

# Spanish I Accelerated Program Course Outline

**Teacher:** María Andrés

**Date:** August 2021

**Textbook:** Vista Higher Learning, *Descubre* Level 1. Cost of Replacement \$95.00,

**Workbook:** Cuaderno de Práctica \$20.00

**Course Description:** It is a one-year course that will include material normally taught between 7<sup>th</sup> & 8<sup>th</sup> grade. Students will earn a High School Credit and, students who earn a grade of 90 or better in each of the two semesters will be recommended for Spanish 2 Honors in 8<sup>th</sup> grade.

**ACTFL Proficiency-based, “Can-Do” Statements**, by level (Spanish 2 Honors is Novice-High to Intermediate-Low): <https://www.actfl.org/resources/ncssfl-actfl-can-do-statements>

## First Semester:

### Lección 1.1 - 3.4:

Students will learn to greet people in Spanish, say goodbye, identify themselves and others, say where people are from, learn some courtesy expressions, nouns and articles (definite and indefinite) numbers 0-30, present tense of “ser” and subject pronouns, telling time. Students will learn as well about the classroom and school life, discuss every day activities, days of the week, school subjects, class schedules, present tense of regular AR verbs and verb “gustar”

Students will learn, forming negative sentences, verb gustar, asking questions in the target language, present tense of “estar”, preposition of location, numbers 31 and higher, also they will learn to talk about their family and their relationship, professions and occupations, descriptive and possessive adjectives, present tense of ER and IR verbs and Present tense of the verb “tener” and “venir”

## Second Semester:

### Lección 4.1.- Lección 6.4:

Learn all types of pastimes along with a big list of IRREGULAR VERBS.

Culture: students will learn about sports-related terms and learn about renowned athletes and soccer rivalries.

Students will learn and practice TRAVEL & VACATION related vocabulary. Describe seasons and months of the year along with weather expressions. They will learn the verb ESTAR to describe conditions and emotions.

They will reinforce the difference between SER & ESTAR and, to talk about an action in progress using the PRESENT PROGRESSIVE.

DOP (Direct Object Pronoun) and IOP (Indirect Object Pronoun) will be the toughest two concepts for students.

Students will be able to describe clothing; express preferences in a store and negotiate and pay for items.

The difference between SABER & CONOCER, IOP, PRETERITE OF REGULAR VERBS, DEMONSTRATIVE ADJECTIVES & PRONOUNS.

**Grade Scheme:**

Fulton County

Academic Grading Scale:

Student evaluations are weighted as follows:

- A 90 and above
- B 80-89
- C 70-79
- F Below 70
- W Withdrew
- NG No grade (enrolled fewer than 20 days of grading period)
- INC Incomplete (principal approval – absent for extended period)

Major Assessments:	50%
Minor Assessments:	35%
Practice:	15%

**Major Assessments:** An assignment or assessment that is cumulative in nature, measuring multiple standards/skills, and/or when there is a significant amount of dedicated instructional time devoted to the content being assessed.

**Minor:** An assignment or assessment that measures an individual standard or subset of standards/skills within a unit and/or when there is a small amount of dedicated instructional time devoted to the content being assessed.

**Practice:** Daily assignments, observations, and/or engagement activities given in class or for homework given to students to build and/or remediate skills.

**Recovery on Assignments/Assessments K-12:**

Board Policy states: All students will have one (1) opportunity every nine weeks to redo/retake one (1) major assignment/assessment.

- Eligibility for redo/retake is for students who receive a **79** or below on a specific major assignment/assessment.
- Students are eligible to earn a replacement grade on a redo/retake no higher than **79**.
- Student redo/retakes must be completed before the next major assignment/assessment is given or five (5) school days before the end of the marking period if there is not another major assignment/assessment given. (Exceptions can be made for students who have excused absences during this five-day window)

**Special Education:**

- Within this course, accommodations and modifications will be implemented based on students' current Individualized Education Plan (IEP). For specific goals and objectives and instructional levels, refer to your child's IEP.

**Homework Expectations:**

The student is expected to complete homework assignments. In addition to written homework, the student is expected to review each day's lesson, study vocabulary, and practice vocabulary and phrases out loud by himself or with someone at home if possible.

**World Languages Prioritized Standards:**

Interpersonal Mode of Communication

MLI. PS1.IP1

Students are able to express, in spoken and written language - basic greetings, farewells, courtesies, likes, dislikes, emotions and agreements/disagreements.

Interpersonal Mode of Communication

ML1.PS2. IP2

Students are able to use formal and informal forms of address as well as initiate and participate in brief oral and written exchange.

Interpretive Mode of Communication (INT)

ML1.PS3.INT1

Students are able to identify some main ideas and details when reading and listening as well as show comprehension of simple instructions.

Presentational Mode of Communication (P)

MLI.PS4.P1

Students will be able to give basic information about self and others.

Cultural Perspectives, Practices, and Products (CU)

MLI.PS5.CU1

Students are able to describe customs and traditions of the cultures such as greetings, celebrations and courtesies.

Connections, Comparisons, and Communities (CCC)

ML1.PS6.CCC1

Students are able to identify geographical locations such as countries, cities and features.

Connections, Comparisons, and Communities (CCC)

ML1.PS7.CCC2

Students compare and identify patterns and behavior of target culture as well as their own.

Connections, Comparisons, and Communities (CCC)

ML1.PS9.CCC3

Students compare basic elements of their target language to their own, recognizing differences in sound, writing, cognates and intonation.

For Modern Languages, these standards consist of "The 5 Cs":

Communication – students will engage in conversations, understand and interpret spoken and written language, and present information on a variety of topics.

Culture – Students will learn about target culture products, practices and perspectives.

Connections – Students will connect aspects of their target language learning with information acquired in other subject areas such as math, science, social studies, English and the arts.

Comparisons – Students will demonstrate an understanding of the nature of language and culture, making comparisons between those of the target language and their own.

Communities – Students will find and engage in the target language outside of the school environment and show evidence of building a life-long skill for their own personal enjoyment and enrichment.

**Teacher/Parent Communication:**

The role of teacher/parent communication is an important one for the success of the student. Conferences about student and his progress are available upon request. Best way to reach Sra. Andrés is email:

[andres@fulton.k12.ga.us](mailto:andres@fulton.k12.ga.us)

**Absence Make-up Procedure:**

FCBOE Policy JBD-Upon returning to school following an absence, it is the student's responsibility to contact the teachers to request make-up work. Make-up work must be completed by the students within the time specified by the teacher. At TRMS, the student will be given the same amount of time to make up the work as the student was absent unless other arrangements are mutually agreed upon. The student will receive the actual grade on the make-up work if the absence was "excused".

## **Classroom Procedures and Expectations:**

The student is expected to:

- 1) Come prepared to class daily with assignments and materials, including a binder, textbook, workbook, paper, pencil, and agenda
- 2) Arrive on time.
- 3) Respect himself/herself and others.
- 4) Raise his/her hand before speaking.
- 5) Respect others' space.
- 6) Participate actively in class by using as much Spanish as possible.

## **Discipline Guidelines:**

All students are asked to exhibit behavior that impacts the class positively. If a student chooses to engage in inappropriate behavior, a verbal warning will be given. Then if the behavior continues, the parent will be called and a detention may be assigned. Students are also expected to abide by the rules of conduct in the TRMS Student Handbook.