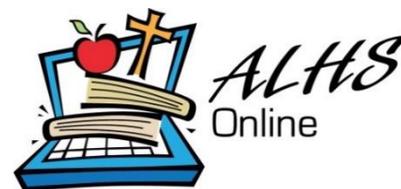


Spanish 1A

Course Syllabus 2020-21



Instructor: Angela Hanson, hansonaj@live.com
Grade Level: 7-8
Course Length: 2 semesters
Credit: 0.5 credit (see policy at end of syllabus)
Prerequisites: none

Description:

Spanish 1A is an entry-level Spanish course for middle school students who intend to test out of Spanish 1 when they enter high school. The course will focus on establishing a functional vocabulary and beginning grammar framework so that the student can read, write, listen, and speak at a novice-low level of proficiency. Upon exit from the course, the student will be prepared to take Spanish 1B.

Course Outcomes:

The broad outcomes for this course are drawn from the Standards for Foreign Language Learning in the 21st Century, authored by the American Council on the Teaching of Foreign Language (ACTFL). The student will:

- Communicate in Spanish
- Gain knowledge and understanding of Spanish-speaking cultures
- Use Spanish in order to connect with other disciplines and acquire information
- Develop insight into the nature of language and culture through thoughtful comparison
- Participate in Spanish-speaking communities at home and around the world.

The specific outcomes for this course focus on development of student proficiency in the target language. These outcomes are drawn from Can-Do Statements: Progress indicators for language learners, also published by ACTFL. The student will work to master the standards listed in the Novice-Low and Novice-Mid level of the document:

- Interpretive Communication
 - I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts and conversations.
 - I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts and conversations.
- Interpersonal Communication
 - I can provide information by answering a few simple questions on very familiar topics, express basic needs, and express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.
 - I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, express basic needs related to

familiar and everyday activities, and express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and simple sentences.

- Presentational Communication
 - I can introduce myself, express my likes and dislikes, and name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.
 - I can present information about myself, my interests and my activities, express my likes and dislikes on very familiar and everyday topics of interest, and present on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases and simple sentences.

Course Outline:

Semester 1

Introduction

Unidad 1 – ¡Hola! *Hello!*

Unidad 2 – ¿Qué te gusta hacer? *What do you like to do?*

Unidad 3 – Mis amigos y yo *My friends and I*

Unidad 4 – Somos estudiantes *We are students*

Semester 2

Unidad 7 – En la escuela *At school*

Unidad 8 – Mi comida favorita *My favorite food*

Unidad 9 – En mi familia *In my family*

Unidad 10 – ¡Vamos de compras! *Let's go shopping!*

Unidad 11 – ¿Qué hacemos esta noche? *What are we doing tonight?*

Course Materials:

Hardware

Each student will need access to a computer that has current webcam and voice recording capabilities. Headphones are also required for chats. Chatting without headphones can cause distracting feedback and/or echoes within the chat. Please make sure you have headphones.

Software

Students may use the web browser of their choice for accessing Moodle. Programs such as Adobe Flash Player, Java, and a media player should be installed on the computer, as well. Students may choose the productivity suite of their choice. Microsoft Office or Google Docs are recommended. Apps outside of Moodle such as Quizlet, PlayPosit, and Pear Deck are used occasionally and may require the student to create an account.

All course materials and activity links will be made available via Moodle.

Evaluation & Grading Scale:

Assignments are graded on a point scale. Course percentage grades will be determined by comparing the points earned out of points possible and then converting to a letter grade based on the grading scale below.

Grading Scale

The grading scale is as follows:

A+	98 – 100%
A	93 – 97%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	67 – 69%
D	63 – 66%
D-	60 – 62%
F	≤ 59%

Grades will be assigned and weighted according to the following categories:

- Practice Quizzes – 25%
- Written Work – 30%
- Unit Projects – 15%
- Chats – 25%
- Unit Reflections – 5%

Practice Quizzes occur at the end of each vocabulary and grammar lesson in order to measure knowledge and comprehension of the lessons. The student may attempt each quiz as many times as he wishes in order to achieve the best score possible.

Written Work includes a group vocabulary and grammar handbook that the student prepares during the unit, in addition to a response to a writing prompt presented in a class forum. The purpose of these assignments is to encourage application of the vocabulary and grammar lessons in addition to the analysis of classmates' language use.

Unit Projects occur during the last week of the unit. Unit projects are a synthesis of the student's learning during the unit, in which the student incorporates vocabulary, grammar, and cultural context in order to produce an authentic artifact that will be included in the unit reflections.

Chats occur on a weekly basis during each unit. During each chat, the student responds to a series of prepared exercises and conversation topics so that the instructor may evaluate the student's progress. Chats are also an important time for feedback; the instructor can give pointers and encouragement to the student and the student can ask questions and receive clarification. **Regular chat attendance is key to succeeding in this course.**

Unit Reflections happen at the end of each unit. The student has the opportunity to review the unit objectives and use his or her course work to demonstrate to what degree he or she was able to meet those objectives and improve his or her language proficiency.

Instructor Policies:

Expected of Students:

1. Check in on the course on a daily basis, Monday through Friday. Generally, students have been scheduled by their school to work on this course at a specific time each school day. Be faithful in using this time to work on your coursework.
2. Complete your work on time. Your tardiness could affect your classmates' ability to learn. If you need an extension of time, please email me before the due date.
3. All activities and assignments are completed and submitted in Spanish unless otherwise stated.
4. Each student is expected to do his or her own work. Work that shows evidence of copying, using translation engines or other academic dishonesty will receive a grade of zero.
5. Communication is essential in any online course – even more so when you're learning how to communicate in a new language! If you have any questions, comments, concerns, delays, or conflicts that you need to share with me, do so **early and often** so that I can help you get the most out of this course.

ALHS Online Policies:

Current ALHS Online policies are listed in the *Handbook for ALHS Online Students and Parents*, available on the ALHSO.org website. This includes policies on non-discrimination, anti-harassment, student expectations, attendance, academic honesty, student discipline, student grades, course add/drop, etc.

Please note the policy on class attendance which states in part:

“Even if a student’s local school does not have school on a particular day (snow day, teacher’s conference, quarter rea, choral fest, class trip, etc.) ALHS Online courses will continue to meet and students are expected to complete required work on time.”

Students also fall under the policies of the school were they attend as a full-time student. When applicable, these same local school policies will be applied to enrollment in this ALHSO course.

Students that do not earn a passing grade for the first semester will automatically be dropped from enrollment in the second semester. Any exceptions need instructor approval.

High School credit: It is up to each high school to determine if a student successfully completing the Spanish 1A and 1B courses in 7th and 8th grade will also receive high school credit. Some high schools have a proficiency test that students need to take to determine a student's knowledge. Check with your local high school for information on their policy.