

## Spanish 1 Syllabus - 2025-2026

**Teacher:** Mr. Richard Schmieg

**Email:** [rschmieg@pylusd.org](mailto:rschmieg@pylusd.org)

**Google Voice (Text and Calls):** (714) 794-5229

**School Site:** El Dorado High School

**Textbook:** Qué Chévere 1

**Teacher Website:**

[sites.google.com/view/srschmieg](https://sites.google.com/view/srschmieg)

**Google Classroom Code:** See Aeries

**Classroom:** 405

**Class Novel:** Piratas del Caribe y el Mapa Secreto

**IMPORTANT:** Please complete [this](#) form with your student upon reading this syllabus. **Due Friday, Sept 5**

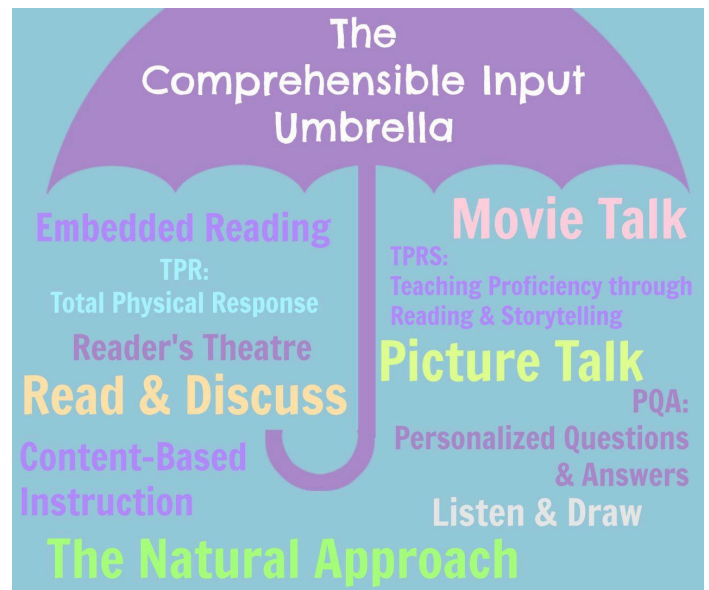
**Office Hours:**

Monday through Friday by appointment only. Please **email me 24 hours in advance** if you plan to stop by for office hours. Possible times include before school, during break and after school.

**Bell Schedules:** [El Dorado Bell Schedule](#)

### COURSE DESCRIPTION

**Welcome to Spanish class!** In this course, our goal will be to acquire Spanish. "Acquiring" a language is very different from "learning" a language. When you began to speak your first language, you acquired it naturally by listening to other people around you speak it. Therefore, almost all of our class time will be spent *using* Spanish--not using English to talk *about* Spanish--and the focus will be on listening and reading some of the most frequently used words in the language. Speaking and writing skills will come naturally as you read and hear more and more Spanish, but they will not be a major focus of this course. This course is a "Comprehensible Input" course. Under the umbrella to the right are some of the methods we will be using. We will use high-frequency words in class discussions, stories, and cultural explorations, and you will be expected to recognize them when you read or hear them and, in time, be able to produce them in speech and writing. Also, before the year ends, you will read one a novel entirely in Spanish! **Qué chévere, ¿no?** ("How cool, right?")



### COURSE OBJECTIVES

- To begin developing reading and listening comprehension skills in order to recognize the most frequently used grammar structures and vocabulary words.
- To begin building speaking and writing skills to produce novice level statements while utilizing appropriate Spanish grammar (different verb tenses, adjectives, nouns, adverbs, etc.) in a variety of new settings.
- To begin to expose students to the Latin American and Hispanic cultures.

### UNIT SEQUENCE

In this course, students will explore the following topics and themes:

- Greetings, salutations, introductions
- Calendar talk (time, holidays, cultural events etc.)

- Personal introductions, descriptions and interests/opinions
- Hobbies, pastimes and common interests
- Family, friends, pets and family comparisons
- Daily routines and responsibilities
- Sharing opinions and preferences
- Vacations, activities and future plans

### Materials

- Textbook: **Qué Chévere 1** - You can leave your textbook at home. I will tell you if/when you need to bring it.
- Class novel: **Piratas del Caribe y el Mapa Secreto** by *Mira Canion* - Teacher will provide the text and all materials needed. Any additions to this list will be communicated. Parents, please let me know if you have any questions or concerns or would like information on the novel opt-out process.
- Please have **2 writing utensils** and **1 Spiral Notebook per semester** (100 pages, college-ruled, 8.5 x 11 inches) handy every day. It's also a great idea to bring an **agenda** and write any homework assignments in it every day. See [this](#) list for other optional materials to bring.

### EVALUATION: Standards Based Grading

Your grade will be determined by how your performance compares to the standard expected for each category (See below for grade categories).

<i>Advanced</i>	<i>A</i>	<i>Adv 90-100</i>	<i>You are confident and are reaching for the next level.</i>
<i>Proficient</i>	<i>B</i>	<i>Prof 80-89</i>	<i>You consistently meet standards without help and are ready to move on.</i>
<i>Developing</i>	<i>C</i>	<i>Dev 70-79</i>	<i>You meet standards in familiar tasks and situations.</i>
<i>Emerging</i>	<i>D</i>	<i>Em 60-69</i>	<i>You know how to meet standards but need some help.</i>
<i>Beginning</i>	<i>F</i>	<i>Beg 50-59</i>	<i>You know what the standard is, but are confused and probably frustrated. You need help getting started.</i>
<i>No attempt</i>	<i>FN</i>		<i>You have not done enough to be evaluated.</i>

**CHECK YOUR GRADES REGULARLY ON AERIES!**  
**If there is an error, it is your responsibility to contact Mr. S. so he can correct it.**  
**\*\*Your grade starts new 2nd semester, so everyone has an A+ again!\*\***

### GRADING POLICY

Students' grades will be based on students' daily active engagement, the use of the target language, assessments (quizzes, exams and projects), and overall listening, speaking, reading and writing activities. Students' active engagement includes their willingness to be actively involved in all classroom activities and assignments. Unexcused absences, tardiness, wasting time in class, and being off task will negatively impact the students' grade. Students' total earned points will lead to their final grade and **no grade will be rounded or modified** due to the various opportunities offered throughout the course to achieve a higher grade. **Plan ahead!** See the [District Grading Policy](#) for more information.

## GRADE CATEGORIES

Grades are given in the following categories: *Reading, Writing, Listening, Speaking, and Work Habits*. Given that your fluency will increase throughout the year, the expectations for each category will vary depending on the time of year. Detailed expectations will be given for each assessment.

### The Work Habits category includes:

- Active Engagement: You look like you are engaged (participating and paying attention) by maintaining eye contact with the teacher and sitting up straight. You attempt to speak Spanish. You do not disrupt your learning or your classmates' learning.
- Silent Sustained Reading: If you miss reading days, you will need to make them up.
- Homework and Classwork: All in-class assignments and homework (very rare!) are complete and on time.
- Preparation: You have all the materials you need for Spanish every day.
- Attendance: You are present and on time every day.

### GENERAL EXPECTATIONS – Your Keys to Success!

Because I have high expectations for myself, I also have high expectations for you. I will treat you with respect so that you know how to treat me and others.

Teacher Responsibilities	Student Responsibilities
Speak Spanish, not English!	Speak Spanish, not English!
Be respectful of my students, myself, my colleagues, and my school.	Be respectful of yourself, your teachers, your classmates, and your school.
Come to class prepared with an organized lesson plan and all the materials needed	Come to class prepared with the materials you need to do your work.
Listen to my students	Pay attention in class (track the speaker, sit up, show you are trying to understand)
Check to make sure that students understand what I am teaching; help them until they do.	Participate actively every day Ask questions when you don't understand
Spend time reviewing material in class each day; build on information students already know	Spend at least 15 minutes outside of class each day looking over stories, vocabulary lists, etc.
Grade and return all assignments quickly	Complete all assignments on time.
Attend class every day.	Attend class every day.



### Absent/ Late/ Missing Work/ Makeup Policies

Regular attendance is essential to your success. In the case of unavoidable absences, including absences due to sports/ extracurricular activities, etc., it is students' responsibility to review, complete and submit daily assignments/classwork, which can be found in Google Classroom. **Makeup/ Late Work:** If there are no assignments in Google Classroom from the day(s) you were absent, please **find a summary of the day's discussion in the Write and Discuss folder in Google Classroom (Also linked [here](#) & organized by class period).** Then, **illustrate 6 events from that day's text on paper or in a digital document and email it to me.** If you know in advance that you're going to be absent, please email me or tell me as you're leaving class on the day before the absence. ***You will have as many days as you were***

**absent to make up work for full credit. Past that, late work may be turned in up to 2 weeks after the due date and will be given up to 50% late credit. No missing work will be accepted past the grading period in which it was due.** Please see the [EDHS Homework Policy](#) and [Student Handbook](#) for more information. Missed quizzes and tests should be made up **within one week of being absent** by scheduling a time with me during my office hours listed above. **Quiz/Test Retakes:** Students that scored under a 70% on a quiz will be allowed to retake a quiz once for up to an 80% **after attending a tutoring review session with me.** Retakes will be scheduled upon attending the tutoring session.

### **Tardy Policy**

You should be in class on time. If you are tardy for any reason, please fill out the "Tardy Check-In Form" near the door and quietly take your seat. If tardiness is ongoing, there will be disciplinary action. A student is considered tardy when they arrive after the tardy bell rings and Mr. Schmieg has closed the classroom door.

### **Daily Homework**

It is expected that each student will spend 10-15 minutes reviewing any texts, stories, and/or notes from our class each night. You might want to get creative and read something from class to a family member in Spanish and English! See our [Board Homework Policy](#) for more information.

### **Daily Active Engagement Points**

Each student begins each day with 2 active engagement points, which are earned by saying the "password" at the door. You will lose 1 point for each tardy, lack of engagement, being unprepared or for other classroom distractions (up to two points per day). Given that it is **so** important to be present to hear and see the language in action, **absences will mean a loss of 2 points for each day missed.** If you have an **excused absence**, please see the section titled "Makeup work" above for making up active engagement points.

### **Speaking Policy**

If Mr. Schmieg asks a question in *Spanish*, you should answer in *Spanish*. If he asks a question in *English*, you may answer *in Spanish or English*. If you *must* say something in English, you must first ask, "¿Puedo hablar inglés, por favor?" ("Can I speak English, please?")



### **Electronics and Cell Phone Policy**

- ♦ Students have access to a school-provided chromebook on which all digital work may be completed. **Students must bring their fully charged chromebook to school each day.**
- ♦ In order to have the best chance of acquiring the language in our short 55 minute periods, it is crucial that you are fully engaged every day. Devices such as cell phones and smart watches are powerful tools, but can create a major disruption to your learning. Unless I allow direct permission for an assignment, **I ask that your cell phone and other electronic devices remain off and in your backpack for the duration of the class period.**
- ♦ Students have the option to place phones in the teacher-provided cell phone slots for the class period or in their backpack so they will not be tempted to use them.
- ♦ If a cell phone is **in sight** or **in use** during class, **I will follow school policy and students will be required to take their phone to the office to leave it there for the remainder of the day.**
- ♦ If parents need to get a hold of students during the school day, please call the front office at 714-986-7580. They will be able to get in direct contact with teachers quickly.

### **Restroom Use and Hall Pass Policy**

- ♦ Students will have 2 restroom breaks available per month (about 6 restroom breaks per quarter), no questions asked. If a student has used more than 2 restroom breaks, students will be consulted and parents will be contacted for a problem solving discussion.
- ♦ Students are encouraged to use the restroom during their passing period, break and lunch. I understand that unforeseen circumstances can arise, so I do allow students to use the restroom *responsibly* during class time.
- ♦ Students are encouraged to use the restroom after they have completed the bell ringer activity or after direct instruction takes place. It is best if students check in with me, leave their belongings and go quickly before class even begins.
- ♦ Students will be asked to leave their phone in the classroom, either in the designated phone area or on the teacher's desk. Limited distractions in the restroom will provide ample opportunities for success in class. The closest restroom should also be used.

#### Restroom Sign Out/Sign In Procedure:

- ♦ Raise your hand. Ask “¿Puedo usar el baño?” (Posted on the wall)
- ♦ After teacher gives you permission, place your cell phone in the designated area.
- ♦ Bring your School ID to the teacher's iPad. The teacher will log you into the iPad.
- ♦ Scan your ID card or enter your ID number. This begins your hall pass. Hall passes automatically expire after 7 minutes, so it is important that you return quickly.
- ♦ Return to your seat quickly and quietly.

#### **Discipline**

Discipline issues will be addressed on a case-by-case basis depending on the severity and frequency of the issue. Disciplinary action may be reflected in citizenship grades.

#### **ACADEMIC INTEGRITY**

Academic Integrity is being honest and responsible with regard to your schoolwork. Simply put, your work is your work. Students will receive a non-negotiable “0” (zero) on any assignment that breaches academic integrity.

- You may not copy another student's work or allow someone to copy your work
- You may not use online translators to write sentences or essays
- You must cite any website, book, article, etc. from which you gather information
- The use of, or the mere sight of any electronic device during a quiz or test is considered cheating, unless the teacher has explicitly directed you to use one.

Please see the Student Handbook for further information. [Student Handbook](#)

#### **Gestures - Show Me You Understand**

This class will utilize something called TPR (Total Physical Response), which is a fancy way of saying *gestures*. These gestures will actually help get words stuck in your brain faster. They may seem silly, repetitive or unnecessary, but you must trust the process! I will not ask you to do anything that I am not willing to do myself. The most important thing is that you ALWAYS understand what I am saying. If you ever get confused, all you need to do is make the *confused gesture*. When that happens, I will either explain it differently in Spanish or write it on the board in English. I will do my best to make sure that you understand me, but sometimes I won't see that you're confused, so you need to be your own advocate and let me know!

Acquiring (as opposed to learning) a new language is different from every other subject area and therefore it requires students to be open to new ways of learning. So make sure to bring an open mind and a positive attitude! Class will be fun sometimes, sometimes not—this is a rigorous

academic elective class. I want you to be involved and engaged in class, but not necessarily entertained all of the time. No matter what, I am confident that you will enjoy this class!

Looking forward to a great year with you!

Sinceramente,

*Señor Schmieg*

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