

Spanish 1-CP (8th Grade) 2019-20
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COURSE DESCRIPTION

Spanish 1 is a college preparatory course in which students are expected to continuously increase their comprehension and understanding of the Spanish language through writing, speaking, listening and reading in the target language.

Students will continue to develop aural and oral skills. Students will read and write familiar words, commands, phrases, short sentences, and basic questions. They will continue to learn to use predictable language in familiar settings. Also, students will develop cultural awareness and the ability to recognize the products, practices, and perspectives of the culture. They will also use the language to expand their knowledge in all content areas. Spanish 1 is a high school course that reflects high school credit. Your child's final grade will appear on their transcript upon entering high school. Students who do not score a grade of C or better should consider retaking Spanish 1 in high school.

INSTRUCTIONAL PHILOSOPHY

Every effort will be made to accommodate individual needs, academic levels, and learning styles of each student throughout the year as opportunities arise. Students will be working in various classroom settings such as small groups, pairs and independently. Active participation is vitally important to the success of learning a new language. Students will learn through various strategies such as TPR (Total Physical Response), visual aids, listening and speaking activities, role-playing, writing, and reading comprehension. I am looking forward to working with your child and welcome any communication with you in order to help your child become more successful. I encourage you to become involved in your child's journey into a new language. Let your child know that you value achievement in school! I am looking forward to a great year!

SC STATE WORLD LANGUAGE STANDARD FOR LANGUAGE PROFICIENCY

Every learner will use a world language, other than English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities.

Through learning another language, they will gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.

CORE PERFORMANCE COMPETENCIES - [SC World Language Standards](#)

Language Competencies

1. ***Interpretive Listening & Reading***
I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.
2. ***Interpersonal Communication***
I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in culturally appropriate context.
3. ***Presentational Speaking & Writing***
I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in culturally appropriate context.

Intercultural Competencies

4. ***Investigation of Cultural Products/Practices***
I can use my language skills to investigate the world beyond my immediate environment
5. ***Understanding of Cultural Perspectives***
I can use my language skills to recognize and understand others' ways of thinking as well as my own.
6. ***Participation in Cultural Interaction***
I can use my language skills and cultural understanding to interact in a cultural context other than my own.

**Note: Each day's lesson will incorporate the SC Standard while emphasizing one of the Core Performance Competencies. Students will be involved in interpretive, interpersonal, and presentational tasks with each daily lesson.*

Textbook: ; *Avancemos* ! Level 2 McDougal Littell 2007 and various novels

CLASSROOM RULES AND RESPONSIBILITIES

- ✓ Students will be responsible for their own learning.
- ✓ Students will independently begin the bell-work activity at the beginning of class each day.
- ✓ Students will show respect to everyone and everything in the classroom.
- ✓ Students will wait for their opportunity to speak during classroom instruction/discussion by raising their hand and waiting for the teacher to call on them.
- ✓ Students will remain in their seats unless otherwise instructed.
- ✓ Students will follow ALL rules in the Langston Charter Middle School Agenda.

TRANSLATION CLAUSE: The use of any translation device on the Internet, computer software, app or device is considered cheating. It is a form of plagiarism. If you work is a product of a translation device, you will receive a zero on the assignment.

GRADING:

Nine Weeks Grading Process:

Tests/ Major Presentations **60%**
Quizzes/ Minor Presentations **30%**
Homework/ Classwork/ Participation **10%**

Yearly/ Semester Grading Process:

1st semester grade = 1st Nine Weeks (40%) + 2nd Nine Weeks (40%) + Midterm Exam (20%)
2nd semester grade = 3rd Nine Weeks (40%) + 4th Nine Weeks (40%) + Final Exam (20%)
Final Grade (which will appear on high school transcript) = Average of 1st Semester + 2nd Semester

South Carolina Grading Scale: A = 90-100 B= 80-89 C= 70-79 D= 60-69 F= 59-below

- There will be a mid-term and final comprehensive exam for this course.
- Parents may access student grades at *PowerSchool* on the web.
- Interim progress reports and quarterly report cards are sent home according to the school calendar.

MAKE-UP WORK POLICY: In the event that a student is absent from class, it is his/her responsibility to gather all make-up work and complete it in a timely manner (within 3 days of his/her return to school). Tests and quizzes that need to be made up will be done during designated times on Fridays at 7:45 am or 1:30 pm.

HOMEWORK ASSIGNMENTS: Homework will be posted in the classroom and/or on my website at: www.senorakittel.weebly.com. If written homework is assigned, it will be checked for accuracy. Often, a student will grade their own work. It is their responsibility to make corrections and ask questions. Homework is assigned as a reinforcement of previously learned material. If no written assignment is given, students should review their vocabulary and the day's lesson.

HELPFUL SPANISH WEBSITES:

www.studyspanish.com

www.duolingo.com

www.wordreference.com

2019-20 Units of Study

(Note: This syllabus is subject to change based on student needs and mastery of skills taught.)

<p>Vocabulary Review: <i>Avancemos</i> Textbook Units 1-4</p> <ul style="list-style-type: none"> • descriptions of people and things • foods, beverages and meals • activities you like and don't like • school subjects, classroom objects and activities • clothing and shopping 	<p>Time: 4 weeks</p>
<p>Grammar Review:</p> <ul style="list-style-type: none"> • Definite and Indefinite Articles • Noun and Adjective Agreement • Subject Pronouns and the verb SER • Time • How to use the verb GUSTAR • Infinitives • How to conjugate regular –AR, -ER, and –IR verbs • Irregular Verbs: TENER, ESTAR, IR • Comparatives • Direct Object Pronouns • Stem Changing Verbs 	
<p>Novel: <i>Brandon Brown Quiere un Perro</i></p>	<p>Time: 3 weeks</p>
<p>Unit Theme: Welcome to Our House</p> <p>Describe a house and household items; indicate the order of things; describe people and locations; plan a party; talk about chores and responsibilities; say what you just did</p> <p>Grammar Topics:</p> <ul style="list-style-type: none"> • SER VS. ESTAR • Ordinal Numbers • ACABAR DE • Irregular “GO” Verbs • Informal Commands 	<p>Time: 5 weeks</p>
<p>Novel: <i>La Tumba</i></p>	<p>Time: 3 weeks</p>
<p>Unit Theme: Maintaining a Healthy Body</p> <p>Talk about sports; Talk about whom you know; Talk about what you know; Talk about the parts of the body and staying health; make excuses; Say what you did</p> <p>Grammar Topics:</p> <ul style="list-style-type: none"> • JUGAR • SABER VS. CONOCER (personal “a”) • Preterite of AR verbs including -CAR, -GAR, -ZAR 	<p>Time: 5 weeks</p>

<p>Unit Theme: A Phenomenal Week</p> <p>Talk about technology; talk about a series of events; talk about indefinite and negative situations; talk on the phone; say where you went, what you did, and how it was; extend invitations</p> <p>Grammar Topics:</p> <ul style="list-style-type: none"> • Preterite of regular <i>-ER</i> and <i>-IR</i> verbs • Affirmative and negative words • Preterite of <i>IR, SER, and HACER</i> • Using pronouns after prepositions 	<p>Time: 5 weeks</p>
<p>Unit Theme: A Different Routine</p> <p>Talk about a typical day and what you are doing; talk about your daily routine while on vacation; talk about buying souvenirs on vacation; talk about vacation activities</p> <p>Grammar Topics:</p> <ul style="list-style-type: none"> • Reflexive Verbs • Present Progressive 	<p>Time: 5 weeks</p>
<p>Novel: <i>El Viaje de Su Vida (or another suitable novel)</i></p>	<p>Time: 3 weeks</p>