**CLASSROOM POLICIES**

* **Treat yourself, the subject matter, your classmates and teachers with maturity and respect.**
* **Make-up Work: You are responsible for making up all assignments you missed while absent, if the absence is excused**
* **It is unacceptable To Cheat or Plagiarize: To use and pass off as one’s own (the ideas and or writings of another)**
* **Homework is essential. It provides you with the opportunity to review, analyze, and apply what you have been presented in class.**
* **Sleeping or choosing to do nothing in class is never an option!**
* **Bringing all materials daily is a class requirement.**
* Please note: **internet or** **computer problems are not excuses!** Use the library, a relative, or neighbor’s computer to do your homework, assignments or projects.

**ACKNOWLEDGMENT**

**We have read the policies on Ms. Diaz’ syllabus and we fully understand what is expected throughout the school year.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Student Signature)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Print Student Name)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Parent Signature)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Print Parent Name)**

**Miami Beach Senior High School**

**Course Syllabus**

**Spanish 1**

**Ms. Cary Diaz- Room #181**

**School Phone: 305-532-4515**

**E-mail: cary@dadeschools.net**



**RATIONALE AND OBJECTIVES**

The Secondary Foreign Language Program provides students with the opportunity to continue a sequence the chosen foreign language emphasizing listening comprehension; oral communication skills; while introducing reading and writing sequentially.

This program strives for functional use of the language while realizing three main objectives:

1. the development of communication and learning skills,
2. the development of cultural awareness, and
3. the extension of future academic/career opportunities.

**The student will develop communicative skills and cross-cultural understanding. Specific content includes, but is not limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture.** This is accomplished using authentic media and literature and active student participation in the learning process.

Current TV programs, radio broadcasts, and recordings comprise the listening component of the course. In addition, students write sentences and brief paragraphs reflecting their understanding and interpretation of stimuli.

Students will:

1.      Use vocabulary of oral expressions for greetings and farewells

2.      Ask questions and respond in complete sentences.

3.      Demonstrate the ability to understand more complex statements by following simple directions and by following a discussion of a reading selection.

4.      Use complex sentence structure in conversation and class discussions.

5.      Use learned grammatical patterns, vocabulary, and idiomatic expressions to express personal ideas, feelings, needs and desires.

6.      Utilize various forms of media in order to name and to discuss the Spanish culture and language, and to examine cultural connotation of words and phrases.

7.      Identify and compare cultural beliefs and attitudes of peers in the Spanish culture.

8.      Identify, pronounce, and know how to write vocabulary associated with: symptoms of a minor illness, having a prescription filled at a pharmacy, describe characteristics and conditions.

9.      Follow oral and written direction that result in the successful completion of a given task.

10.  Discuss movies, plays and museums, discuss cultural events, and relate actions and events that took place in the past.

11.  Utilize the past tense of regular and some irregular verbs as well as the present progressive tense.

**MATERIALS**

* **A 3-ring binder notebook with loose leaf paper** for class
* **3 separate sections/ dividers inside the notebook** for voc., Do Now assignments, note-taking and handouts
* **Black/blue** **ink pens** (only colors allowed to use in class)
* **Red/green pen** – used only for peer editing and revision
* **Highlighters**
* **No. 2 Pencils**

**EVALUATION**

This class is for annual credit and a college entrance requirement.

Evaluation is structured in six categories following the guidelines established by Miami Dade County Public Schools. Each one has its own weight in the assessment process:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Quizzes and Tests*** | ***30%*** | ***Classwork*** | ***10%*** |
| ***Writing*** | ***20%*** | ***Homework*** | ***10%*** |
| ***Projects*** | ***15%*** | ***Grammar/ Language Skills/IPAD (Tech.)*** | ***15%*** |

**Textbook:**

The course uses primarily the following textbook which is geared for foreign language learners:

*Español Santillana 1.* Santillana (2017).

**Course at a Glance**

First and Second Quarter

**Major Units:** Spanish I will be organized into 5 units of study. These units are organized in the three major blocks:  **La llegada** (arrival to the country being studied), **los desafíos** (student challenges) and **el encuentro** (wrap-up of lesson).  
 **Lección Preliminar: Florida’s Hispanic heritage, Spelling and pronouncing words in Spanish, Greetings and introductions, goodbyes and expressions of courtesy, the classroom, classroom expressions, asking questions, days and dates, the school Schedule, weather and seasons, three reasons to learn Spanish, Spanish around the world, and learning strategies.**  
**Unit 1: México**   
**Vocabulary-people, physical characteristics, personality traits, family, states and conditions**   
**Grammar- subject pronouns, the verb SER, adjectives, the verb TENER, expressing possession with adjectives and with the preposition DE, the verb ESTAR**  
**Culture- Mexico City/ reading:**Tenochtitlan**, the southern indigenous population of Mexico**  
**Unit 2: Puerto Rico**  
**Vocabulary- the house, furniture and the objects in the house, household chores, leisure chores**  
**Grammar-nouns, articles, agreement with nouns, expressing existence, the verb HABER, expressing location, regular –ar verbs, present tense –er and –ir verbs, expressing obligations, TENER QUE, HAY QUE, adverbs of frequency**  
**Culture- Old San Juan, salsa/ reading:** El Morro

**Third and Fourth Quarter**

**Unit 3: Guatemala**  
**Vocabulary-shopping, describing clothing and footwear**  
**Grammar- stem-changing verbs e >ie, o >ue, the verb IR, the verb GUSTAR, demonstratives, comparative adjectives**

**Culture- the Mayan city of Tikal, the quetzal,/reading:** Desde Chichicastenango  
**Unit 4: Perú**  
**Vocabulary- foods and beverages, food stores, at the table, describing food**  
**Grammar- adverbs of quantity, expressing want, preference, and rejection, the verbs QUERER and PREFERIR, irregular verb in the Yo form, direct object pronouns, indirect object pronouns, stem-changing verbs e > i**  
**Culture- the Incas, the Nazca lines/ reading:** Festival Inca del Inti Raymi  
 **Unit 5: España**  
**Vocabulary- parts of the body, personal hygiene, symptoms and illnesses, basic remedies, healthy habits.**  
 **Grammar- the verbs VER, OIR, OLER, DECIR, reflexive verbs, the verb DOLER**  
**Culture- Madrid, the south, an Arabic heritage/ reading:** El Guernica