

**COURSE SYLLABUS  
SPANISH 1B**

**COURSE DESCRIPTION**

Spanish 1B (first-year Spanish, second semester) is a communicative beginning-level Spanish course. Students will continue to develop their Spanish proficiency through extensive interaction in the target language. Each unit begins with a video dramatization that introduces the functions, vocabulary, and grammar targeted in the unit. 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 and videos.

Another key component of Spanish 1B 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.

**COURSE TOPICS**

Students will develop an understanding of:

<ul style="list-style-type: none"> <li>• Describe families</li> <li>• Talk about celebrations and parties</li> <li>• Ask and tell ages</li> <li>• Express possession</li> <li>• Understand cultural perspectives on family and celebration</li> <li>• Talk about family celebrations</li> <li>• Describe family members and friends</li> <li>• Ask politely to have something brought to you</li> <li>• Order a meal in a restaurant</li> <li>• Understand cultural perspectives on family celebrations</li> <li>• Talk about your bedroom</li> <li>• Describe bedroom items and electronic equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Point out specific items</li> <li>• Understand cultural perspectives on shopping</li> <li>• Talk about buying gifts</li> <li>• Tell what happened in the past</li> <li>• Use direct object pronouns</li> <li>• Understand cultural perspectives on gift-giving</li> <li>• Talk about things to do on vacation</li> <li>• Describe places to visit while on vacation</li> <li>• Talk about events in the past</li> <li>• Understand cultural perspectives on travel and vacations</li> <li>• Discuss volunteer work and ways to protect the environment</li> <li>• Talk about what people say</li> </ul>
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<ul style="list-style-type: none"><li>• Make comparisons</li><li>• Understand cultural perspectives on homes</li><li>• Identify rooms in a house</li><li>• Name household chores</li><li>• Tell where you live</li><li>• Understand cultural perspectives on different types of housing</li><li>• Talk about clothes, shopping, and prices</li><li>• Describe your plans</li><li>• Talk about what you want and what you prefer</li></ul>	<ul style="list-style-type: none"><li>• Talk about what people did for others</li><li>• Understand cultural perspectives on volunteer work</li><li>• Describe movies and television programs</li><li>• Express opinions about entertainment</li><li>• Talk about things you have done recently</li><li>• Understand cultural perspectives on common gestures</li><li>• Talk about computers and the internet</li><li>• Learn to ask for something and to tell what something is used for</li><li>• Talk about knowing people or knowing how to do things</li><li>• Understand cultural perspectives on using technology</li></ul>
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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

- Spanish IA

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 1B

Unit	Unit Summary	Assignments / Activities
1	Students will be able to describe families, talk about celebrations and parties, ask and tell ages, express possession, and understand cultural perspectives on family and celebrations Grammar- the verb tener, possessive adjectives and diminutives Spanish in the community	Vocabulary Introduction Vocabulary Quiz Lecture: Present tense of tener Lecture: Possessive adjectives Lecture: La Familia, las descripciones fisica and como eres Lecture: Spanish diminutives Lecture: The verb vivir Lecture: Celebrations!  Introduction to the Course Project  Assignment 1  Class Discussion <ul style="list-style-type: none"> <li>• The verb tener</li> <li>• Possessive adjectives—translation</li> <li>• Possessive adjectives—family</li> </ul> Unit Review  Practice Test  Unit 1 Quiz
2	Students will be able to talk about family celebrations, describes family members and friends, ask politely to have something brought to you, order a meal in a restaurant, understand cultural	Vocabulary Introduction Vocabulary Quiz  Lecture: Ser vs. Estar Lecture: The Verb Venir



	<p>perspectives on family celebrations. The verbs venir, ser and estar. Adjectives endin in -ísimo.</p>	<p>Lecture: Adjectives ending in -ísimo Lecture: Traer</p> <p>Assignment</p> <p>Class Discussion:</p> <ul style="list-style-type: none"><li>• Describing family members</li><li>• Que te gusta pedir?</li><li>• --ísimo/isima</li><li>• Venir and traer</li><li>• Quienes vienen?</li><li>• Estar</li><li>• Arroz con leche</li></ul> <p>Practice Test</p> <p>Unit 2 Quiz</p>
3	<p>Students will be able to talk about your bedroom, describe bedroom items and electronic equipment, make comparisons, understand cultural perspectives on homes. Making comparsons, the superlative, stem-changing verbs: poder and dormis.</p>	<p>Vocabulary Introduction</p> <p>Vocabulary Quiz</p> <p>Lecture: Los colores Lecture: You can also say... Lecture: Using estar Lecture: Making comparisons Lecture: The superlative Lecture: Poder and Dormir Lecture: Countries and Flags of the Spanish-speaking world Lecture: La siesta</p> <p>Assignment 1</p> <p>Class Discussion</p> <ul style="list-style-type: none"><li>• Location of bedroom items</li><li>• Making comparisons</li><li>• The superlative</li><li>• Tus propias cosas</li><li>• Las banderas</li><li>• Stem-changing verbs: poder and dormer</li></ul> <p>Practice Test</p> <p>Unit 3 Quiz</p>



4	Students will be able to identify rooms in a house, name household chores, tell where you live, understand cultural perspectives on different types of housing. Affirmative tú commands, the present progressive tense. The endings -dor and -dora.	Vocabulary Introduction  Vocabulary quiz  Lecture: La casa part 1 Lecture: La casa part 2 Lecture: Primero and Tercero Lecture: Poner Lecture: Los quehaceres Lecture: Examples of quehaceres Lecture: El patio Lecture: Dar = to give Lecture: Nouns that end in –dor and –dora Lecture: Affirmative tu commands Lecture: Present Progressive  Assignment  Class Discussion <ul style="list-style-type: none"><li>• Tu dormitorio</li><li>• Donde ponga la silla?</li><li>• Los quehaceres</li><li>• Affirmative to commands</li><li>• Muchos quehaceres</li></ul> Practice Test  Unit 4 Quiz
5	Students will talk about clothes, shopping, and prices. They will describe plans and talk about what you want and what you prefer. Point out specific items, stem-changing verbs: pensar, querer, and preferir. Students will also talk about buying gifts, tell what happened in the past, use direct object pronouns, the preterit of -ar verbs, the preterit of verbs ending -car and -gar, direct object pronouns and nouns that tend in -ería. The letter combinations gue, gui, que and qui.	Vocabulary Introduction Vocabulary part 2  Vocabulary Quiz  Lecture: Clothing Lecture: Dialogues Lecture: Verbs Pensar, Llevar, and Prefer Lecture: Asking questions while at the store Lecture: Verb costar Lecture: Gustar Lecture: Comprar = to buy Lecture: Demonstrative Adjectives Lecture: Centros Comerciales and Grandes Amacenes Lecture: Nouns that end in –ería Lecture: Preterite –ar verbs Lecture: Direct object pronouns



		<p>Assignment</p> <p>Class discussion</p> <ul style="list-style-type: none"> <li>• Cuando pagaste?</li> <li>• The preterite</li> <li>• Buscar and Pagar</li> <li>• Direct object pronouns</li> <li>• Questions with direct object pronouns</li> </ul> <p>• Practice Test</p> <p>Midterm</p>
6	<p>Student will be able to talk about things to do on vacation, describe places to visit while on vacation, talk about events in the past, understand cultural perspectives on travel and vacations Grammar: the preterite of –er and –ir verbs, the preterite of ir Connections- Geography Language Exploration- nouns that end in –io and –eo Pronunciacion- diphthongs</p>	<p>Vocabulary Introduction</p> <p>Vocabulary Quiz</p> <p>Lecture: Dialogue Lecture: Diphthongs Lecture: The preterite of –er and –ir verbs Lecture: Preterite of –ir Lecture: The personal a Lecture: Nouns that end in –io and --oe</p> <p>Assignment</p> <p>Class Discussion</p> <ul style="list-style-type: none"> <li>• Que te gusta hacer?</li> <li>• Adonde fuiste?</li> <li>• Adonde fueron</li> </ul> <p>Practice Test</p> <p>Unit 6 Quiz</p>
7	<p>Students will be able to discuss volunteer work and ways to protect the environment, talk about what people say and did for others and understand cultural perspectives on volunteer work. Grammar- the present tense of decir, indirect object pronouns, the preterit of hacer and dar.</p>	<p>Vocabulary Introduction</p> <p>Vocabulary Quiz</p> <p>Lecture: Verb Decir Lecture: Preterite of Dar and Hacer Lecture: Nouns that end in –dad, --tad, and --sion Lecture: Recycling in Spain Lecture: El Trabajo Voluntario</p> <p>Assignment</p> <p>Class Discussion</p>



		<ul style="list-style-type: none"> <li>• El reciclaje</li> <li>• Como ayuda la gente a los demas?</li> <li>• Donde hicieron trabajo voluntario?</li> </ul> <p>Practice Test</p> <p>Unit 7 Exam</p>
8	Students will be able to describe movies and television programs, express opinions about media entertainment. Talk about things they have done recently. Talk about computers and the internet. Learn to ask for something and to tell what something is used for. Talk about knowing people or knowing how to do things. Understand cultural perspectives on common gestures and technology. Grammar- Acabar de + infinitive, words of Greek and Arabic origin, gustar and similiar verbs, using -mente to form an adverb, the present tense of pedir and servir. Also, they will learn saber, conocer and dividing words into syllables.	<p>Vocabulary Introduction</p> <p>Vocabulary Quiz</p> <p>Lecture: Acabar de Infinitive Lecture: Gustar and similar verbs Lecture: Las telenovelas Lecture: Present tense of pedir and servir Lecture: Saber and conocer Lecture: Words of Greek and Arabic Origin</p> <p>Assignment</p> <p>Class Discussion</p> <ul style="list-style-type: none"> <li>• Te gust aver</li> <li>• A mi y a ti</li> </ul> <p>Practice Test</p> <p>Final Exam</p> <p>Submit Final Course Project</p>
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

**SPANISH 1B**

**A Day in the Life:** As part of the online Spanish 1B class you will create a project that will show two days in someone's life. This project will be presented the last unit of the class. The main objective for this project is to allow you to demonstrate what you have learned this semester through Spanish descriptions of someone's day. The type of product you choose 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 many pictures can be displayed with detailed written captions in Spanish. In the past students have used:

[Prezi](#) Presentation

Created their own website on [Weebly](#)

Videos uploaded to [YouTube](#)

[MoveNote](#) Presentation

### 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.

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
<b>Initial Response</b>	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
<b>Follow-up posts</b>	Responses are <i>Thoughtful</i> and create <i>discussion.</i>	Responses <i>only</i> agree Or disagree with <i>no</i> Thoughtful discussion.	No response given



	And: One response given to <i>two classmates</i> .	And/or: Only <i>one</i> response to <i>One</i> classmate.	
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\*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