Spanish for Spanish Speakers 1 and 2
Syllabus
2018-2019

Instructor: Mrs. Alicia Bourdon
Room Number: 2106
Email: abourdon@ppmhcharterschool.org
Office hours: By appointment only.

Course Description:
This class is a course intended for students who wish to achieve knowledge of all aspects of the Spanish: reading, writing, speaking and listening. Spanish is the second most common language in the world.

Studying Spanish helps you to:

• Understand Culture: Spanish-speaking world is rich in music, food, art, literature, history, and everyday traditions.

• Expand Career Opportunities: Your career options expand as business in the twenty-first century look for employees who can communicate in Spanish. Enjoy!!!!

• Enjoy Your Spanish Experiences: Speaking Spanish enriches your experience whether at home or in another Spanish country where you travel.

• Improve Your Language Skills: Studying Spanish improves your first-language skills: vocabulary, grammar, reading, and writing. Research shows your test scores may improve!

Communication & Class Website:
All students will be given a personal PPMH email address to use for school-related communications. Students are required to use the official PPMH email to contact instructors with questions or concerns. Teachers will not respond to emails from other sources.

Course Standards:
World Languages Modes of Communication

1. Interpretive Listening:
The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.

2. Interpretive Reading:
The student will be able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language.

3. Interpersonal Communication:
The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

4. Presentational Speaking:
The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

5. Presentational Writing:
The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Intercultural Standards

6. Culture:
The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

7. Connections: The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

8. Comparisons: The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

9. Communities: The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Course Text:
- Realidades A and B (textbook), Prentice Hall
- Realidades A Practice Workbook
- CD Realidades A and B

The main book selected to teach the course “Realidades A and B” Pearson, Prentice Hall, provide an excellent selection of literature works, poetry, newspaper articles, Web sites, and magazines. The course is also supplemented with the corresponding vocabulary and grammar book “Guided Practice Activities for Vocabulary and Grammar”, and with the practice workbook “Practice Workbook with Writing, Audio & Video Activities”. Instructional materials include a variety of authentic audio and/or video recordings that develop student’s abilities. The teacher
uses the internet to get international audio clips, view interviews, and new broadcasts. Movies in Spanish about the Spanish-speaking world are shown to the class.

Web-site Resources:
*Realidades A Book* website is [www.phschool.com](http://www.phschool.com). It has practice activities and games related to the topics we are studying in class. There are web codes in the text and workbooks to enter on the site in order to use the activities. I will show students how to use this website in class, and I encourage students and parents to regularly visit these sites for extra (fun) practice!

**Course Outline:**
**First Nine Weeks**
(08/20/2018 – 10/25/2018)

**Para Empezar (preliminary chapter)** - Introduction to the Spanish-speaking world
- Learn about to greet people at different times of the day
- Introduce yourself to others
- Respond to classroom directions
- Begin using numbers from 0 to 100
- Begin to tell time
- Identify parts of the body
- Talk about things in the classroom
- Ask questions about new words and phrases
- Use the Spanish alphabet
- Talk about things related to the calendar
- Describe weather conditions/Identify the seasons
- Compare weather in the northern and southern hemispheres

**Chapter 1A - ¿Qué te gusta hacer? (What do you like to do?)**
- Learn about activities people like and don’t like to do

**Grammar:**
- Infinitives
- Negatives
- Expressing agreement or disagreement
- Cognates

**Cultural Topics:**
- Continents and countries where Spanish is spoken. Learn the capitals of the Hispanics countries and their cultures

**Chapter 1B – Y tú, ¿cómo eres? (and you, what are you like?)**
- Learn personality traits

**Grammar:**
- Adjectives

**Assignment:**
**Vocabulary:**
- Greeting words
- The use of Tú vs. Usted
- Commands
- Numbers
- Telling what time is it?
- Parts of the body
- Things you can find in your classroom
- Spanish Alphabet
- Calendar and Weather
- Activities people like and don’t like to do

**Grammar:**
- Nouns
- Infinitives
- Negatives
- Expressing agreement or disagreement
- Cognates
- Adjectives
- Definite and indefinite articles
- Word order: placement of adjectives

**Project:**
- The Hispanics countries and their cultures
### Second Nine Weeks
(10/29/2018 – 1/17/2019)

**Chapter 2A – Tu día en la escuela (your day in school)**
- Learn about the school day, schedules and subjects

**Grammar:**
- Subject pronouns
- Present tense of –ar verbs

**Cultural Topics:**
- Listen to Latin music

**Chapter 2B – Tu sala de clases (your classroom)**
- Learn to describe a classroom and indicate where things are located
- Learn about more than one object to person

**Grammar:**
- The verb estar (to be)
- The plurals of nouns and articles

**Assignment:**

**Vocabulary:**
- The school day, schedules and subjects
- Description of classroom and indicate where things are located
- Learn about more than one object to person

**Grammar:**
- Subject pronouns
- Present tense of –ar verbs
- The verb estar (to be)
- The plurals of nouns and articles

**Test:**
- To test the knowledge acquired in the chapters "Getting Started", Chapter 1 A and B, Chapter 2 A and B

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**Resource:**
- *Realidades A Book* website is [www.phschool.com](http://www.phschool.com). It has practice activities and games related to the topics we are studying in class. There are web codes in the text and workbooks to enter on the site in order to use the activities.
- CD “Realidades”
- Spanish Websites
- YouTube

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**Definite and indefinite articles**
**Word order: placement of adjectives**
Resource:

-Realidades A Book website is [www.phschool.com](http://www.phschool.com). It has practice activities and games related to the topics we are studying in class. There are web codes in the text and workbooks to enter on the site in order to use the activities.

-CD “Realidades”

- Spanish Websites

-You tube

Third Nine Weeks

(01/22/2019 – 03/22/2019)

<table>
<thead>
<tr>
<th>Chapter 3A - ¿Desayuno o almuerzo? (breakfast or lunch?)</th>
<th>Assignment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learn about foods and beverages for breakfast and lunch</td>
<td>Vocabulary:</td>
</tr>
<tr>
<td>• Learn about likes and dislikes</td>
<td>-Foods and beverages for breakfast and lunch</td>
</tr>
<tr>
<td></td>
<td>-Learn about likes and dislikes</td>
</tr>
<tr>
<td><strong>Grammar:</strong></td>
<td>-Food groups and foods on the Food Guide Pyramid</td>
</tr>
<tr>
<td>• Present tense of –er and –ir verbs</td>
<td>-Activities to maintain good health</td>
</tr>
<tr>
<td>• Me gustan, me encantan (I like, I love)</td>
<td>-Ways to describe food</td>
</tr>
<tr>
<td></td>
<td>-Latin-American food</td>
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<tr>
<td></td>
<td>-Central America</td>
</tr>
<tr>
<td></td>
<td>-South America</td>
</tr>
<tr>
<td>Chapter 3B – Para mantener la salud (to maintain good health)</td>
<td><strong>Grammar:</strong></td>
</tr>
<tr>
<td>• Learn about food groups and foods on the Food Guide Pyramid</td>
<td>-Present tense of –er and –ir verbs</td>
</tr>
<tr>
<td>• Activities to maintain good health</td>
<td>-Me gustan, me encantan (I like, I love)</td>
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<tr>
<td>• Ways to describe food</td>
<td>-The plurals of adjectives</td>
</tr>
<tr>
<td><strong>Grammar:</strong></td>
<td>-The verb ser (to be)</td>
</tr>
<tr>
<td>• The plurals of adjectives</td>
<td></td>
</tr>
</tbody>
</table>
Fourth Nine Weeks  
(04/1/2019-06/6/2019)

**Chapter 4A - ¿Adónde vas?** (Where are you going?)
- Learn about places to go in our community, talk about leisure activities

**Grammar:**
- The verb *ir* (to go)
- Learn how to ask questions

**Chapter 4B - ¿Quieres ir conmigo?** (Do you want to go with me?)
- Learn about activities outside of school. Extend, accept, and decline invitations

**Grammar:**
- *Ir + a + infinitive* (what is going to happen)
- The verb *jugar* (to play)

**Cultural Topics:**
- The Hispanic world of the United States.

**Assignment:**
**Vocabulary:**
- Places to go in our community, talk about leisure activities
- Activities outside of school.
- Extend, accept, and decline invitations

**Grammar:**
- *Ir* (to go)
- Learn how to ask questions
- *Ir + a + infinitive* (what is going to happen)
- The verb *jugar* (to play)

**Project:**
- Write an article to test the knowledge acquired in the chapters

**Test:**
- To test the knowledge acquired in the Chapter 3 A and B, Chapter 4 A and B

**Resource:**
- *Realidades A Book* website is [www.phschool.com](http://www.phschool.com). It has practice activities and games related to the topics we are studying in class. There are webcodes in the text and workbooks to enter on the site in order to use the activities.
- CD “Realidades”
- Spanish Websites
- You tube

**Spanish Websites**
- The following websites offer grammar and vocabulary practice
  (Note: Some of these sites may require membership in order to use all their resources, but all of these sites have at least some free exercises)

  **To see and hear color names:**

  **To practice matching colors:** [http://www.quia.com/mc/280547.html](http://www.quia.com/mc/280547.html)
http://www.frenchspanishonline.com/beginnersspanish/freespanish.html (this website is great for listening to the correct pronunciation of words)
www.spaleon.com
www.studyspanish.com
www.trinity.edu/mstroud/grammar/index.html
www.uni.edu/becker/verbs.html
http://www.colby.edu/~bknelson/SLC/index.php (Excellent practice for grammar such as conjugating verbs)

-For cultural information and current news:
http://lanic.utexas.edu/
www.world-tourism.org
http://news.yahoo.com
www.univion.com www.telemundo.com
www.allaboutspanish.com www.radiomundoreal.com
www.studyspanish.com www.bbcmundo.com

Methods of Assessment:

- **Formative** assessments are used to monitor student learning and provide ongoing feedback. Formative assessments are weighed 10%, 20%, and 30%. Assignments under this category might include quizzes, projects, classwork, and/or homework.

- **Summative** assessments are used to evaluate student learning at the end of an instructional unit. Summative assessments are weighed 40%. Assignments under this category might include unit/chapter tests, projects, and/or lab reports.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
<td>3.50-4.00</td>
<td></td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
<td>2.50-3.49</td>
<td></td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
<td>1.50-2.49</td>
<td></td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
<td>1.00-1.49</td>
<td></td>
</tr>
<tr>
<td>0-59%</td>
<td>F</td>
<td>0.00-0.99</td>
<td></td>
</tr>
</tbody>
</table>

Classroom Expectations:

1- Respect others. Listen when others are talking; keep hands, feet, objects and negative comments to yourself. Follow directions.
2- Raise your hand to be recognized before speaking or standing up from your seat.
3- Bring required materials to class every day.
4- Follow the PPMH School Code of Conduct.
5- Turn in completed assignments and homework on time.
Consequences for not Meeting Classroom Expectations

- **1st Consequence** – Verbal warning and / or parent contact (phone call or e-mail)
- **2nd Consequence** – Detention and / or classroom expulsion. Parent contact will be at least 24 hours prior to scheduled detention.
- **3rd Consequence** – Referral to the administration

Depending on the severity of the classroom disruption or behavior, the teacher may bypass consequences listed above.

Homework Expectations

Screenshots for online supplements are not acceptable as proof of completing an assignment. Grade will only be entered based on the reports provided by online programs used by PPMH.”

Academic Dishonesty:

Students are expected to be honest and ethical in their academic work. Academic dishonesty is defined as an intentional act of deception in one of the following areas:
1. Cheating- use or attempted use of information or study aids during testing.
2. Fabrication- falsification or invention of any information.
3. Assisting- helping another student commit an act of academic dishonesty.
4. Tampering- altering or interfering with evaluation instruments and documents.
5. Plagiarism- representing the words or ideas of another person as one’s own.

Attendance Policy:

Absences: Make-up work will be given to all students, but only the students with excused absences will receive an academic grade without penalty. Make-up work will remain a “Z” until absence is excused. I encourage students to exchange telephone numbers with their peers so that they can acquire notes and complete assignments when they are absent.

Tardies (per month): If you enter my classroom once the bell has rung, you are considered tardy, unless you have a pass from your previous teacher. After three tardies, you will receive a detention. After five tardies you will receive a referral to the office.
Required Materials:

(Must be brought to class daily unless the instructor announces otherwise)
- 4 file folders (one for each nine week)
- Notebook for notes in class
- Line papers for assignments
- Pencils and sharpener (students may not use pen in my class)
- Different colored pencils for correcting
- Spanish/English dictionary

Communication and Class Website:

All students are assigned a personal PPMH email account to communicate with faculty and staff electronically. Teachers will not respond to emails from other sources. Please refer to the Internet and Media Use Policy in the Curriculum Bulletin and Parent & Student Handbook.

Note to Parents:

It is my goal that all my students be successful in my class. I will assist your child in any way that I can. However, I alone cannot assure success. Please encourage your child in assuming responsibility for his/her learning. Please urge your child to study every night and check to make sure that their homework is completed. Your cooperation in this matter is greatly appreciated.

Thank you,

Ms. Bourdon
Parents and Students

Please sign and return to Mrs. Bourdon by August 27, 2018. It is a required document for student files.

Thank you,

Mrs. Bourdon.

We the parent/guardian(s) and the student, have fully read, understood, and agree to abide by these expectations.

Period ____

<table>
<thead>
<tr>
<th>Print Student name</th>
<th>Student's signature</th>
<th>Date</th>
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</table>

Student e-mail address

<table>
<thead>
<tr>
<th>Print Parent/Guardian Name</th>
<th>Parent/Guardian’s signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Parent e-mail address

Parent contact number