yourself with these rules.

Translation Devices/ Use of Native Spanish Speakers: The use of a translation device is considered plagiarism. It does not reflect your own work. Consulting a native Spanish speaker for assistance/translations is a form of plagiarism as well. If your work is a product of blatant use of a translation device or native speaker, the result will be a zero. In the event that only part of the assessment is translated, it will be up to the teacher's discretion for the student to redo the assessment for a penalty. Acceptable sources are Spanish-English Dictionaries/Site/Apps such as WordReference.