

# SPANISH-L1

School Year 2022-2023  
Thomas County Central High School  
Foreign Languages Department

## INSTRUCTOR INFORMATION

**Name** Anthony J. Paulino  
**Office** E-Hall - Room-10  
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**Tutoring/Help** TBA

## COURSE INFORMATION

**Course Description** The level I language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language or culture.

**Course Text** ¡Qué chévere ! Book-1 EMC. (\$55.95)  
*Student will have access to an online textbook through passport.emcl.com*  
*Student will be issued a physical textbook on an as-needed basis. Students will be charged the above mentioned price to replace a lost or damaged book.*

**Textbook website:** [passport.emcl.com](http://passport.emcl.com)

**Course Content** 1. ¡Mucho gusto ! 2. ¡Al colegio ! 3. ¡En la ciudad ! 4. La familia y amigos.  
5. La rutina y la diversión. 6. Mi casa es su casa. 7. Las diversiones de todo el año. 8. LA rutina diaria. 9. ¡Vamos de compras ! 10. El fin de curso.

**Expectations** \* By the end of Level I, students will exhibit Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening, and reading (ACTFL Proficiency Guidelines, 1999).

1	Use basic greetings, farewells, and expressions of courtesy.	9	Identify the main ideas and some details when reading and listening.
2	Express like/dislike, emotions, and agreement/disagreement.	10	Comprehend simple, culturally authentic reading materials.
3	Make simple requests.	11	Understand simple instructions.
4	Ask for clarification.	12	Differentiate among statements, questions, and exclamations.
5	Give simple descriptions.	13	Recognize basic non-verbal cues.
6	Comprehend basic directions.	14	Give basic information about self and others using suggested topics.
7	Ask questions and provide responses based on suggested topics.	15	Demonstrate basic geographical knowledge.
8	Use formal and informal forms of address	16	Recognize similarities/differences between target language and English.

<b>Mark Breakdown (i.e. Grade)</b>	Your final course grade will be calculated according to the following percentages:	
	1. Benchmarks .....	20%
	2. Quizzes .....	25%
	3. Tests/Projects .....	30%
	4. Daily Work.....	15%
	5. Homework.....	<u>10%</u>
	TOTAL	<u>100%</u>

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## COURSE POLICIES AND GUIDELINES

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**RESPONSIBILITY:** Students must adhere to project and assignment deadlines and always have all necessary writing materials, and chrome book for class. It is also the student’s responsibility to check the different platforms, Google classroom, Formative, Quizlet, and SpanishDict and Passport for assignments, daily tasks and assessments daily.

**Attendance/Tardiness** You are expected to be in class and sign in every day and on time. Please refer to your student handbook and become acquainted with the rules governing attendance.

**Food** It is strictly **prohibited** to eat food during class sessions; **ONLY** water in (Clear containers) will be allowed.

**Academic Integrity** Cheating, copying and plagiarism are forms of academic dishonesty and constitute a very serious offence. Even if you study or practice with a classmate, be sure to prepare your own individual work unless it is a group assignment. “Students are responsible for knowing and abiding by the Policies as set forth in the Student Hand-Book and the faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics

**Language Lab** The Foreign Language Lab is located in E-2. Students are expected to use the equipment responsibly, and only for school-related work. The lab can only be used under teacher’s supervision.

## CLASSROOM RULES AND EXPECTAIONS

- Arrive to class on time. All students arriving Tardy will be documented and parent contacts made.
- Come prepared to work and participate every day.
- Sleeping or putting your head down on the desk is **NOT** accepted.
- Ensure you bring your Chromebook fully charged daily! (I will lend you a Chromebook **ONLY** if yours is faulty, otherwise you will need to use a textbook from the classroom, and your paper with a writing instrument!
- Bring Headphones or Earbuds and bring paper and a writing instrument. NOTE: Work to be turned in must be completed in Pen Black ink **ONLY!** I will not accept work to be turned in, in pencil or any other pencil color or pen ink color.
- Treat both the teacher and your fellow students with respect at all times. Ridicule and rude behavior will not be tolerated. You will be treated with the utmost respect in my classroom.
- At the end of class, remain seated/online, and wait for the teacher to dismiss you before getting up to leave or signing out.
- Cellphones are only to be use, with teacher’s permission.

**Syllabus Changes**

This syllabus is subject to revision due to unforeseen circumstances or needs requirements by the class instructor.

Unidad – 1 - pp. 01-43	
Greetings	Spanish speaking countries
Farewells	How are people doing
Alphabet	Courtesy expressions
Names	Time
Numbers 0-20	Numbers 21-100
Unidad - 2- pp. 46-99	
Identify people	Days of the week
Saying where a person is from	Colors
Classroom objects	Clothing
Class schedule	Technology items
Unidad - 3 - pp. 102-147	
Places in a city	Transportation
Introductions and responses	Places in a City
Suggestions and invitations	Foods
Transportation	Restaurant dining
Unidad - 4 - pp. 150-199	
Family and relationships	Relationships with friends
Possessions	Likes and dislikes
Leisure-time activities	Descriptions
Unidad – 5 - pp. 202-247	
Electronic equipment	Special days
Weekly schedule	Numbers (101-999,999)
Leisure-time activities	Months
Dates	
Unidad – 6 - pp. 250-297	
Objects in the kitchen	Rooms and floors of a house
Table setting and cleanup	Describing a home
Foods	How someone is doing ( <i>tener</i> idioms)
At the dinner table	
Unidad – 7 - pp. 300-347	
Leisure-time	Weather
Entertainment	Sports
Sports	Leisure-time activities
Time and expressions	Ordinal numbers
Seasons	
Unidad – 8 - pp. 350-399	
Household chores	Shopping in a market
Foods	
Unidad – 9 - pp. 402-453	
Clothing	Jewelry
Shopping in a department store	Size and fit object pronouns
Parts of the body	At the cash register
Gift ideas	

# Georgia Performance Standards for Modern Languages Level I

## Georgia Performance Standards with Elements

### **I. Communication**

#### **Interpersonal Mode of Communication (IP)**

- MLI.IP1 The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. The students:
- A. Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.
  - B. Express likes dislikes, emotions, agreement and disagreement.
  - C. Make simple requests.
  - D. Ask for clarification.
  - E. Give simple descriptions.
  - F. Comprehend basic directions.
  - G. Ask questions and provide responses based on topics such as self, family, school, etc.
  - H. Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.
- MLI.IP2 The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. The students:
- A. Initiate, participates in, and closes a brief oral or written exchange.
  - B. Use formal and informal forms of address.
  - C. Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

#### **Interpretive Mode of Communication (INT)**

- MLI.INT1 The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. The students:
- A. Identify main ideas and some details when reading and listening.
  - B. Comprehend simple, culturally authentic announcements, messages, and advertisements.
  - C. Understand simple instructions, such as classroom procedures.
  - D. Demonstrate Novice-Mid proficiency in listening and reading comprehension.
- MLI.INT2 The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. The students:
- A. Differentiate among statements, questions and exclamations.
  - B. Recognize basic gestures, body language, and intonation that clarify a message.

## **Presentational Mode of Communication (P)**

- MLI.P1 The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. The students:
- A. Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.
  - B. Give basic information about self and others including school, family, activities, etc.
  - C. Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.
- MLI.P2 The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs. The students:
- A. Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material.
  - B. Demonstrate comprehension of rehearsed material.

## **II. Cultural Perspectives, Practices, and Products (CU)**

- MLI.CU1 The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. The students:
- A. Demonstrate knowledge of contributions of target culture(s) to civilization.
  - B. Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.
  - C. Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.

## **III. Connections, Comparisons, and Communities (CCC)**

- MLI.CCC1 The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students:
- A. Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.
  - B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).
  - C. Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.
  - D. Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.
- MLI.CCC2 The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. The students:
- A. Compare patterns of behavior and interaction in the students' own culture with those of the target language.
  - B. Demonstrate an awareness of elements of the students' own culture.

- MLI.CCC3 The students compare basic elements of the target language to the English language. The students:
- A. Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms.
  - B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.
- MLI.CCC4 The students demonstrate an awareness of current events in the target culture(s). The students:
- A. Give information regarding major current events of the target culture(s).
  - B. Understand the impact of current events of the target culture(s).
- MLI.CCC5 The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes. The students:
- A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.
  - B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture(s) studied.

**Syllabus Acknowledgement Form**  
**Spanish 1**  
**Señor Paulino**  
**Aula E-10**

August 08, 2022

**This form is to be signed and returned to (Mr. Paulino) by Friday August 12<sup>th</sup>, 2022**

Dear Parent/Guardian,

Period \_\_\_\_\_

I \_\_\_\_\_ and my child \_\_\_\_\_ hereby acknowledge that we  
Parent Student

have received and read the syllabus in its entirety. We do understand that necessary adjustments and changes can be made to the syllabus at any time, and that my child will be notified of such changes. I the Parent/Guardian am also aware that I can contact you the teacher, should I have any questions in regards to the specific syllabus (Spanish – L1).