



Spanish I Syllabus
CHS World Languages Department

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| <u>Contact Information:</u> | Parents may contact me by phone, email, or visiting the school. |
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CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisite(s) from Course Handbook:

Spanish I - 360

State Course #: 060265

Prerequisite: C or better in English/Language Arts.

Elective

Grade: 9-12

Graded Conventionally

Credit: 1

Course Description:

Spanish I will provide the student with a general introduction to the Spanish language: its sound system, pronunciation, functional vocabulary related to everyday life, cultural information, and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading, and limited writing.

The main objective of the course is to develop the students' ability to carry on a simple conversation. This will be provided via instruction that teaches a basic understanding of Spanish culture and vocabulary using memorized phrases and lists of words. Students will begin to learn to use inferences and context clues to uncover the main idea and important details of more complex, authentic texts. At the end of this course, successful students will be able to communicate at the

Novice-Mid level of proficiency, as defined by the American Council on the Teaching of Foreign Languages.

Lab Fees may apply.

Learning Targets: Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

| 1 st Quarter (1 st 9 weeks) | | | |
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| Unit Title, Theme and Topic | Proficiency Expectations | Big Ideas/Learning Targets | Essential Questions |
| <p>Unit 1 Title: Communicating with limited proficiency at the Novice-Low (N-1) Level to Understand Self</p> <p>Theme: Personal and Public Identities</p> <p>Topics: Greetings and Farewells, Family</p> | <ul style="list-style-type: none"> <i>I can present in the target language using memorized words, lists and phrase about familiar topics. (Presentational)</i> <i>I can speak with others in the target language using memorized words, lists and phrases about familiar topics. (Interpersonal)</i> <i>I can listen, read and write in the target language using memorized words, lists and phrases about familiar topics. (Interpretive)</i> | <p>Big Idea #1: I can ask and answer questions about the Spanish language and culture and the importance of learning other languages by using cognates and key words.</p> <p>Big Idea #2: I can identify who I am, what I am like by using cognates and key words.</p> <p>Big Idea #3: I can discuss the role of family and friends by using cognates and key words.</p> | <p>Essential Question #1: Why learn Spanish?</p> <p>Essential Question #2: Where is Spanish spoken?</p> <p>Essential Question #3: What are cognates and key words?</p> <p>Essential Question #1: What words do I use to identify myself and others?</p> <p>Essential Question #2: What words do I use to express what I am like?</p> <p>Essential Question #3: How do I interact with others from the target culture to communicate who I am and what I am like?</p> <p>Essential Question #1: What words do I use to introduce family and friends?</p> <p>Essential Question #2: How do I describe my family and friends?</p> |

| | | | <i>Essential Question #3:</i> How do relationships between family and friends differ from culture to culture? |
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| 2nd Quarter (2nd 9 Weeks) | | | |
| Unit Title, Theme and Topic | Proficiency Expectations | Big Ideas/Learning Targets | Essential Questions |
| <p>Unit 2 Title: Communicating at the Novice-Low (N-1) Level to Understand Time</p> <p>Theme: Family, Communities and Social Relationships</p> <p>Topics: Time, School, Technology</p> | <ul style="list-style-type: none"> • <i>I can present in the target language using memorized words, lists and phrase about familiar topics. (Presentational)</i> • <i>I can speak with others in the target language using memorized words, lists and phrases about familiar topics. (Interpersonal)</i> • <i>I can listen, read and write in the target language using memorized words, lists and phrases about familiar topics. (Interpretive)</i> | <p>Big Idea #1: I can ask and answer questions about school and education within the Spanish culture by using cognates, key words, and memorized phrases.</p> <p>Big Idea #2: I can answer questions about time by using cognates, key words, and memorized phrases.</p> <p>Big Idea #3: I can discuss how to use computers and technology by using cognates, key words, and memorized phrases.</p> | <p><i>Essential Question #1:</i> What words do I use to talk about my school activities and my school day?</p> <p><i>Essential Question #2:</i> How do I describe my school activities and school day?</p> <p><i>Essential Question #3:</i> How are schools different in the Spanish culture?</p> <p><i>Essential Question #1:</i> What words do I use to talk about concepts of time?</p> <p><i>Essential Question #2:</i> How do I discuss the concept of time?</p> <p><i>Essential Question #3:</i> How do concepts of time change from culture to culture?</p> <p><i>Essential Question #1:</i> What words do I use to talk about computers and technology?</p> <p><i>Essential Question #2:</i> How do I discuss how computers and technology impacts my education?</p> <p><i>Essential Question #3:</i> How does the use of technology compare between Spanish speaking countries and the US?</p> |

- MID-TERM EXAM**

| 3rd Quarter (3rd 9 Weeks) | | | |
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| Unit Title, Theme and Topic | Proficiency Expectations | Big Ideas/Learning Targets | Essential Questions |
| <p>Unit 3 Title: Communicating at the Novice-Mid (N-2) Level to Understand Society</p> <p>Theme: Contemporary Life</p> <p>Topics: Likes and Dislikes, Leisure, Interactions, Relationships</p> | <ul style="list-style-type: none"> <i>I can present in the target language using memorized words, lists and phrase about familiar topics. (Presentational)</i> <i>I can speak with others in the target language using memorized words, lists and phrases about familiar topics. (Interpersonal)</i> <i>I can listen, read and write in the target language using memorized words, lists and phrases about familiar topics. (Interpretive)</i> | <p>Big Idea #1: I can ask and answer questions about free time activities by using cognates, key words, and memorized phrases.</p> <p>Big Idea #2: I can identify the places I go for my free time and how to get there by using cognates, key words, and memorized phrases.</p> <p>Big Idea #3: I can discuss making plans by using cognates, key words, and memorized phrases.</p> | <p>Essential Question #1: What words do I use to talk about what I like to do in my free time?</p> <p>Essential Question #2: How do I talk about what I like to do in my free time?</p> <p>Essential Question #3: How do free time activities vary from culture to culture?</p> <p>Essential Question #1: What words do I use to talk about places to go?</p> <p>Essential Question #2: How do I identify locations and places to go?</p> <p>Essential Question #3: How do locations and places to go vary from culture to culture?</p> <p>Essential Question #1: What words and phrases do I use to make plans?</p> <p>Essential Question #2: How do I invite someone to an activity or a place?</p> <p>Essential Question #3: How do I accept an invitation or decline politely?</p> |
| 4th Quarter (4th 9 Weeks) | | | |
| Unit Title, Theme and Topic | Proficiency Expectations | Big Ideas/Learning Targets | Essential Questions |
| Unit 4 | <ul style="list-style-type: none"> <i>I can present in</i> | Big Idea #1: I can | Essential Question #1: What words do I |

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| <p>Title: Communicating at the Novice-Mid (N-2+) Level to Understand Community</p> <p>Theme: Global Issues and Challenges</p> <p>Topics: Traditions, Celebrations and Food</p> | <p><i>the target language using memorized words, lists and phrase about familiar topics. (Presentational)</i></p> <ul style="list-style-type: none"> <i>I can speak with others in the target language using memorized words, lists and phrases about familiar topics. (Interpersonal)</i> <i>I can listen, read and write in the target language using memorized words, lists and phrases about familiar topics. (Interpretive)</i> | <p>ask and answer questions about traditions of the Spanish-speaking world by using cognates, key words and memorized phrases.</p> <p>Big Idea #2: I can discuss attitudes concerning food by using cognates, key words and memorized phrases.</p> <p>Big Idea #3: I can present about dining by using cognates, key words and memorized phrases.</p> | <p>use to talk about traditions?</p> <p>Essential Question #2: How do people interact socially with each other in the Spanish-speaking world?</p> <p>Essential Question #3: What are the important events and traditions celebrated in the Spanish-speaking world?</p> <p>Essential Question #1: What words do I use to talk about food?</p> <p>Essential Question #2: What foods do I like and/or do not like to eat?</p> <p>Essential Question #3: How does the perception of nutrition and foods compare across cultures?</p> <p>Essential Question #1: What words do I use to talk about eating habits and nutrition?</p> <p>Essential Question #2: How do I talk about eating and dining habits?</p> <p>Essential Question #3: How do eating and dining habits in the Spanish culture compare with our habits?</p> |
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- **END OF COURSE EXAM**

Course Materials:

- Google Chromebook
- Supplemental Materials
- OTUS Learning Management System
- Online Resources

Course Supplies:

- Headphones or Earbuds with Microphones
- 1 - 5 SUBJECT TABBED SPIRAL NOTEBOOK

- Pencils/Erasers
- Colored Pencils
- Highlighters
- 1 Box of Tissues (large)
- 1 - 2 packages of index cards

Course Expectations:

- Be respectful.
- Be cooperative.
- Be prepared.
- Be a good decision maker.

You are expected to be prepared for class every day. This means that you will arrive to class on time, have required materials and that you are ready to participate in all activities exclusively in Spanish. Be willing to take risks and do not fear making a mistake. As we learn, we will make mistakes and this is fine as long as we are trying to improve, learn and do better every day. When you are unsure of what to say or write you will use circumlocution, act it out, draw it and make inferences from what you hear and read. Your instructor will support your efforts and will expect your classmates to do the same.

Grading:

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| Unit Exams | 50% |
| Assessments (Including: Quizzes, Essays, Labs, and Projects) | 30% |
| Class work/Homework | 20% |

- Each nine week's grade comprises 20% of a student's final grade.
- The Mid-Term Exam and End of Course Exam each comprise 10% of a student's final grade.

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at <http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused, unexcused, OSS, etc.), students are expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school will receive one (1) additional day for every day he/she missed to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still submit work late for partial credit.
 - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
 - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.

- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

The ACTFL Performance Guidelines for K-12 Learners

The ACTFL Performance Guidelines represent an expansion of the ACTFL Proficiency Guidelines by focusing on K-12 learners and providing performance standards that define how well students perform in the target foreign language at each stage of language development.

Three modes of communication: interpersonal, interpretive, and presentational act as the framework for describing language performance at the Novice (Beginning) range, Intermediate (Developing), and Pre-Advanced (Expanding) range. The interpersonal, interpretive, and presentational modes provide a more integrated and natural way of looking at communication rather than the traditional approach of teaching and testing the four skills (listening, speaking, reading, and writing) in isolation. Performance descriptors at each stage of language learning are based on the three modes of communication and encompass six areas:

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| Comprehensibility: | How well is the student understood? |
| Comprehension: | How well does the student understand? |
| Language Control: | How accurate is the student's language? |
| Vocabulary Use: | How extensive and applicable is the student's vocabulary? |
| Communication Strategies: | How does the student maintain communication? |
| Cultural Awareness: | How is the student's cultural knowledge reflected in language use? |

Performance Based Assessment:

Writing Assignments/Exams/Presentations/Technology

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBAs) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

CHS Spanish I Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print): _____

Student Signature: _____

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____

Date: _____

Student Email address (**required**)

_____@students.ccsd.us

Parent Communication Preference (Circle all that apply):

Phone Text Email Other (Please specify) _____

Parent Phone number: _____

Parent Text number (if different from above): _____

Parent email address: _____

Other parent contact: _____

Date: _____