

## DUKE ELLINGTON SCHOOL OF THE ARTS

### *Course Syllabus*

**Course : Spanish 1**  
**Credit : 1**  
**Phone: (202) 282-0123**

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**Room : 128**  
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#### **COURSE DESCRIPTION**

This course develops students' ability to communicate thoughts and ideas related to their identity and immediate environment in all four language skills (listening, reading, speaking, and writing). It emphasizes the use of basic language structures and vocabulary to promote oral communication so that students are able to function in a variety of real-world situations. Lessons are based on various topics of interest to young adults while allowing them to explore, through cross-cultural comparison, the cultures of the Spanish-speaking world, its geography and history.

#### **COURSE GOALS**

Students will be able to:

- respond to oral directions, give commands, make routine requests in the classroom and public places;
- understand and use appropriate forms of address in courtesy expressions and talk about daily routines and events;
- ask and answer simple questions and participate in brief guided conversations related to their needs and interests;
- read isolated words and phrases in a situational context, such as menus, signs, and schedules;
- comprehend brief written directions and information;
- read short narrative texts and poems on simple topics;
- write familiar words and phrases in appropriate contexts and respond in writing to various stimuli

#### **TEXTBOOK AND MATERIALS**

- En Español 1 by McDougal Littell
- handouts of poems and short stories
- copy of Procedures and Routines in the classroom
- Student should bring a separate composition notebook for note-taking and written exercises, due by 8/24/2018
- a dictionary or access to the web [www.wordreference.com](http://www.wordreference.com)
- students are also encouraged to use the following websites: [www.studyspanish.com](http://www.studyspanish.com) and [www.digitaldialects.com](http://www.digitaldialects.com)

#### **COURSE REQUIREMENTS**

**Reading & Writing:** Students will be required to read and write in Spanish. They will learn writing strategies that enable them to write compositions and summaries. They will read short narratives, poems, and lyrics of famous songs in the Spanish speaking world on simple topics that depict the culture and societies.

Reading selected texts and writings are incorporated in the curriculum to help students develop the essential skills of critical thinking by showing them the many intellectual perspectives that guide the interpretation of texts. Moreover, since writing clarifies thinking by helping students to synthesize what they read and because reading selected texts provide students effective models for developing good writing techniques, the process of reading and writing in Spanish facilitates students' ability to perform these two important skills while at the same time it enables them to develop their listening comprehension and communicating skills in that language.

**Homework:** Homework assignments must be completed on time. Failure to do so will result in a zero for the assignment.

## **COURSE OUTLINE**

The following theme, topics, and related sub-topics will be emphasized to maximize the acquisition of vocabulary and the appropriate use of grammatical structures.

### **Theme : My Life**

**Topics/sub-topics:** Memories of holidays, changes in physical appearance, changes in character traits and changes in interests, memories of childhood, school (schedules, subjects and activities) shopping, (food and clothing), sports and leisure, travel and health, and professional interest.

### **Grammar:**

#### **Verbs**

Review present tense, and imperative of regular verbs and review of irregular verbs. Introduction to the past tense: preterit and imperfect. Also, reflexive verbs in present and the gerund.

#### **Structures**

Review simple negotiation, subject pronouns, positions of adverbs, gender of nouns and indefinite articles and definite articles.

Introduction to negotiations, possessive adjectives, agreement of adjectives, irregular adjectives, demonstrative adjectives, comparative of adjectives, superlative of adjectives, prepositions, countries and continents, ordinal numbers, direct object pronoun and indirect object pronouns.

*Emphasis will be placed on identifying the parts of speech before the formal presentation of the grammatical structures of the Spanish language.*

## **APPROACHES TO REALIZE THE GOALS OF THE COURSE**

To realize the goals set forth above the following methods will be used to help students achieve their potential. They will:

- Work on oral and written exercises in the classroom.
- Practice listening comprehension as teacher models correct pronunciation.
- Participate in educational games that reinforce lessons on particular topics, including structures of vocabulary.
- Take directions to improve listening comprehension and use of acquired vocabulary.
- Read short literacy passages, plays, poems and stories in Spanish.
- Write compositions in Spanish on assigned topics.
- Learn songs and occasionally watch video clips and/or selected films that bring to life the culture of Spanish speaking countries.

## **TECHNOLOGY IN THE CLASSROOM**

**Students' use of technology will be encouraged for the following activities:**

1. Use of the Internet for practicing pronunciation, learning vocabulary and looking up word definitions on Web dictionaries.
2. Research a historical person, a city, a historical monument, a region, fashion, cuisine, a holiday and so on.
3. Include correct accent marks on Spanish writing assignments typed on word processing programs.
4. Listen to real time audio from Spanish speaking areas.

5. Research the weather in various Spanish speaking countries.
6. Study current events or situations using web resources.
7. Study traditions, customs and holidays in Spanish speaking countries.

## **CONTENT STANDARDS:**

### **Communication:**

- 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2: Students understand and interpret written and spoken language on a variety of topics.
- 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### **Cultures:**

- 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

### **Connections:**

- 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

### **Comparisons:**

- 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

### **Communities:**

- 5.1: Students use the language both within and beyond the school setting.
- 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment.

## **GRADING RUBRIC**

The World Languages Department calculates students' grades according to specific criteria, viz., class participation, homework, attendance, preparedness, comportment, class notes, quizzes and tests. The following is the rubric for calculating over all advisory grades.

### **A:**

Practices proper classroom etiquette at all times  
Pays consistent attention during lessons  
Always studies material covered in class  
Takes notes and participates in class consistently  
Has perfect attendance (ie no tardies, no absences)  
Does homework with care according to the guidelines and instructions (on time) Average score is 93% or above

### **B:**

Practices proper classroom etiquette generally Pays attention during lessons most of the time Studies material covered in class

Takes notes and participates in class generally Has good attendance  
Does homework according to the guidelines and instructions (on time) Average score is 80% or above

C:

Practices classroom etiquette sometimes  
Often inattentive during lessons  
Does not always study material covered in class  
Does not always take notes and does not always participate in class during lessons Has fairly good attendance  
Does homework occasionally and often without great care  
Average score is 70% or above

D:

Rarely practices classroom etiquette  
Generally inattentive during lessons  
Does not study material covered in class  
Does not take notes and does not always participate in class during lessons Has poor attendance  
Does not do homework  
Average score is 64% or above

F:

Never practices classroom etiquette Always inattentive during lessons  
Never studies material covered in class Never takes notes and never participates Has very poor attendance  
Never does homework  
Average score is 63% and below

NOTE: Students who consistently flout the guidelines put in place for their academic success will forfeit the benefit of additional tutoring from their respective World Languages teacher during the lunch hour and certainly during quizzes and tests. The enforcement of these consequences are meant to underscore for students the close connection between good study habits and academic success.

## **GRADE DISTRIBUTION/SCALE**

**Homework and Class work 35%**

**Class participation\* 25%**

**Quizzes & tests 40%**

### **Grade distribution**

A 93 – 100

A- 90 – 92

B+ 87 – 89

B 83 – 86

B- 80 – 82

C+ 79- 77

C 73 – 76

C- 70 – 72

D+ 67 – 69

D 64 - 66

F 63 and below