

Phase 1 Spanish

Contact Information

Camila Rivera
6th & 7th Grade Spanish Teacher
camilarivera@prospectschools.org

Office Hours: **Room 407**
7th grade: Wednesdays: 12:18-12:38 (recess)

Course Description:

This Phase 1 Spanish course is designed to build a strong foundation in language and cultural understanding through engaging and interactive units. Beginning with introductions in Unit 0, students progress to exploring personal identity in Unit 1, describing actions in Unit 2, and delving into themes of authority and identity in Unit 3 with El Canal de Panamá. Subsequent units guide learners through future aspirations, daily routines, and community contributions, while also examining Latin cuisine and fears through the legend of El Cucuy. Each unit emphasizes essential vocabulary, storytelling, and cultural comparisons, fostering effective communication and critical thinking skills in Spanish.

In our classroom, the teacher will foster an environment of exploration, repetition, provocation, mastery, friendship, interaction, and collaboration. With a wide range of speech events, such as role-playing, games, singing, and activities, we form a foundation for Spanish acquisition.

<u>Unit Title</u>	<u>Focus</u>
Unit 0: introduction	During this introductory unit, students will learn to introduce themselves in Spanish, understand classroom norms, and explore Hispanic Heritage Month. The unit emphasizes joyful language learning through games, developing a foundation for communication using cognates and context clues.
Unit 1: Dice	In this unit, students learn how to introduce themselves and others in Spanish using simple vocabulary and phrases. Through interactive activities, including songs like Los Pollitos Dicen and storytelling, learners practice understanding and using basic greetings and descriptions. By the end of the unit, students will be able to recognize and produce simple sentences in Spanish, laying a foundation for spontaneous conversations about personal identity.
Unit 2: Corre	In this unit, students learn vocabulary and phrases to describe actions like walking, running, and seeing, while exploring different cultural events such as La carrera de San Silvestre and El encierro de San Fermín. Through storytelling, songs, and personalized questions, students practice narrating events and expressing opinions. By the end of the unit, they will be able to talk about movement, evaluate activities, and make cultural comparisons.
Unit 3: El Canal de Panamá	In this unit, students will explore themes of authority, identity, and personal values while learning to express time, narrate stories, and describe their responses to commands. Through stories, songs, and cultural comparisons, learners engage with the history and significance of the Panama Canal. By the end of the unit, they will be able to interpret familiar words and phrases, respond to questions, and present

	basic information in Spanish, all while building connections to both their own culture and those of the Spanish-speaking world.
Unit 4: La Universidad	In this unit, students explore future aspirations, talents, and academic interests. They learn to discuss their personal goals, talents, and what they want to be after graduation. Through stories, infographics, and cultural comparisons, students gain insight into educational systems in Spanish-speaking countries and reflect on their own academic journeys. By the end of the unit, students will be able to communicate about school subjects, their future careers, and express their individual abilities and interests in Spanish.
Unit 5: La corrida de toros	In this unit, students delve into daily routines and personal responsibilities. They practice using reflexive verbs to talk about actions they do for themselves, like getting ready for school or going to bed. Through engaging activities, storytelling, and cultural comparisons, students will learn how to describe their typical day, talk about habits, and compare routines with those in Spanish-speaking countries. By the end of the unit, students will be able to confidently express their personal routines and habits in Spanish.
Unit 6: Siéntate	In this unit, students explore how they respond to authority and follow instructions in daily life. Through engaging activities and stories, they learn essential vocabulary like “sienta” (sit), “levanta” (lift), and “grita” (yells). This unit focuses on the use of commands, body parts, and personal actions while comparing cultural practices around following instructions in Spanish-speaking countries. Students develop their listening, speaking, reading, and writing skills by practicing real-world tasks like giving and following directions. By the end, they will be able to confidently understand and respond to simple commands in Spanish.
Unit 7: Los Castells de Tarragona	In this unit, students explore how they can help others in their family, school, and community, drawing inspiration from the Catalan tradition of building human towers, the Castells. Students reflect on teamwork, risk-taking, and personal contributions, all while developing core vocabulary such as <i>tienes que</i> (you have to) and <i>lo ayuda</i> (helps him). Through engaging with authentic texts, videos, and discussions, learners build listening, speaking, reading, and writing skills. Culturally, they compare the Castells tradition with other global practices, gaining insight into how people come together to accomplish shared goals. By the end of this unit, students will be able to express needs, offer help, and discuss personal actions in Spanish, all while considering the importance of community.
Unit 8: La comida latina	In this unit, students examine the influence of Latin cuisine on global food culture. Key questions focus on how Latin flavors shape local cuisines and personal food associations. Students will learn essential vocabulary such as <i>sabes</i> (you know), <i>busca</i> (looks for), and <i>encuentra</i> (finds) while engaging in activities like listening to Latin music, discussing street foods like <i>elote</i> , and reading about traditional dishes. The unit culminates in an interpretive reading and listening assessment, enabling students to describe their favorite foods and recognize Latin culinary influences.
Unit 9: El Cucuy	In this unit, students explore their fears through the lens of the traditional Latin American legend of El Cucuy. Key vocabulary includes terms related to fear, and

students will engage in discussions, storytelling, and creative activities to deepen their understanding. This unit encourages personal reflection and cultural comparisons, enhancing language skills while connecting students to familiar narratives. By the end, learners will be able to communicate their thoughts on fears and retell the Cucuy legend in Spanish.

References:

Textbook: Somos Units 1-9 and other books

Apps: Kahoot, Duolingo, Sr Wooly

Grading Policy

In Spanish class, students are graded on assignments that fall into three categories: Work Habits (classwork), Formative Assessments, and Summative Assessments. Grading practices are designed to promote a strong work ethic, acknowledging and accrediting them for their hard work in the learning process, while providing students and their families with an accurate understanding of their overall mastery of grade-level content. Please see a brief explanation for each category below:

Assignment Category	Description
Work Habits 10%	In-class work or homework that focuses on a specific skill or concept. This is usually a small assignment that is given at an early stage of learning a new skill. This provides teachers (and students) with a quick evaluation of whether a student “mastered” the objective for the day. We do not allow students to go back and make up old work habit assignments. Examples include: • Homework • Participation • Classwork assignments
Formative Assessments 30%	These assessments measure a student’s mastery of the content over a short period of time (i.e. a week). Students will be graded for accuracy. Teacher feedback is required, and will be aligned to the rubric and/or Criteria for Success that students were provided with. Students should retake or revise formative assessments in preparation for the summative assessment. • Writing tasks • Mini projects and/or presentations • Exit tickets • Mid-Unit Quizzes/ Assessments
Summative Assessments 60%	These assessments measure a student’s mastery of the content at the end of a unit or quarter. Students will be graded for accuracy. Teacher feedback is required; student misconceptions can be addressed in Office Hours, Intervention, and/or small group opportunities in class. Students cannot improve their summative scores once they are taken. • End of unit assessments • Enrichment Class Projects

Floor grades:

No student should receive a grade below 45% on any assignment.

45% = Missing (Did not turn it in, were absent or did no work)

50% = Attempted but scored under 50.

Opportunities to Re-do and missing or Low-score assignments

If a student is absent from class, even if it is an excused absence, they are still responsible for making up the work. It is the students' responsibility to reach out to their teacher to get absent work. Students will have 3 days from the time they return to make up missing classwork and homework assignments from when they were absent. Exceptions can be made for extended illness. If a student does not complete the work within three days, they will receive a 45% and a note in the gradebook that the assignment is "missing."

~~~~~  
***By signing this contract for the Spanish course, I understand the course requirements and expectations at Brooklyn Prospects - Clinton Hill Middle School and agree to support the teacher in enforcing these expectations.***

**Today's Date:** \_\_\_\_\_

**Parent/Guardian Name (Print):** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Student Name (Print):** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_