

**COURSE SYLLABUS
SPANISH IA**

COURSE DESCRIPTION

Spanish 1A (first-year Spanish, first semester) is a communicative beginning-level Spanish course. Students will begin to develop their Spanish proficiency through extensive interaction in the target language.

Through videos, students see and hear native speakers in authentic locations around the Spanish-speaking world. There are also numerous audio clips that reinforce the language taught through the video segments. Each unit also includes a variety of interactive activities, cultural notes, and cultural interviews. The activities help build competency in each of the four language skills—listening, speaking, reading, and writing. The quizzes, midterm, and final in this course are based on the powerpoints, videos and activities.

Another key component of Spanish 1 A is assessment through project based learning. Every student will complete two projects during this course. These projects will allow students to demonstrate their mastery of the Spanish language concepts taught in this course, as well as the cultural concepts, in a modality that is appropriate for their unique learning style. This course will also include a one hour "synchronous chat" every week which will allow students to verbally interact with both the instructor and the other students in the class as if they were in a room together!

COURSE TOPICS

Students will develop an understanding of:

<ul style="list-style-type: none"> • Greet people • Introduce yourself • Say where you are from • Exchange phone numbers • Say which day it is • Greet other • Introduce others • Say where people are from • Express likes • Describe others • Give others' likes and dislikes • Describe clothing • Describe family • Ask and tell ages • Talk about birthdays • Give dates • Express possession • Describe classes and classroom objects • Say how often you do something • Discuss obligation 	<ul style="list-style-type: none"> • Ask questions • Say where you are going • Request food • Discuss plans • Sequence events • Talk about places and people you know • Extend invitations • Talk on the phone • Express feelings • Say where you are coming from • Say what just happened • Talk about sports • Express preferences • Say what you know • Make comparisons • Describe the weather • Discuss clothing and accessories • State an opinion • Describe how you feel
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<ul style="list-style-type: none"> • Talk about schedules • Ask and tell time 	<ul style="list-style-type: none"> • Say what is happening
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LEARNING OUTCOMES

Students will be able to:

- See and hear Spanish spoken by native speakers in a variety of natural language settings.
- Practice listening to, reading, speaking, and writing Spanish.
- Practice pronunciation skills by recording and listening to their own voice and comparing it to the voices of native speakers.
- Begin to develop their ability to communicate effectively and express themselves with confidence in Spanish.
- Have the opportunity to enhance their awareness of, and appreciation for, the diversity of the Spanish-speaking world.
- Gain cultural knowledge about various Spanish-speaking countries.
- Have a sense of control over, and responsibility for, their learning process.
- Have the opportunity to develop a sense of class membership, using the Internet to communicate with the instructor and other classmates.
- Increase their awareness of the Web as an educational and informational resource.

PRE-REQUISITES / CO-REQUISITES

- None

Primary Text:

This course is not text dependent

Supplementary Materials:

Notebook
Supplies for course project (will vary)

COURSE METHODOLOGY

This is an inquiry-based course where you will discover and utilize knowledge of Spanish language via the lectures, videos, and other readings, and class discussions with other students and the instructor.

Acting as a facilitator, your instructor will guide you through the process; however, as the learner, you are responsible for actively acquiring and constructing knowledge by completing all assigned readings and activities.

Both formal and informal assessment will be used in evaluating your performance throughout the course. Informal assessment will include an evaluation of the quality and timeliness of your participation in class activities. Formal assessment will involve multiple-choice quizzes, written essays, major writing assignments, a midterm, a final exam and a course project.

COURSE PARTICIPATION OBJECTIVES

This course for which you are registered is a college preparatory, academically rigorous course that covers a semester's worth of material . As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school.
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions.
3. You participate regularly in your course to demonstrate not only continued participation, but also completion of all course requirements, including assignments, assessments and class discussion forums.
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate.

COURSE OUTLINE

Spanish 1A

Unit	Unit Summary	Assignments / Activities
1	Greet people, introduce yourself, classroom directions, numbers, time, body parts, alphabet, things in classroom, calendar events, weather conditions, season.	Vocabulary Introduction Vocabulary Quiz Lecture: Introducing yourself to others and farewells Lecture: Using gender Lecture: Spanish alphabet Lecture: Tu vs. Usted



		<p>Presentation: En la classe</p> <p>Classroom Commands Activity</p> <p>Introduction to the Course Project</p> <p>Assignment 1</p> <p>Interactivities:</p> <ul style="list-style-type: none"> • Spanish names • Los numerosos • El cuerpo • La sala de classes • El calendario • El tiempo <p>Extra Practice</p> <ul style="list-style-type: none"> • Numbers 1-100 • Weather • Telling Time • Months • Body Parts • Days of the Week • Saludos/Greetings <p>Class Discussion</p> <ul style="list-style-type: none"> • Learning Styles Assessment • Tu vs. Usted • Punctuation and accent marks <p>Unit 1 Quiz</p>
2	<p>talk about activities you like and don't like to do, ask others what they like to do, understand cultural perspectives on favorite activities Grammar-infinitive, negatives, expressing agreement and disagreement Connections-Music Language exploration-cognates Pronunciation: The vowels a, e, and i Spanish in our community.</p>	<p>Vocabulary Introduction</p> <p>Vocabulary Quiz</p> <p>Lecture: Infinitives (-ar, -er, and -ir)</p> <p>Lecture: Gustar</p> <p>Lecture: Negatives—expressing agreement and disagreement</p> <p>Lecture: Cognates</p> <p>Lecture: Vowels</p> <p>Lecture: Popular Dances of the Spanish Speaking World</p> <p>Assignment</p> <p>Interactivities:</p>



		<ul style="list-style-type: none"> • Infinitives • Negatives • Agreement and disagreement <p>Extra Practice</p> <ul style="list-style-type: none"> • Verb infinitives • Los cognados • Affirmatives and Negatives—opposites <p>Class Discussion:</p> <ul style="list-style-type: none"> • Family Album Project • Infinitives, cognates, and negatives • Gustar • Speaking and Listening activity <p>Unit 2 Quiz</p>
3	<p>personality traits, ask/tell what people are like, use adjectives to describe people, understand cultural perspectives on friendship Grammar-adjectives, definite and indefinite articles, word order Connections- Literature Language exploration- cognates that begin with es- + consonant Pronunciation- the vowels o and u Spanish in the work force. School schedules and subjects, what students do during the day, ask and tell who is doing an action, compare your school with a student in a Spanish – speaking country Grammar- subject pronouns, present tense of – ar verbs Connections- connections between Latin, English, and Spanish Pronunciation- the letter c Spanish in the community</p>	<p>Vocabulary Introduction</p> <p>Vocabulary Quiz</p> <p>Lecture: Adjectives Lecture: Definite and indefinite articles Lecture: Adjective placement</p> <p>Assignment 1</p> <p>Interactivities</p> <ul style="list-style-type: none"> • Articles • Adjective agreement • Placement of adjectives <p>Extra Practice</p> <ul style="list-style-type: none"> • Adjectives • Definite and indefinite articles <p>Class Discussion</p> <ul style="list-style-type: none"> • Family Album Project • Adjectives and translation exercise • Definite and indefinite articles and translation exercise • Word order exercise • Speaking and listening activity <p>Benchmark Assessment</p>



		<p>Vocabulary Introduction</p> <p>Vocabulary Quiz</p> <p>Lecture: Pronouns Lecture: Present-tense of –ar verbs</p> <p>Assignment 2</p> <p>Interactivities:</p> <ul style="list-style-type: none">• Subject pronouns practice• Practice with –ar verbs <p>Class Discussion</p> <ul style="list-style-type: none">• Family Album Project• Spanish words• Subject pronouns• Express doing an action• Speaking and listening activity• Writing your class schedule <p>Extra Practice</p> <ul style="list-style-type: none">• Subject pronouns• Ar verbs <p>Unit 3 Quiz</p>
4	<p>Describe a classroom. indicate where things are located, talk about more than one object or person, and understand cultural perspectives on school. Grammar-the verb estar, the plurals of nouns and articles Connections- mathematics Language exploration- language through gesture Pronunciation.</p>	<p>Vocabulary Introduction</p> <p>Vocabulary quiz</p> <p>Lecture: Estar Lecture: Nouns</p> <p>Assignment</p> <p>Interactivities</p> <ul style="list-style-type: none">• Vocabulary Practice <p>Class Discussion</p> <ul style="list-style-type: none">• Conjugating Estar• Locations• Nouns• Speaking and Listening activity <p>Extra Practice</p>



		<ul style="list-style-type: none"> • Estar • Plurals <p>Midterm</p>
5	<p>Talk about foods and beverages for breakfast and lunch, talk about likes and dislikes, express how often something is done and understand cultural perspectives on meals. Grammar-present tense of –er and –ir verbs, me gustan, and me encantan</p> <p>Connections- History Language exploration- using a noun to modify another noun.</p>	<p>Vocabulary Introduction</p> <p>Vocabulary Quiz</p> <p>Lecture: -er and –ir verbs</p> <p>Lecture: Me gustan, me encantan</p> <p>Lecture: Using a noun to modify another noun</p> <p>Assignment</p> <p>Interactivities</p> <ul style="list-style-type: none"> • -er and –ir verbs • Gusto and encanta <p>Class discussion</p> <ul style="list-style-type: none"> • Speaking and Listening activity • La comida favorite <p>Extra Practice</p> <ul style="list-style-type: none"> • -er and –ir irregular verbs • Te gusta o te encanta? <p>Unit 5 Exam</p>
6	<p>Talk about foods and beverages for dinner, describe what people or things are like, discuss food, health, and exercise choices and understand cultural perspectives on diet and health. Grammar-the plurals of adjectives, the verb ser.</p>	<p>Vocabulary Introduction</p> <p>Vocabulary Quiz</p> <p>Lecture: Plural of adjectives</p> <p>Lecture: Verbs Ser and Estar</p> <p>Assignment</p> <p>Interactivities</p> <ul style="list-style-type: none"> • Practice with plurals of adjectives • Practice with Ser <p>Extra Practice</p> <ul style="list-style-type: none"> • Review units 1-6 <p>Class Discussion</p> <ul style="list-style-type: none"> • Translations • Using Ser



		<ul style="list-style-type: none">Using Ser to tell time
7	to talk about locations in their community, discuss leisure activities, talk about where they go and with whom, learn how to ask questions and understand cultural perspectives on leisure activities. Grammar-the verb ir, asking questions Connections-origins of the Spanish days of the week Pronunciation- stress and accents Spanish in the community	Benchmark Exam Vocabulary Introduction Vocabulary Quiz Lecture: Verb –ir Lecture: Stress and accents Lecture: Asking questions Lecture: Origins of the Spanish Days of the Week Assignment Class Discussion <ul style="list-style-type: none">Conjugating the verb –irAsking questionsSpeaking and Listening Activity Unit 7 Exam
8	Talk about what they like and don't like, how to tell time, -ir + infinitives, "jugar," leisure activities common in Latin American culture, famous Hispanic athletes, finish course projects	Vocabulary Introduction Vocabulary Quiz Lecture: Me gustaria Lecture: A que hora? Lecture: --ir a infinitive Lecture: The verb jugar Lecture: Leisure activities in the Spanish speaking world Lecture: Famous Hispanic Athletes Assignment Class Discussion Speaking and Listening Activities Final Exam Submit Final Course Project
9	Course Project	All students are required to complete a course project and it is recommended that students work on their course projects each week. The final project will be due at the end of the course.

COURSE PROJECT OPTIONS

SPANISH 1A

Students will choose one project from the list below:

1. **Family Album Project:** As part of the online Spanish 1A class you will create a "family album" to be presented the last week of class. The main objective for this project is to allow you to demonstrate what you have learned this semester through Spanish descriptions of family members. This album should be in a format that allows for presentation to the online class. Power point is one option that would allow for easy online presentation, but you may come up with something more creative also! The main idea is that 6 pictures can be displayed with detailed written captions in Spanish. If you have an idea other than power point, simply double check with your instructor to make sure that it will work. (For example, you could create a "video" album, where you narrate in Spanish while video taping the family member. You could also create a website where each link goes to the picture and information of a different family member.)
2. **Cultural Information Project:** This project is designed to allow you to investigate a cultural topic in the Spanish speaking world that interests you. The final product will be a 6 slide power point presentation (this is the only project in English) that presents the topic of your choice with key information and appropriate pictures that help explain the topic. The first slide will be a title page that states your name and topic. The sixth slide will contain all of the sources that you have gathered and used...basically a bibliography page. Make sure you give specific web addresses for any websites used. All remaining slides must contain key information that clearly explains the chosen topic. Pictures should be incorporated to help the viewer understand and visualize the topic presented. (For example, a slide presentation on Ballet Folklórico could include pictures of typical costumes, pictures of performances, and a map of where it is performed. Feel free to go beyond simple pictures – an audio clip would help this presentation with a sample of traditional music used in ballet folklórico, or even a digital video clip of an actual performance!) Through the posting of these projects in week 6 to the "Cultural Information Project" thread in the Discussion Board, all of the students in the class will be able to learn about the topic that you present.

ACADEMIC HONESTY

The following are forms of academic dishonesty. These practices will not be tolerated.

Plagiarism: Plagiarism consists of using another author's words without proper identification and documentation of that author. Plagiarism takes the form of direct quotation without the use of quotation marks and/or documentation, or paraphrasing without proper identification and documentation. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as your own are also considered to be plagiarism.

Falsification: Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source’s intent by misquoting or taking out of context.

Multiple submission: If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all instructors involved. Failure to obtain this permission constitutes academic dishonesty. This course is a chance for you to explore your own creativity.

GRADING POLICY

Final Grades for this class will be based on your performance, participation in all class activities, group discussions, unit assignments, course projects, and benchmark exams.

Grading Scale

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

HOW YOU WILL BE GRADED

Grade	Skills
A	Demonstrates excellence in grasping key concepts; critiques the work of others; provides ample evidence of support for opinions; readily offers new interpretations of discussion material.
B	Shows evidence of understanding most of the major concepts; is able to agree or disagree when prompted; is skilled in basic level of support for opinions; offers an occasional divergent viewpoint.

C Has mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support.

D or F Shows no significant understanding of material.

CLASS DISCUSSION RUBRIC

Initial Posts

Score	3	2	1	0
Initial Response	Response <i>completely</i> addresses the prompt with a well---developed paragraph of <i>at least</i> five to seven sentences.	Response <i>adequately</i> addresses the prompt with a paragraph of <i>five to seven</i> sentences.	Response <i>somewhat</i> addresses the prompt with a paragraph <i>less than</i> five to seven sentences.	Response <i>Does not</i> Address the prompt. Or <i>No response.</i>

Responses to Classmates

Score	2	1	0
Follow-up posts	Responses are <i>Thoughtful</i> and create <i>discussion</i> . And: One response given to <i>two classmates</i> .	Responses <i>only</i> agree Or disagree with <i>no</i> Thoughtful discussion. And/or: Only <i>one</i> response to <i>One</i> classmate.	No response given

*If there is more than one prompt, students must reply to all prompts. All prompts are worth a total of 5 points. Scoring is detailed above.

SCHOOLWIDE LEARNER EXPECTATIONS

NUVHS students will be...

- Engaged Learners
- Critical Thinkers
- Effective Communicators
- Global Citizens



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