

Español I

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Allegany-Limestone Middle-High Central School

1 High School Credit

Prerequisite – Spanish A

Themes

**Personal and Public
Identity**

**Science, Technology,
Arts**

Contemporary Life

Global Awareness

Course Objectives:

Students will be able to communicate in Spanish on various topics.
Students will develop a cross-cultural understanding on various topics.
Students will be able to communicate at a Novice High level

Course Topics:

Personal identification

*providing and requesting specific personal information

School / Education

*interacting within the school

*career paths, preparation

Family / Home

*relationships and roles

*cultural / geographical influence on homes and family

Shopping / Town and City Life

*interacting in various settings

*making plans

*expressing preferences

Food and Dining

*cultural influences

*interacting at mealtime

Sports and Leisure

*interacting in and about activities

*world-wide influences

Health and Wellness

*interacting about health wellness

*personal care and precautions *healthy choices

Travel and Technology

*interacting for travel purposes

*universal use of technology

Grading Policy:

Listening 40% - Will include:

Interpretive tasks (what can be understood or identified in target language)

Interpersonal tasks (what can be understood and prompt an appropriate response)

Speaking 30% - Will include:

Interpersonal tasks (what can be produced as appropriate responses or used to further develop an interaction between 2 or more people)

Presentational tasks (what students can prepare to share information)

Reading 20% - Will include:

Interpretive tasks (what can be understood and identified when reading)

Interpersonal tasks (what can be understood and rephrased or communicated in other ways)

Presentational tasks (what can be understood and presented in other forms of communication)

Writing 10% - Will include:

Interpretive tasks: (what can be identified in written format focusing on receptive language)

Interpersonal tasks (what can be communicated between 2 or more people in a spontaneous written format focusing on both receptive and productive language)

Presentational tasks (what is planned out to be used to communicate focusing on productive language)

**** If the student taking this course is in 8th grade, the requirement to earn the credit has 2 parts:**

1. Earn a minimum of a 65% on the final exam.

2. An overall passing average of 65% or higher.

NOVICE LOW	NOVICE MID	NOVICE HIGH TARGET LEVEL	INTERMEDIATE LOW	INTERMEDIATE MID
<p>I can use a small number of repetitive words and phrases for common objects and actions.</p> <p>I can use some simple words to provide basic information.</p> <p>I can be understood only with great effort.</p> <p>I can understand some isolated words.</p>	<p>I can use a limited number of words and phrases for common objects and actions, but they are repetitive.</p> <p>I can use words, phrases, and occasional sentences to provide basic information.</p> <p>I can be understood with difficulty to a language learner.</p> <p>I can understand some simple questions and statements. I frequently need to hear things again.</p>	<p>I can use familiar words and phrases on familiar tasks, topics, and activities. I can elaborate a little.</p> <p>I can use phrases and short simple sentences to provide basic information.</p> <p>I can begin to combine words and phrases to create original sentences.</p> <p>I can mostly be understood by someone accustomed to a language learner.</p> <p>I can understand simple questions and statements. Sometimes I need to hear things again.</p>	<p>I can use a variety of words and phrases on a range of familiar topics. I can begin to give more details and elaborate on a topic.</p> <p>I can use strings of simple sentences to express my thoughts.</p> <p>I can combine words and phrases to create original sentences.</p> <p>I can be understood by someone accustomed to a language learner.</p> <p>I can understand questions and statements. Sometimes I need to hear things again.</p>	<p>I can use words and expressions from a wide range of topics and begin to use expanded vocabulary within a topic.</p> <p>I can give details and elaborate on a topic.</p> <p>I can use strings of sentences to describe or explain.</p> <p>I can combine simple sentences using connector words to create original sentences.</p> <p>I can easily be understood by someone accustomed to a language learner.</p> <p>I can understand questions and statements from real life situations which may take place face to face or electronically.</p>

Academic Integrity in regards to translation assistance:

The use of translation services and / or devices to create or translate phrases, sentences, or portions of a task will be considered cheating. The goal of the course is for the learner to be able to communicate using the knowledge base he or she has and is gaining throughout the course(s). Evidence of the use of translation assistance is found when students use grammatical structures, tenses, and vocabulary that have not been presented in class or are above the communication level of a student. However, there is a legitimate use of reference materials that is acceptable, and part of the curriculum is to teach students the difference between the two uses. No credit will be given to students for tasks that have evidence of cheating or the use of translation services.

Late work policy:

Students will be able to earn up to 80% of credit for late work completed prior to the end of the corresponding unit.

After the corresponding unit, students may earn up to 50% of the credit for late work.

Classroom Management Policy

Students are expected to respect themselves and others in the classroom. Respect looks like: taking responsibility for one's own learning; being kind and accepting to peers and the teacher; using materials and school supplies as they were intended to be used; and being open to learning about other cultures and traditions. If a student fails to demonstrate respect, the student and I will have a conversation. If things do not improve, parents will be notified. If a student prohibits the other students from having a successful academic opportunity, the student may require a group meeting with student services and / or administration.

Middle school students may not use personal cell phones per ALCS District Policy. Usage of cellphones in class will require students to store phones in the phone cubby during class. Additional infractions will increase storage for the remainder of the school day. Subsequent infractions will require students to retrieve the phone from the Middle-High School office from Administration.

