



General Course Information

Course Title	Spanish I and II
Description	This Spanish class will build a foundation of communication through the study of thematic units and literature study. These units of study develop a solid vocabulary foundation, an understanding of grammar and expose students to a variety of Spanish-speaking cultures.
Faculty Name	Elizabeth Holland
Contact Information	eholland@csaschool.org

Introduction

Spanish I and II are part of a 2 year spiraling curriculum designed to introduce students to common themes that help develop communication in a wide variety of situations. The first part of the course focuses on understanding how the language works (syntax and grammar), pronunciation, verbal and writing communication through thematic units and literature study. The second part of the course continues to refine an understanding of basic grammar concepts and expands cultural awareness. This term we will focus on the following thematic units: pass times (extracurricular activities) and the places you go, Television and the movies as well as “In the news” (discussing natural disasters and accidents).

Overarching Course Goals (by the end of this course)

1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
2. Students understand and interpret written and spoken language on a variety of topics.
3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
4. Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
5. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

6. Students reinforce and further their knowledge of other disciplines through the world language.
7. Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.
8. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
9. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
10. Students use the language both within and beyond the school setting.
11. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Trimester 2 Course Overview

Unit Length	Unit Topic	Assessments
Weeks 1-3 <i>Dec. 4-20</i>	Pasatiempos (extracurricular activities and the places you go)	Weekly quizzes/writing prompts, end of unit project/test
Week 4-6 <i>Jan. 6-24</i>	Television/Movies	Weekly quizzes/writing prompts, end of unit project/test
Weeks 7-9 <i>Jan. 27-Feb. 14</i>	In the news (natural disasters, accidents)	Weekly quizzes/writing prompts, end of unit project/test
Week 10 <i>Feb. 17-21</i>	Final Exam preparations	Exam review, final verbal writing prompt
<i>Weeks 11 Feb. 24-Feb. 28</i>	Final Exam Week	Reading and Writing Comprehension, verbal assessment

Grading

Your grade in this class will consist of 3 categories according to the following breakdown:

A. Daily Assignments (content expectations)	5%
B. Formative assessments (quizzes, writing prompts during a unit)	20%
C. End of unit assessments	60%
D. Final Exam	15%

Classroom Procedures/Conduct and Teacher Expectations

- Learning another language requires persistence and perseverance as well as flexible thinking. Being open to continuous learning and new experiences will help promote a growth mindset as you begin this class.
- Please come to class prepared and ready to learn. This includes having all the necessary materials (described below) and any assignments, projects, handouts, notes, etc. that we are currently working with. Please keep all handouts, assignments, etc. until the class is over.
- RESPECT for yourself and others is expected and appreciated.
- Instructions will be given in various settings (whole group, small group, individual). It is important to actively listen when instructions are given so that you can ask for clarification and check for understand.
- Taking notes is as much an art form as it is a science. It is not necessary to write down every word that's said or shown, but if you abbreviate and summarize the ideas in your own concise words, then you are much more likely to retain the information.
- At the beginning of each unit, you will receive a unit outline that will provide more information as it relates to what concepts and materials that we will using during that unit.
- The culmination of each unit will entail a project or test. The quizzes/written prompts throughout the unit will prepare you to be successful on the project/test.
- If you are struggling with any given assignment or concept, please make an effort to resolve the problem in class. If that is not possible, make an appointment to meet with me outside of class.

Pass Policy

As a staff we realize that you may need to use the restroom at some point in time during the school day. We are sensitive to your needs. However, there are appropriate times for using the restroom. Appropriate times are passing time, during lunch, before school, and after school. Permission to leave the classroom to use the restroom will not be given within the first 15 minutes of each class, during direct instruction, or the last 15 minutes of class. We expect you to come to class prepared and on time.

Mastery Learning

It is expected that all assignments will be completed to the best of the student's ability and turned in on time. Students should always attempt to complete work as thoroughly as possible and bring questions the next day. A *mastery due date is defined as the date that a student should have completed all revisions and improvements on an assignment, assessment or project.* Not all assignments will have a mastery due date. We are preparing our students for life after high school and we expect that each student will use their time wisely, be persistent and develop good

study habits.

Academic Integrity

Copying another person's ideas, opinions, or theories is academic dishonesty. Academic dishonesty is when a student uses another person's work and claims it as their own. The outcome of an offense will be the following:

1st Offense – Redo the assignment (with proper citations if needed) or complete an alternate assignment for full credit – parent/guardian, advisor, and administration will be notified.

2nd Offense – Zero credit, no opportunity to re-do and the parent/guardian, advisor, and administrator will be notified.

Academic dishonesty in any class will be considered the first offense. Any other offenses thereafter will result in a zero regardless of the class.

Course Materials

- Spanish Dictionary
- 1 in. 3-ring binder
- 1 bound notebook