

Course Syllabus- Spanish 1B

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Course Objectives

Students will be able to do the following:

- Communicate in Spanish.
- Gain knowledge and understanding of other cultures.
- Develop an insight into the nature of language, history, and culture.
- Participate in multilingual communities at home.
- Develop skills in the four modalities of listening, speaking, reading, and writing.

Homework Expectations

Students will be expected to complete all homework assignments. Students are also required to maintain a composition book and Spanish binder with a dedicated section containing all completed homework assignments and handouts given in class. Homework assignments are required and are counted as a daily grade. Initial failures to complete homework assignments will require parental contact. Homework assignments will be utilized to build upon and reinforce vocabulary and grammar introduced in class.

Behavioral Expectations

Students are required to demonstrate good behavior in the classroom. **Respectful treatment of fellow students and faculty is mandatory.** Students are expected to be prepared for class each day. Failure to demonstrate expected behavior will result in appropriate action as outlined in the classroom contract and the Thomas County Middle School discipline guidelines.

Grading

Daily Assignments/Homework	25%
Quizzes	25%
Tests/Projects/Benchmark	50%

Student Project Expectations

Students will complete the following projects during the academic calendar year:

- Hispanic Heritage Month Due Date: 9/25/2023
- Las Navidades Due Date: 12/7/2023
- Spanish-Speaking Country Research Due Date: 2/26/2024
- TBD Due Date: 5/2/2024

Note: Specific details pertaining to each project will be handed out at the beginning of each nine weeks. Due dates may be modified as needed. Parents and students will be notified of any changes to the aforementioned project schedule.

Pacing Guide

Chapter Number and Title	Vocabulary	Grammar	Culture
1st Quarter			
1: <i>México</i>	Alphabet, greetings, numbers 0–30	Punctuation, “I,” <i>hay</i>	Stereotypes and Prejudices, Day of the Dead, The Culture of Corn, <i>Mal de ojo</i>
2: <i>Guatemala</i>	The classroom	Gender and nouns, <i>hay</i> , indefinite and definite articles, plural nouns	Antigua, Guatemala; Languages of Guatemala; Guatemalan Forced Evictions & The "Greater Good"
3: <i>El Salvador</i>	Family, numbers 30–1,000	Possessive adjectives, subject pronouns, <i>tener</i>	Marriage in El Salvador, El Salvador and "The Ring of Fire," <i>La casa comunal</i>
2nd Quarter			
4: <i>España</i>	Adjectives to describe people, question words, telling time	<i>Ser</i> and <i>estar</i>	Arabic Influence, Spain and Nationalism, <i>La Tomatina</i> ; <i>Running of the Bulls</i>
5: <i>Honduras</i>	Clothes and accessories, colors, in a store	Demonstrative adjectives, <i>ir + a + inf</i> , regular <i>-ar</i> verbs	The Marketplace; Honduras and the Peace Corps; Roatán, Honduras; <i>El Mayoreo</i> ; <i>Día de los Muertos</i>
6: <i>Nicaragua</i>	Weather and calendar	Regular <i>-er/-ir</i> verbs, introduction to the preterite	Seasons?; Diriamba, Nicaragua; Mechapa, Nicaragua
3rd Quarter			
7: <i>Costa Rica</i>	Food and drink, in a restaurant	<i>Gustar</i> and <i>encantar</i> , indirect object pronouns, preferences, wants and needs	Condensed Milk; Coffee-picking; Riches of the Costa Rican Wilderness; Beaches of Costa Rica; Guanacaste, Costa Rica; <i>La romería</i>
8: <i>Panamá</i>	Diet and nutrition	Present progressive	The Panamanian Diet, Panama and the "Zonies," The Panama Canal
9: <i>Colombia</i>	Sports and pastimes	Irregular verb conjugations in the present, introduction to the preterite	Paragliding; Urban Development; <i>Apartado</i> , Colombia; <i>Botos</i> (pink dolphins)
4th Quarter			
10: <i>Venezuela</i>	Body parts	Stem-changing verbs, <i>doler</i>	Public Medicine, Venezuela's Economic Instability, Art in Venezuela, Baseball in Venezuela
11: <i>Ecuador</i>	Daily routine	Reflexive verbs	A Juxtaposition of Culture; Quito, Ecuador; Prejudice in Ecuador; Farming in Ecuador

Movies students will be viewing as part of the culture taught in class:

- Food for Ancestors (PBS Documentary)
- Coco
- Ferdinand
- Canela
- Encanto

Georgia Spanish Level 1 Standards**The students:**

MLL.IP1A	Use basic greetings, farewells, and expressions of courtesy.
MLL.IP1B	Express like/dislike, emotions, and agreement/disagreement.
MLL.IP1C	Make simple requests.
MLL.IP1D	Ask for clarification.
MLL.IP1E	Give simple descriptions.
MLL.IP1F	Comprehend basic directions.
MLL.IP1G	Ask questions and provide responses based on suggested topics.
MLL.IP1H	Use sequenced information meaningfully.
MLL.IP2A	Initiate, participate in, and close a brief exchange.
MLL.IP2B	Use formal and informal forms of address.
MLL.IP2C	Demonstrate Novice-Mid proficiency in oral and written exchanges.
MLL.INT1A	Identify the main ideas and some details when reading and listening.
MLL.INT1B	Comprehend simple, culturally authentic reading materials.
MLL.INT1C	Understand simple instructions.
MLL.INT1D	Demonstrate Novice-Mid proficiency in listening, viewing and reading comprehension.
MLL.INT2A	Differentiate among statements, questions, and exclamations.
MLL.INT2B	Recognize basic non-verbal cues.
MLL.P1A	Present information from a variety of sources.
MLL.P1B	Give basic information about self and others using suggested topics.
MLL.P1C	Demonstrate Novice-Mid proficiency in oral and written presentations.
MLL.P2A	Demonstrate Novice-Mid proficiency when presenting rehearsed material.
MLL.P2B	Demonstrate comprehension of rehearsed material.
MLL.CU1A	Demonstrate knowledge of cultural contributions.
MLL.CU1B	Identify commonly held cultural viewpoints.
MLL.CU1C	Describe cultural customs and traditions.
MLL.CCC1A	Demonstrate basic geographical knowledge.
MLL.CCC1B	Apply previously learned skills from other subjects.
MLL.CCC1C	Identify examples of the target language in other subjects.
MLL.CCC1D	Relate content from other subjects as it relates to the target language.
MLL.CCC2A	Compare cultural patterns of behavior and interaction.
MLL.CCC2B	Demonstrate awareness of students' own cultures.
MLL.CCC3A	Recognize similarities/differences between target language and English.
MLL.CCC3B	Recognize basic sound distinctions and their effect on communication.
MLL.CCC4A	Give information about current events of target cultures.
MLL.CCC4B	Understand the impact of current events of target cultures.
MLL.CCC5A	Identify examples of target language and culture in media forms.