

# Syllabus: Spanish 1

## Frank McClarin High School

### **INSTRUCTORS:**

Tanisha Nightingale

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### **COURSE MATERIALS:**

*En español 1 (text) --  
Más práctica workbook --*

**COURSE DESCRIPTION:** This course focuses on the development of listening, speaking, reading, and writing skills in Spanish with the purpose of communicating. You will react appropriately in uncomplicated social situations, and you will begin to show some spontaneity and the creative language use in response to questions, situations, or visuals. Cultural information will be included in thematic units.

**COMMUNICATIVE OBJECTIVES:** Within the context of the Spanish language and culture, the student will:

- Respond to basic statements and questions, such as thought about self, general well-being, weather, and time.
- Ask for and exchange information with others.
- Use sequences meaningfully, such as the alphabet, months, seasons, numbers, etc.
- Respond to visual cues.
- Seek basic information.
- Use Spanish to ask for clarification or express confusion.
- Follow and give directions.
- Offer regrets and explanations.
- Ask and give permission.
- Express emotions.
- Understand and use appropriate greeting and farewells.
- Understand and correctly pronounce typical male and female names.
- Use non-verbal communication, including gestures.
- Express likes and dislikes, agreement and disagreement.
- Demonstrate an understanding of perspectives and social customs.
- Understand and participate in simple conversations.
- Demonstrate the ability to use language in practical situations and in cultures in which Spanish is spoken.
- Demonstrate behavior appropriate to the cultures in which Spanish is spoken.
- Develop an understanding of the various components of different cultures.

### **GRADING SCALE**

All Fulton County policies apply in this class. Fulton County Grading Scale is as follows:

100 -90 = A      89 – 80 = B      79-70 = C      69 and below = F

### **COURSE GRADING BREAKDOWN**

Your grade in this class will be determined by the following criteria:

- |   |     |
|---|-----|
| • Chapter Tests, Projects & Presentations | 25% |
| • Quizzes (announced & unannounced):      | 30% |
| • Classwork & Participation               | 35% |
| • Homework                                | 10% |

### **COURSE PACING:**

**Attached is a 60 day course pacing chart**

**\*USE OF SPANISH IN CLASS:** The class will be conducted in Spanish. Students should generally not expect that their instructor will teach in English or translate for them. Understanding in this context will emerge gradually as the semester progresses, particularly if students are regularly present in class, prepare the material ahead of time, and complete all assignments in a timely manner, as instructed by the teacher, and in accordance with the guidelines on this syllabus. Your instructor will focus mainly on activities fostering communication.

**\*ATTENDANCE/CLASS PARTICIPATION:** Regular attendance is essential for the development of language skills. Class time may be one of the only times that you will be exposed to human interaction in Spanish—a major source of language acquisition. Learning a foreign language is not like other subjects where you may miss classes and still be able to catch up or study several chapters the night before an exam. Learning a foreign language largely means developing skills. Regular or daily practice is essential for the material to sink in and for your new language skills to develop. Your brain can deal with only so much new information and skills. Moreover, it is known that, learning usually, if not always, builds on previous learning. So, if you are absent or fail to complete the course assignments, you will not have enough time to absorb the information and develop the necessary skills, and your grade will reflect it. **Your success in this course depends completely on how much you, the student, commit yourself to keeping up with assignments and class progression.** Failure to attend class on a regular basis and to meet assignment deadlines will exponentially increase the level of difficulty of the course work. If things are not coming together, even after devoting the necessary time, always talk to your instructor for advice. Do not wait until late in the semester to address your concerns. At that time, very little can be done to help you.

*\*The above policies are taken from the Georgia State University Modern and Classical Languages syllabi:  
<http://www2.gsu.edu/~wwwmcl/Syllabi/Spanish%20Syllabi.htm>*

## **ASSIGNMENTS**

There will be formative assessments (homework, classwork, and quizzes) during chapters, as well as summative assessments (tests, projects) at the end of each chapter.

## **LATE WORK POLICY**

Late assignments will have a deduction of 10% of the total assignment points per day for the first 5 days it is late – and will be accepted up to 10 days after the due date for a maximum grade of 50% of the total points possible (a zero may be earned if an assignment is not turned in within 10 days of the due date).

## **MAKE-UP POLICY**

The Fulton County make-up policy, which can be found in the McClarin Student Handbook, will be STRICTLY followed. Failure to complete make-up work within the designated time frame will result in the loss of credit for the assignment, test, quiz, presentation, or project.

Students who are present for any portion of the school day are expected to turn in all assignments due on that day in order to receive full credit.

## **RECOVERY POLICY**

The intent of the Recovery Policy is to assist students by providing adequate opportunities to master course objectives in order to eliminate preventable failures. Opportunities for students to recover from a significant decline (two letter grades) in performance or a low/failing *cumulative* grade will be provided when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements. *According to Fulton County Policy, students who have not attempted to complete all course requirements are not eligible for recovery.*

Students must contact the teacher concerning recovery opportunities at the time his/her grade falls below 74 or when his/her cumulative average drops two letter grades from the previous six/twelve week grade report. Recovery work must be completed within ten school days prior to the end of the semester. The nature and type of recovery assignment is given at the discretion of the teacher.

## **ACADEMIC INTEGRITY**

As members of McClarin High School, we value honesty, integrity, and respect for self, others and property. We accept responsibility to uphold these values and to preserve our personal honor and the honor of the McClarin community.

As explained in the student handbook, cheating is defined as “the giving or receiving, in any form, information relating to a gradable experience.” Violations of the honor code will result in a zero for the assignment, plus an honor code violation form placed in the student’s disciplinary file. Read the handbook carefully to fully understand what constitutes a violation.

In addition to offenses outlined in the McClarin Student Handbook, the following are considered honor code violations and will be written up:

- o Use of Internet online translators or other translation programs,
- o Use of the services of a native speaker
- o Use of material (books, magazines, etc.) without teacher's approval

### SCHOOL MATERIALS POLICY

Students are responsible for the proper care of textbooks and materials. Students are not allowed to take textbooks home. Text books are to remain in the classroom at all times.

### LANGUAGE LAB RULES

Every McClarin student who is taking a modern world language will have the opportunity to use one of the language laboratories located in various classrooms. We are eager to begin school using the lab and anticipate much meaningful, as well as fun, practice to improve oral skills. To make using the lab as efficient and beneficial as possible for all students, we ask that the students observe the following guidelines:

1. Students are not allowed to chew gum or eat in the laboratory classroom. Water is permitted ONLY when the labs are not in use. When labs are in use water bottles must be stored in the student's backpack.
2. Students are never to touch trays when they are in the ceiling position, nor are they to make any physical contact with the ceiling tracts from which trays are suspended.
3. When the lab is in use, trays containing the headsets will be lowered for students. Students should refrain from touching the trays when they are being lowered from the ceiling. Students must wait for instruction from the teacher before securing headsets.
4. Students are never to unplug the headset wire from the jack and attempt to plug it elsewhere.
5. When replacing the headset in the tray at the end of the lab session:
  - a. Raise the microphone to the up position.
  - b. Gather the cord loosely and place in the tray; do not wind the cord around the headset.
  - c. Set the headset on top of cord.
6. Students must NEVER leave their seats when the lab trays are in the lowered position.
7. **Abuse of lab equipment will result in the student being sent to the assistant principal's office and possible loss of the privilege to use the lab.**

### OFFICE HOURS

Students can receive additional help before school or after school. Students must schedule an appointment with the instructor at least 24 hours in advance for additional help.

### EMAIL & VOICEMAIL

Tanisha Nightingale

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Student's name \_\_\_\_\_

Class Period \_\_\_\_\_

**Please sign and return this form to your instructor in the next class for a homework grade.**

Today's date: \_\_\_\_\_

**I have received and read a copy of the Spanish 1 syllabus, and understand what is expected of students in this class.**

**Student's signature** \_\_\_\_\_

**Student's e-mail** \_\_\_\_\_

**Mother's/Guardian's signature** \_\_\_\_\_

**Mother's/Guardian's phone** \_\_\_\_\_

**Mother's/Guardian's e-mail** \_\_\_\_\_

**Father's/Guardian's signature** \_\_\_\_\_

**Father's/Guardian's phone** \_\_\_\_\_

**Father's/Guardian's e-mail** \_\_\_\_\_

## SIXTY –DAY PACING CHART

<b>WEEK 1</b>	<b>DAY 1.</b> Overview of course and unit 1.	<b>DAY 2.</b> Greet People Introduce Yourself Say where you are from Exchange phone numbers	<b>DAY 3.</b> Me llamo, te llamas Soy, eres, es + de	<b>DAY 4.</b> Greetings Variations on good bye Articles before country names	<b>DAY 5.</b> Greet Others Introduce others Say where people are from Express likes
<b>WEEK 2</b>	<b>DAY 6.</b> Familiar and formal greetings Subject pronouns and ser Gustar+ infinitive	<b>DAY 7.</b> Describe others Give others' likes and describe Describe clothing	<b>DAY 8.</b> Definite articles Indefinite articles Noun- adjective: gender and noun	<b>DAY 9.</b> Gustar + infinitive professions	<b>DAY 10.</b> Describe family Ask and Tell ages Talk about birthdays Give dates Express possession
<b>WEEK 3</b>	<b>DAY 11.</b> <b>Tener</b> <b>Possesion using de</b> <b>Possessive adjectives</b> <b>Giving dates</b>	<b>DAY 12.</b> De quien es? Es de..Quien es? Quienes son?	<b>DAY 13.</b> La celebraciones del ano La Quinceanera The oldest house in L.A Street names Writing the dates	<b>DAY 14.</b> Physical descriptions Personal characteristics Clothing ser	<b>DAY 15.</b> Visualize Get the main idea Rehearse, Practice speaking smoothly Look for cognates Use different kinds of descriptive words Compare rites of passage
<b>WEEK 4</b>	<b>DAY 16.</b> Begin unit 2. Describe classes and classroom objects	<b>DAY 17.</b> Say how often you do something Discuss obligations	<b>DAY 18.</b> Present tense of regular –ar verbs Adverbs of frequency Tener que, hay que	<b>DAY 19.</b> Una encuesta escolar Las matematicas: take a survey.	<b>DAY 20.</b> Hay colors Hay, numbers
<b>WEEK 5</b>	<b>DAY 21.</b> Listen for feelings Develop more than one way of expressing an idea; Expand the conversation	<b>DAY 22.</b> Talk about schedules Ask and Tell time Ask questions Say where you are going Request food	<b>DAY 23.</b> Telling time Estar + location Interrogative words	<b>DAY 24.</b> Quieres comer una merienda Mexicana La salud: nutrition Torta, bocadillo, pastel	<b>DAY 25.</b> -ar verbs, school term.
<b>WEEK 6</b>	<b>DAY 26.</b> Listen for the main idea Take risks; help your partner Compare snack foods	<b>DAY 27.</b> Take unit 2 test	<b>DAY 28.</b> Begin unit 3 Extend invitations , talk on the phone, express feelings, say where you coming from, say what just happen	<b>DAY 29.</b> Estar + adjectives, acabar de+ infinitive, venire gustar + infinitive nos, os, les Notas cuando; del; conmigo, contigo	<b>30.</b> en voces bomba y plena conexiones la musica: songs notas culturales the name puerto rico Ricky martin .
<b>WEEK 7</b>	<b>DAY 31.</b> Talk about sports express preferences say what you know make comparsions	<b>DAY 32.</b> Jugar stem-changing verbs: e...ie Saber comparatives	<b>DAY 33.</b> .en colores beisbol:el pasatiempo nacional tu en la comunidad notas culturales la Fortaleza Puerto rico and the u.s Roberto clemente	<b>DAY 34.</b> Activity 12 activities,activity 16 desscriptions activity 19 interrogatives	<b>DAY 35.</b> Listening: listening for turn-taking tactics speaking monitor yourself give reasons for your preferences culture reflect on sport traditions
<b>WEEK 8</b>	<b>DAY 36.</b> <b>Describe the weather discuss clothing and accessories state an</b>	<b>DAY 37.</b> Tener expressions weather expressions direct object pronouns present progressive	<b>DAY 38.</b> En voces el coqui en colores una exursion por la isla video	<b>DAY 39.</b> <b>Activity 3 colors clothing activity 8 stem changing verbs</b>	<b>DAY 40.</b> <b>Listening sort and categorize details speaking say how often get specific</b>

	<b>opinion describe how you feel say what is happening</b>	notas llevar creer	Conexiones las ciencias tempreature notas el yunque	<b>e...ie activity 9 ir a... llevar activity 11 tener activities activity 14 sports activity 19 actvies</b>	<b>information reading distinguish details writing appeal to the senses culture define travel and tourism</b>
<b>WEEK 9</b>	<b>DAY 41.</b> Identify places give addresses choose transportation request directions give instructions	<b>DAY 42.</b> .decir prepositions of location regular affirmative tu commands por salir number in address enfrente de	<b>DAY 43.</b> Take unit 3 test. Turn in all missing homework.	<b>DAY 44.</b> Overview of unit 4. <b>Activity 3 hay activity 5 seasons activity 13 activities activity 14 direct object pronouns activity 15 sequencing activity 16 direct object pronouns</b>	<b>DAY 45.</b> Listening: listen and follow directions Recognize and use set phrases; Use variety to give directions Reading: Combine strategies
<b>WEEK 10</b>	<b>DAY 46.</b> <ul style="list-style-type: none"> <li>• Talk about shopping</li> <li>• Make purchases</li> <li>• Talk about giving gifts</li> <li>• Bargain</li> </ul>	<b>DAY 47.</b> <ul style="list-style-type: none"> <li>• Stem-changing verbs:o-ue</li> <li>• Indirect object pronouns</li> <li>• Indirect object pronoun</li> </ul> <b>NOTAS</b> Para; dar; Cuanto cuesta(n)?	<b>DAY 48.</b> <b>En Colores</b> El Mercado Benito Juarez Conexiones: Las matematicas: un Mercado <b>Notas</b> <ul style="list-style-type: none"> <li>• Monte Alban jewelry</li> <li>• Benito Juarez</li> </ul>	<b>DAY 49.</b> <b>Activity 5:</b> numbers <b>Activity 7:</b> places <b>Activity 8:</b> time <b>Activity 9:</b> places, time <b>Activity 10:</b> transportation	<b>DAY 50.</b> <b>Listening:</b> Observe as you listen <b>Speaking:</b> Express emotion; Disagree politely <b>Culture:</b> Compare bargaining customs
<b>WEEK 12</b>	<b>DAY 51.</b> Begin study for final.	<b>DAY 52.</b> <ul style="list-style-type: none"> <li>• Order food</li> <li>• Request the check</li> <li>• Talk about food</li> <li>• Express extremes</li> <li>• Say where you went</li> </ul>	<b>DAY 53.</b> <ul style="list-style-type: none"> <li>• Gustar + nouns</li> <li>• Affirmative and negtive words</li> <li>• Stem-changing verbs: e-i</li> </ul> <b>Notas</b> Fui/fuiste; ningunos(as); Trae; superlatives; poner; desayunar	<b>DAY 54.</b> <b>En Voces</b> Andres, joven aprendiz de alfarero (video) <b>En Colores</b> Monte Alban;ruinas misteriosas <b>Tu En LA COMUNIDAD</b> <b>Notas Culturales</b> <ul style="list-style-type: none"> <li>• Oaxaca's cuisine</li> <li>• Oaxaca's artistic Heritage</li> <li>• Zapotec traditions</li> </ul>	<b>DAY 55.</b> <b>Activity 5:</b> prepositions of location <b>Activity 6:</b> stores <b>Activity 9:</b> clothing <b>Activity 19:</b> direct object pronouns
<b>WEEK 12</b>	<b>DAY 56.</b> <b>Listening:</b> Integrate your skills <b>Speaking:</b> Vary ways to express preferences; Borrow useful expressions <b>Reading:</b> Gather and sort information as you read <b>Writing:</b> Tell who, what, where, when, why, and how Culture:	<b>DAY 57.</b>	<b>DAY 58.</b>	<b>DAY 59.</b>	<b>DAY 60.</b> <b>FINAL GRADE SUBMITTED</b>