

# FIRST YEAR SPANISH 1

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## COURSE SYLLABUS

### COURSE INFORMATION

SPAN 101: First Year Spanish 1, Sidney High School room 207;

Course Description: Pronunciation and fundamental grammatical principles through listening, writing, comprehension, and speaking in Spanish. Skill development through practice in reading in, writing in, speaking in, and listening to Spanish. Communication development in the TL through stories, Movie Talks, and novels.

### INSTRUCTOR

Peggy Ann Strupp

**Office:** Room 207, Sidney High School

**Hours:** M – F; 8:54 AM – 9:44 AM

**Telephone:** (406) 433-2330 ext. 5354

**Email:** pstrupp@sidney.k12.mt.us

### TEXTBOOK & MATERIALS

- Schmitt, C.J. & Woodford, R. E. (2008) *Buen Viaje I*, Columbus, OH: Glencoe/McGraw Hill.
- Text is supplied by Sidney High School. Students **must cover textbook** with a heavy paper cover.
- **Folder** or 3-ring-binder (used to file student handouts; can be in a notebook)
- **Composition book** – College Ruled 100 pages (provided by teacher: student pays \$.50; or bring your own)
- **Gallon sized zip-lock bag** (to create personal whiteboard)
- **Dry-erase marker** (1<sup>st</sup> one provided by school; additional markers must be purchased by student)
- **Markers** (at least 1 working marker for use on class posters & chalk talks, etc.)
- **Pencils or pens** (if a student forgets a pencil, they are available for purchase @ \$.25)
- **Paper**
- Supplemental materials will be provided by the instructor.

## **STUDENT LEARNING OUTCOMES**

### **INSTITUTIONAL OUTCOMES**

1. Students will demonstrate knowledge of diverse cultures and value systems.

### **PROGRAM OUTCOMES**

1. Students will demonstrate knowledge of diverse cultures and value systems.

### **COURSE OUTCOMES**

1. Manages common interactions in highly predictable settings, using basic vocabulary and present tense.
2. Simple comprehension in reading, listening, and speaking in the target language using high-frequency verbs and vocabulary.
3. Applies language-learning skills.
4. Recognizes linguistic and cultural diversity within the Hispanic world.

### **ASSESSMENT TASKS (FOR COURSE OUTCOMES)**

- Contextual written tasks (in or outside of class) to assess reading, writing, cultural, and aural competencies.
- Active participation in class.
- Complete examinations demonstrating mastery of comprehension, targeted vocabulary and grammar.

### **PROCESS SKILLS**

- Conjugate useful verbs in present, immediate future and some preterit forms.
- Manages introductions, leave taking, and exchanges basic personal information in a culturally appropriate manner.
- Describes self and others:
- Describes personality, physical attributes, and emotions.
- Describes weather and states date and time.
- Makes statements about daily activities, likes, and dislikes.
- Recognizes basic cultural and linguistic differences in the Spanish- speaking world.
- Formulates simple questions and answers.
- Identifies and names people and objects.
- Writes lists and discrete sentences.
- Reads and understands the main ideas in texts using abundant cognates.

### **CONCEPTS & ISSUES**

- Activities
- Reading in Spanish
- Writing in Spanish
- Speaking in Spanish
- Greetings
- Family

- Weather and time
- Numbers 0-1000
- Food and drinks - general
- Furniture – class, basic house
- Parts of the house
- Places in a city
- Conjugations in the present form
- Me/te/le gusta(n)
- Plural/singular differences
- Alphabet/vowels
- Stem-changing verbs
- Immediate Future actions
- Direct/indirect objects and pronouns
- Spanish speaking countries, art and general culture.

## COMPOSITION BOOK

Each student is required to maintain a composition book as directed by Profe Strupp. For this class you should include evidence of completing institutional learning outcomes.

## GRADING POLICY

90 – 100 A

80 – 89 B

70 – 79 C

60 – 69 D

- Due dates: All work listed as an assignment is due the next school day at the start of class time. All tests & quizzes are given/due on the day listed.
- Absences & “Grace Period” for Illness or Emergencies: Class will follow school policy, which may be updated or revised due to Covid-19.
- In general: Students who are absent due to an emergency or illness have the number of days absent to make up the work (“grace period”= # of days absent + 1). Make-up work must be marked “Make-up/Absent”, and must be turned in or shown to teacher before/after school or during lunch.
- Scheduled Absences: Students who are absent for a scheduled “optional” activity (such as extra-curricular school activities, school trips, club sports, family trips, etc.) may turn in the assignments/take tests in advance of their scheduled absence or on the day they return to school (no “grace period”). Any student who does not turn in work immediately on the day they return to school will no longer be allowed to turn in work after a scheduled absence. Students who one time do not turn in work on the day they return, will in the future be required to turn in work before they leave for a scheduled absence. *“Late” tests or make-up tests must be taken before or after school.*
- Late work: Assignments may be turned in up to 1 day late for 80% of the grade. Late work is not accepted after 1 day late (scored zero). Tests must be taken on the day given. A student who is absent due to an emergency or illness must take a missed test by the last day of the “grace period” (see above). Students who are absent for a scheduled or “optional” absence who do not take the test before they leave (or on the day they return to class, if approved by teacher) are considered “late”; they may take the test

up to 1 day late for 80% of the grade. After that, the test is recorded as a zero. *All make-up work or late work must be handed in marked "make-up" or "late". Workbook assignments that are make-up or late must be shown to the teacher before or after school.* It is the responsibility of the student to check & see what work/quizzes have been missed, are late, or need to be completed.

**ATTENDANCE POLICY:** Attendance is mandatory, although not graded. This class follows the attendance policy of Sidney High School. Students should discuss any absences in advance, if possible, with the instructor. Absences not arranged in advance will require an excused admission slip from the office. Unexcused absences will result in a zero for that day's work.

## IMPORTANT DATES

- Last day to drop: Aug 31, 2020
- For important dates concerning holidays, last date to withdraw from class, etc., please visit the Sidney Public Schools website: [www.sidney.k12.mt.us](http://www.sidney.k12.mt.us)
- For important dates concerning SHS holidays & teacher work days (PIR), see the Sidney Public Schools website: [www.sidney.k12.mt.us](http://www.sidney.k12.mt.us)

## STUDENT ACADEMIC INTEGRITY

**Students are not allowed to use a translator for any assignment (such as translate.google.com)**

Integrity of the academic process requires that credit be given where credit is due. Accordingly, it is a breach of academic integrity to present as one's own work the ideas, representation, or works of another, or to permit another to present one's work without customary and proper acknowledgement of authorship. Students are expected to conduct themselves at all times within permissible limits of assistance as stated by faculty.

Students will be held responsible for any breaches of academic integrity. More common breaches of academic integrity include but are not limited to: use of an online translator without permission, allowing another student to copy work or answers, cheating, plagiarism, forgery, fabrication, facilitation, or aiding academic dishonesty; theft of instructional materials or tests; unauthorized access or otherwise manipulating laboratory equipment or computer programs without proper authorization; alteration of grades or permanent files; misuse of research data in reporting results; use of personal relationships to gain grades or academic favors; or otherwise attempting to obtain grades or credit through fraudulent means. These breaches of academic integrity are also viewed as misconduct and are treated accordingly.

Breach of academic integrity may result in failure of the assignment, exam, and/or class, in addition to school disciplinary practices. More information may be found in the School Handbook.

## STUDENT RESPONSIBILITIES:

- You are expected to read the relevant materials and participate in class discussions in a timely manner.
- You are expected to respect your fellow students and the Instructor in online and on campus discussions.
- It is your responsibility to ask questions when you are uncertain about assignments or course materials.
- If you have questions concerning grades, you should contact the Instructor immediately. You are responsible for checking Blackboard in a timely fashion to ensure that the grade recorded is your correct grade.
- It is your responsibility to contact the Instructor as soon as possible if you are encountering any issues that would hinder your performance in this class.
- You are responsible for earning your grade (with the Instructor making every effort to help you learn the material).
- If you are concerned about your grade, you should speak to the Instructor **NO LATER** than mid-term. No consideration will be given to request to adjust your grade at the end of the semester unless there is an error in calculations.

## GRIEVANCE POLICY

Occasionally, students are dissatisfied with some dimension of the course. In such cases, students should first schedule a meeting with the instructor. If the student and instructor cannot reach a satisfactory resolution, the student should schedule a meeting with the Chair of the Department.

## FINAL EXAMS/ACTIVITIES

Students are required to take a semester final at the end of Semester 1, and a final examination at the end of Semester 2. Exceptions may be made only in emergency situations and in the case of scheduling conflicts with school sponsored events by promptly submitting a written request detailing the circumstances to the instructor of the course.

## SCOPE AND SEQUENCE OF THE COURSE (SUBJECT TO CHANGE)

Day/Week	Instruction Includes
<b>M, Aug 24</b>	Class Introduction
<b>Aug - Dec</b>	Present & past tenses, listening comprehension through Comprehensible Input, conversation, Reading in the Target Language, Writing in the Target language, conjugations, useful vocabulary, culture, speaking, reading, writing. <b>PROJECT DUE</b>
<b>Dec 10</b>	<b>Spanish-Speaking World PP Project DUE</b>
<b>Jan</b>	<b>Semester Exam</b>
<b>Jan - May</b>	Sports, useful vocabulary, Conversation, Present progressive, immediate future, comprehension through Comprehensible Input, literature, speaking, reading, writing, understanding the spoken word
<b>Th, May 6</b>	<b>ESSAY DUE</b> , ACT-style essay on cultural lesson (movie or book)

