



Course Name	Instructor	Instructor E-mail & Availability
Spanish 1	Christy Bernal	<a href="mailto:cabernal@aps.k12.co.us">cabernal@aps.k12.co.us</a> available 3rd period
Course Website	Class Meeting Times & Location:	Prerequisites
	M-F	None (This class is designed for non-native speakers who have no previous exposure to Spanish)

### Course Description

#### Standards

COLORADO ACADEMIC STANDARDS: WORLD LANGUAGES (ABBREVIATED):

#### (1.)Communication in Languages Other Than English

1. Participate in basic conversations (written or oral) on a variety of familiar and predictable topics using isolated words and learned phrases (interpersonal mode)
2. Comprehend short learned exchanges (written or oral) on learned topics that use learned vocabulary and grammatical structures (interpretive mode)
3. Present using learned and simple phrases or expressions (written or oral) on very familiar topics (presentational mode)

#### (2.)Knowledge and Understanding of Other Cultures

1. Reproduce common practices of the cultures studied
2. Describe familiar products of the cultures studied

#### (3.)Connections with Other Disciplines and Information Acquisition

1. Summarize information gathered from target language resources connected to other content areas
2. Organize information acquired from authentic resources

#### (4.)Comparisons to Develop Insight into the Nature of Language and Culture

1. Expand knowledge of similarities and differences of basic structural patterns of language through comparisons of the student's own language and the language studied
2. Investigate the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact.

#### Learning Outcomes by Quarter

##### Quarter 1 – Para empezar

(Standard 1.d) Students can use learned vocabulary to communicate about:

- Greetings - classroom objects
- Alphabet -telling time
- Rational for studying Spanish -dates
- Numbers 1-100 - weather
- Body parts
- (4.1a,b,c) Students will analyze the similarities between their native language and Spanish
- (2a) Students will expand knowledge of similarities and differences of Spanish speaking countries. Students will investigate how factors such as economics, climate and geography contribute to the shaping of culture.

**Quarter 2-chapters 1A and 1B****(Standard 1.1d) Students can use learned vocabulary to communicate about:**

- Likes and dislikes
- Activities
- Physical descriptions

**(2.3b) Students can identify common dance and music styles in Spanish speaking countries****Quarter 3- Chapters 2A and 2B****(Standard 1.1) Students can use learned vocabulary to communicate about:**

-School day

-verb conjugations (ar verbs)

-Prepositions

-(4.1) Students will analyze the similarities between their native language and Spanish

-(3.2) Students will expand knowledge of similarities and differences of Spanish speaking countries School in Spanish speaking countries

**Quarter 4- Chapters 3A and 3B****(Standard 1.1) Students can use learned vocabulary to communicate about:**

-food

Verbs (er/ir)

-health/hygiene practices

(2.2a) Students will develop a cultural understanding by examining the food of Spanish speaking countries.

(22.a)

Students

**Required Supplies**

Pencil, spiral notebook for notes, and two pocket folder for handouts

**Grading**

Students will be graded on a 4 point scale for all assignments

Point	Letter Grade	Explanation
3.0-4.0	A	In addition to the performance score of 3.0, the student demonstrates in depth inferences and applications that extend beyond what was taught.
2.5-2.99	B	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. This level is mastery
2.0-2.49	C	There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.
1.0-1.99	D	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Below 1.0 or No Evidence	F	Even with help, the student cannot demonstrate understanding of the simple details.

### School Policies

#### REQUESTS FOR HOMEWORK

Students requiring homework assignments due to extended excused absences (three days or more) should initially contact the attendance office. The attendance office will notify teachers and collect assignments from individual teachers. Assignments should be ready for pick up 24 hours after a request has been made. Please call the attendance office to check homework status.

#### MAKE-UP WORK DURING ABSENCES

Any time a student misses a class for any reason whatsoever, that student will be expected to contact each teacher and complete the make-up work in order to achieve the learning objective. This includes field trips, school activities, suspensions, group sessions, trancies, and the like. Make-up work is required and students who have been absent from class must request make-up work from the teacher no later than the next class meeting. Teachers will determine a reasonable amount of time for make-up work when students are absent, using a two days for every one day absent guideline.

Teachers may provide an "alternative" learning experience for make-up work to any student who requests it upon returning to class. For example, a student may have been absent from a class at which the daily learning objective was achieved by means of a class discussion. At the teacher's sole discretion, students who were absent during that discussion might be assigned a two or three-page written essay due three or four days after the student's return to class as an 'alternative' learning experience for that objective.

Teachers will give academic credit to all make-up work that complies with the above guidelines. The only exception is that teachers have the choice whether or not to give academic credit to the make-up work from an unexcused absence. If the absence was unexcused, the teacher should provide feedback but is not required to give credit for the work.

#### TARDY POLICY

After three tardies teachers will conference with the student and contact home. After 5 tardies students can be referred to the Learning Center and additional consequences may be assigned.

#### PASSES

Students who leave the classroom or are excused from class must have a pass with correct validation by the teacher. School officials may send for a student using an authorized Administrative Pass. Students who are without official passes will be subject to disciplinary action. Passes will not be given in the first 10 minutes or last 10 minutes of class.

#### NON-ACADEMIC TECHNOLOGICAL DEVICES

Aurora Public Schools believes in providing environments that optimize learning and teaching and are safe, secure, and well maintained. As such, all personal electronic devices\* shall not be seen nor heard during the school day in academic areas of the building from 7:30 A.M. to 3:45 P.M. \*Cell phones, iPods, headphones, portable speakers, MP3s, tablets, cameras, etc. **Aurora Central High School is not responsible for lost, stolen or damaged electronic devices.** This includes electronic devices that are confiscated by staff. Aurora Central High School reserves the right to not investigate lost, stolen or damaged electronic devices.

### Classroom Policies

- Classroom culture and norms will be determined collaboratively by students and teacher at the beginning of the year. Student are also expected to follow these policies throughout the year:
- Students are encouraged to use the bathroom during passing periods to prevent interruptions in instruction.
- Students are to speak respectfully in class. Profanity is not acceptable in class.
- No food and drinks are allowed. Students may bring water bottles with lids to class.
- Grades are determined by active participation in class.

**Tear off and return THIS PAGE only and return to \_\_\_\_\_(teacher).**

**Aurora Central High School Syllabus 2017-18**

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: \_\_\_\_\_(print)

Grade \_\_\_\_\_ Period \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

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Spanish 2	Christy Bernal	<a href="mailto:cabernal@aps.k12.co.us">cabernal@aps.k12.co.us</a> Available 3rd period
Course Website	Class Meeting Times & Location:	Prerequisites
	M-F	Spanish 1

### Course Description

In this course, students will continue to develop oral and written fluency in the target language through the study of vocabulary, grammar, literature and Spanish-speaking cultures. Students will participate in frequent conversation groups, write compositions, read texts and listen in the target language. The class will be conducted primarily in Spanish and English.

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### Learning Outcomes by Quarter

#### Quarter 1:- Para empezar

**(Standard 1.1c) Students will ask and answer questions using high frequency and learned phrases:**

- Personal descriptions
- nationalities
- activities
- question words

(4.1a,b,c) Students will analyze the similarities between their native language and Spanish

(2a) Students will expand knowledge of similarities and differences of Spanish speaking countries. Students will investigate how factors such as economics, climate and geography contribute to the shaping of culture.

#### Quarter 2-chapters 1A and 1B

**(Standard 1.1d) Students can use learned vocabulary to communicate about:**

- classroom objects and activities
- classroom rules

- affirmative and negative ideas
- talk about extracurricular activities
- compare people and things
- say with whom or what people are familiar
- how long something has been going on

**(1.3b) Students can share information about personal interests**

**(2.1b) Students can identify common social practices at school.**

**Quarter 3- Chapters 2A and 2B**

**(Standard 1.1) Students can use learned vocabulary to communicate about:**

- talk about daily routines
- describe people and things
- express possession
- describe clothing
- talk about going shopping
- point out specific objects
- avoid repetition when comparing similar things

**-(4.1) Students will analyze the similarities between their native language and Spanish (reflexive actions)**

**-2.1.c Students can describe major traditions and celebrations**

**-4.2.c Students can describe and compare daily routines, and traditions**

**Quarter 4- Chapters 3A and 3B**

**(Standard 1.1) Students can use learned vocabulary to communicate about:**

- Things you bought and where you bought them
- Why you couldn't do certain things
- Things you did and where you did them
- Giving and getting directions to someplace **(1.2.d)**

**Students can describe familiar products of the culture studied. (2.2.a)**

### Required Supplies

- 1.) Pencil 2.) Spiral notebook for notetaking 3.) Two pocket folder for handouts

### Grading

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