Course Name	Instructor	Instructor E-mail & Availability
Spanish 1	**Jennifer King**	jaking@aps.k12.co.us Prep periods 1,5 and lunch A
Course Website	**Class Meeting Times & Location:**	**Prerequisites**
All students will sign up for google classroom to access course documents and info.	M-F Periods 2,3,4,6,7 Mobile 2A	None (this class is designed for non-native speakers who have NO previous exposure to Spanish)

Course Description
This course is an introduction to the study of the Spanish language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. **Credits: 1 for the whole year (.25 per quarter)** **Next in Sequence: Spanish II**
Standards
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) **Knowledge and Understanding of Other Cultures** 1. Reproduce common practices of the cultures studied 2. Describe familiar products of the cultures studied **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 **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

Unit PE: Welcome to Spanish Class! (Novice-Low)

P1: Spanish-speaking countries & capitals
Greetings/Farewells, Alphabet, Colors, Classroom Commands
Numbers & Time, Grammar: gender & number, nouns & articles, Body Parts
Classroom Materials (limited), Calendar (dates, days, months, etc.), Weather & Seasons

P2: Infinitives, The verb "gustar"
Interrogatives (mainly vocab - focus on: cómo, qué, dónde)

Unit 1: My Friends and I (Novice-Mid)
Subject Pronouns
The verb "ser"
Adjectives (gender & number)

Quarter 2

Unit 2: My School Life (Novice-Low to Novice-Mid)
P1: Regular Present Tense (-ar, -er, -ir)
P2: The verb "estar"
Locations
Feelings/Conditions

Unit 3: My Family Life (Novice-Mid)
Present Progressive (regular participles only)
Vocab: Celebrations/Family
Tener (+que+inf / +expressions (age/hunger/etc) / possession)
Possession with "de" & Possessive Adjectives (Short & Long Forms)

Quarter 3

Unit 4: Food, Dining, and Nutrition (Novice-Mid)
P1: Stem-Changing Verbs
The verbs "gustar" and "encantar"
Breakfast / Lunch foods
P2: Yo -go Verbs
Dinner foods / Healthy Habits / Nutrition
P3: Commands (affirmative tú regular and irregular)
Restaurants & Dining

Quarter 4

Unit 5: My Community (Novice-Mid)
P1: The verb "ir"
"ir + a + place"
P2: "ir + a + infinitive"

We will move on to specific lessons from the remaining units if we have time!

Required Supplies

One notebook A pen or pencil daily One 2 pocket folder
(If the student owns a phone or tablet we will use them to complete assignments on occasion)

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 pickup 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, truancies, and the like. Make-up work is required and students who have been absent from class must request makeup 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 makeup 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

*All school rules will be enforced.

Please remember to follow our Class Rules poster and always

1. Be respectful to and of one another.
2. Come to class on time and prepared.
3. Stay focused and participate in all activities on a daily basis.
4. Set high expectations and challenge yourself to do your best work daily.

Tear off and return THIS PAGE only and return to _____(teacher).

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: _____

Parent/Guardian Phone Number: _____

Parent/Guardian Email: _____