

Honors Spanish 1

The Mission of Hermon High School is to prepare students for personal success in college, work, and community.

To understand others we need to speak their language.

Full Year
Room 115
Gold 3

Contact information: clainj@hermon.net – 207-848-4000 ext. 1115

Grading: quizzes, compositions, projects and presentations
final exam 5% year grade

Website: www.hermonhs.org

Welcome Message:

With time and effort you can accomplish whatever you choose to do.

Note to Parents:

See letter from teacher.

Course Requirements:

good working knowledge of English grammar, self disciplined study habits

Course Description:

This course stresses the fundamentals of Spanish conversation, writing, grammar and vocabulary. It also fosters awareness in students of differences in Hispanic and Latin cultures and comparisons with American culture. Students selecting Spanish 1 should have a good understanding of English grammar and self disciplined study habits.

Textbooks, Reading Materials, Websites, Computer Programs, etc.

Realidades 1 and Realidades 2, and teacher created materials

Rationale:

In an increasingly global environment, when instant communication with individuals from anywhere in the world is possible, it is important to be able to interpret the ideas of others and to communicate one's own ideas in multiple languages. The study of another language also helps Americans develop a deeper and more objective appreciation and understanding of their own language and culture.

Fluency in a second language requires in depth study of the structure of the language and a broad vocabulary. To develop those skills, students must hear and speak, read and write the language. They must also understand the culture that developed the language and where it is used.

Essential Questions: What are the elements of language? What tools do you need to be able to understand the ideas of others and to convey your own ideas in return? How have the cultures and languages of other lands influenced the culture and language of the United States?

*Aims: To develop the vocabulary and structures to effectively communicate in a second language
To develop an understanding of the culture of another land and to make comparisons between that culture and our own*

Specific Learning Objectives/ Reporting Standards:

Students engage in conversation, understand and respond to questions using complete sentences, phrases, and vocabulary learned in the target language.

Students demonstrate understanding of written and spoken language on a variety of topics.

Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Students demonstrate an understanding of the nature of language and the concept of culture by comparing the target language and its cultures with their own.

Students participate in the target language within and beyond the school setting.

Students apply and further their knowledge of other disciplines through the study and use of the target language.

Students acquire information about and locate resources in the target language.

Format / Procedures / Behavior Expectations / Conduct:

See “Bienvenus / Bienvenidos / Willkommen” handout

Grading Procedures:

See “ Bienvenus / Bienvenidos / Willkommen” handout

The school's use of formative and summative assessments is designed to help each student be successful through improved instruction and a more accurate measurement of what it is a student knows or can do.

Formative assessments are used to provide important feedback to the teacher and the student regarding the student's current level of achievement on a particular standard. This formative work will help identify where and when a student requires additional instruction and those areas where a teacher needs to focus his/her instruction. The feedback from formative assessments is NOT included in a student's final grade.

Formative assessments will be reported using the following guide:

E = Excellent. The work not only fulfills expectations, but goes beyond in quality and/or quantity. Important information is included that is interesting and enhances the understanding of the topic. The work is neat and easy to follow.

S = Satisfactory. The work is complete and fulfills expectations. The information is important and shows understanding. The work is neat and easy to follow.

N = Needs improvement. The work may not be complete. It does not fulfill the expectations and requirements. The information included is common, redundant, or not relevant to the topic. There are issues with the presentation of the work. This work may have to be redone.

U = Unsatisfactory. The work needs to be redone. Part or parts are not complete. It does not fulfill minimum requirements or expectations. The information is not relevant to the topic. There are issues with the presentation of the work.

M = Missing. The work is not turned in and the student was present when work was assigned and when it was due.

ABS = Absent. The work is not turned in; however, the student was absent when the work was assigned and/or when it was due.

Summative assessments are the student's opportunity to demonstrate his/her level of understanding or skill development on a particular standard. Summative assessments may take the form of a written exam, student presentation, project, student performance, etc. If needed, a student will have multiple opportunities, as agreed upon by the teacher and student, to demonstrate successful achievement on a particular standard. The student's scores on summative assessments are what determine his/her final grade.

Academic Integrity

Each student in this course is expected to abide by the Hermon High School Handbook /Code of Conduct. Any work submitted by a student in this course for academic credit will be the student's own work.

Cheating: Whether a student gives or receives information during an examination or on an assignment the offense is the same. Both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the examination or assignment. In addition, any student referred to the office for cheating will be subject to progressive disciplinary action ranging from detention to suspension.

Plagiarism: Plagiarism is the willful act of copying someone else's work or idea and presenting said work as your own; this includes failure to cite said work and use of an on-line translator. Plagiarism will not be tolerated. Students will receive a grade of zero for plagiarized or mechanically translated work. In addition, any student referred to the office for plagiarism will be subject to progressive disciplinary action ranging from detention to suspension.

Tentative Course Schedule: (May change to accommodate student/class needs)

Unit 1	the beginnings of conversation (name, age, place of origin, health, numbers, telling time and date, weather, some classroom vocabulary, some body vocabulary)	daily teacher created homework assignments weather diary interpersonal communication – getting to know each other research on a Hispanic celebration	number recognition quizzes spelling quizzes (vocab and time expressions) vocabulary quizzes quiz on telling time interpersonal communication – getting to know each other weather diary
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Unit 2 Mis amigos y yo	Gustar and verb infinitives, to express likes and dislikes negative sentences descriptive adjectives (vocabulary, agreement and position) more numbers definite and indefinite articles and the concept of gender geography and culture- Spain and the Caribbean	teacher created homework assignments presentation of personal likes and dislikes e-mail to describe self and one other family member	vocabulary quizzes presentation of personal likes and dislikes e-mail to describe self and one other family member
Unit 3 La escuela	Personal subject pronouns, singular and plural plural nouns and articles school subjects vocabulary classroom items vocabulary forms and uses of the verbs “tener”, “estar” and “llamarse” forms and uses of -ar verbs expressions for location uses of estar geography and culture – Mexico and Central America	teacher created homework assignments Internet search on schools in Hispanic countries written description of courses and teachers comic strip description of classroom, with correct forms and uses of estar	vocabulary quizzes written description of courses and teachers quiz over forms and uses of -ar verbs comic strip description of classroom, with correct forms and uses of estar
Unit 4 La comida	food and beverages vocabulary forms of -er and -ir verbs forms and uses of ser plural adjectives geography and culture of South America	teacher created homework assignments poster and presentation of healthy practices telephone conversation to describe food likes and dislikes	vocabulary quizzes quiz over forms and uses of -er and -ir verbs poster presentation to describe healthy practices interpersonal communications assessment – phone conversation to detail food likes and dislikes vocabulary quiz
Unit 5 Los pasatiempos	Vocabulary for places to go and activities outside the school verbs “dar” and “ir” (to give and to go)	teacher created homework assignments conversation regarding leisure activities	quiz over stem-changing and irregular verbs

	expressing the immediate future using ir a & infinitive	reading comprehension assessment	written invitation to an event
	contractions of articles with prepositions	written invitation to an event	interpersonal assessment – discussion of leisure activities
	forms and uses of jugar (stem changes)		interpretive assessment – reading about activities
	forms and word order in questions		
	geography and culture		
	hispanic United States		
	importance of sports		
Unit 6	family vocabulary	teacher created	vocabulary quiz
Fiesta en familia	more foods and table settings vocabulary	homework assignments	quiz over forms and uses of ser and estar
	forms and uses of tener and venir	Internet research on the quinceañera	
	forms and uses of possessive adjectives	video clip of quinceañera film	oral presentation to present three family members
	contrasted uses of ser and estar	description and presentation of three family members	interpersonal assessment – role play café / restaurant conversation
	holiday traditions	role play – restaurant conversation	vocabulary quizzes
Unit 7	house and rooms vocabulary	teacher created	
La casa	ordinal numbers	homework assignments	presentational assessment – description of teenage bedroom
	forms of comparative and superlative statements	description of the perfect teenage bedroom	quiz over comparative and superlative statements
	forms and uses of o to ue stem changing verbs	Dream House project - -labeled plan and class presentation	Dream house project (labeled plan and class presentation)
	expressing what one can do		chapter assessment
	forms of positive commands		quiz over commands and progressive tense
	forms of progressive tense		vocabulary quizzes
Unit 8	clothing and stores vocabulary	teacher created	quiz over forms of stem changing verbs
De compras	forms and uses of e- to ie stem changing verbs	homework assignments	
	expressing what one wants to do	paired assessment - fashion show	quiz over preterit of regular verbs and the verb ir
	forms and uses of demonstrative adjectives	photocopied reading – <i>El baile</i>	interpersonal assessment – role playing in a store
	to point out items		

	introduction to direct object pronouns (form and placement) forms and uses of past tense of -ar verbs		presentational assessment – fashion show
Unit 9 Experiencias	vocabulary for travel and vacations, and for community involvement forms and uses past tense of -er and -ir verbs, and ser / ir forms and uses of preterit of irregular verbs uses of the personal a forms and uses of indirect object pronouns	teacher created homework assignments written description of the community written announcement and description of a community project	vocabulary quiz quiz over forms of the past tense (reg., ir and ser) quiz over forms of the past tense of irregular verbs quiz over forms and uses of object pronouns oral presentation – a trip taken written announcement and description of a community project vocabulary quizzes
Unit 10 Medios de comunicaci3n	vocabulary for entertainment and communications situations (TV, movies, computers) uses of “acabar de & inf.) to express recent events forms and uses of pronomial verbs to express likes, interests and activities that are boring forms and uses of e to i stem changing verbs contrasting uses of saber and conocer (knowing people or fact and how to do)	teacher created homework assignments written presentation to advertise and describe a movie or cultural event interpersonal communication – debate “La tecnolog3a en la vida - ¿buena o mala?”	written presentation to advertise and describe a movie or cultural event interpersonal communication – debate “La tecnolog3a en la vida - ¿buena o mala?”
Unit 11 Recuerdos del pasado	Review of vocabulary for holiday celebrations vocabulary for toys and children's play forms of preterit of irregular verbs forms of imperfect tense forms and uses of indirect object pronouns	teacher created homework assignments description of self as a child (imperfect) oral presentation of past holiday traditions	vocabulary quizzes quiz over forms of imperfect description of self as a child (imperfect) oral presentation of past holiday traditions
Unit 12 En las	Review vocabulary for house	teacher created homework assignments	vocabulary quizzes

