



Deer Valley Unified School District

Teacher Name: Lisette Romero

Course Title: Spanish 1-2

Room # C 219

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Course Description:

Spanish 1-2 is a first-year introductory program aimed at preparing students to communicate in Spanish at a novice low and novice mid fluency level. Students will converse with others, express their own ideas in writing, and read and understand what others have written. The course follows a communicative approach to language learning that emphasizes developing proficiency and communicative competency in all four-language skills: speaking, listening, reading, and writing. In addition to helping students to acquire the Spanish language, the course also helps prepare them to interact socially and professionally with native Spanish speakers by helping them understand the cultural products, practices and perspectives of the Spanish-speaking world, the cultural norms of these diverse societies, and their growing importance in the global community. This course is aligned with Arizona World and Native Languages Standards, national standards, and supports the school wide efforts to increase student achievement.

Course Objectives:

By the time the students complete this course of study, they will be able to:

1. Meet and greet others, introduce people, describe themselves and others, talk about their school, their class schedule, courses and teachers, activities they do on campus, and talk about what they are doing right now, as well as other present events.
2. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively **(9-10.SL.1)** with the following topics:
 - A. Discuss present and past events, give opinions, talk about how they feel in different situations, discuss preferences and wishes, and talk about the future.
 - B. Express likes and dislikes, express to whom and for whom they do something, get information by asking questions, answer questions affirmatively and negatively, and tell someone to do something.
 - C. Communicate in daily-life interactions: tell time, count to 100 and do simple math, ask for and give prices, order and pay for food, make simple comparisons, talk about what and who they know, and discuss health, well-being and emotions.
3. Describe and elaborate: weekly and daily schedules, trips and traveling, special holidays and parties, what they eat and drink, their favorite restaurant, where they live, clothing and shopping, family relationships, their age and birthday, a person's nationality, personality traits and conditions, and the weather.
4. Read in Spanish and determine a central idea of a text and provide an objective summary of the text. **(9-10.RI.2)**
5. Begin to write informative/explanatory texts to examine and convey ideas, concepts, and information clearly and accurately **(9-10.W.2)**

Classroom Rules and Consequences:

1. Respect fellow students, teachers, school personnel, and property.
2. Participate in class. Speak Spanish, pay attention, stay on task and use technology appropriately.
3. Be prepared and abide by all school and district policies. Be positive and supportive!
4. Drink bottled water only; no food, gum, or drinks.
5. Follow procedures both in-person and online. (mute mic, allow one person to speak at a time, camera on, raise hand)

If a student breaks a rule, the progressive discipline plan will be used (as per the student handbook):

1. Student will discuss behavior with teacher and receive a warning.
2. Student will discuss behavior with teacher **and** parent will be contacted.
3. Student will discuss behavior with teacher, receive a consequence **and** parent will be contacted.

Grading:

<u>18 Week Grade:</u>	<u>Semester Grade:</u>	A = 90%-100%	Percentages are automatically Rounded up
Listening – 25%	18 weeks – 80%	B = 80%-89%	
Speaking – 25%	Final Exam – 20%	C = 70%- 79%	
Reading – 25%		D = 60% - 69%	
Writing – 25%		F = below 60%	

The student will ONLY be awarded points for homework that is entirely complete. Work products will be turned in, graded and returned or will be checked for completion then self-checked at the discretion of the teacher. This is to ensure that the student attempts all assignments to the best of his/her ability and seeks out help as needed. I am available for academic assistance if needed. There are no extra credit opportunities.

Retake policy: A student may have one retake opportunity on a unit assessment to earn a better grade, up to full credit. A different assessment that covers the same standards may be provided for the retake in lieu of the initial assessment. Students are eligible to retake one unit exam if they have completed all of the assignments and practice work in the unit prior to the retake. Quizzes will occur frequently to gauge students' learning. Students may not retake quizzes.

We strive to speak Spanish only in class. Students will be expected to be fully engaged which includes speaking in Spanish and listening to Spanish throughout the class. Participation includes demonstration of interest and maintaining a positive attitude through active participation in class activities, discussions, and pair/group activities. Students are expected to formulate questions and to respond frequently during class in pairs, small groups and whole class activities.

Absences:

In-person- After an absence, a student has one school day for each day missed to make up work/tests, regardless of the number of days absent. If many days were missed, please schedule an appointment with me to formulate a plan for the completion of make-up work. Make-up work for extended absences (over 3 days) may be requested through the Counseling Office and picked up there.

Students must check the make-up files after an absence for information on missed work, tests, or quizzes. One day is given to make up work (including tests and quizzes) for each day with an absence. Any student swept and wanting credit for an assignment missed must turn in the assignment the same day that they are swept. Every student is also responsible for getting the next day's assignment on the day that he/she is swept.

Virtual/Online- A student will be marked late/tardy if they enter the Zoom session late or disengages/leaves the class early. Students are strongly encouraged to complete work and submit on-time in order to be more successful. A student needing additional time to complete work should communicate with the teacher regarding the situation. All students will adhere to the DVUSD Student Norms in a Virtual Learning Environment and to the DVUSD Students Rights and Responsibilities Handbook.

Report Cards:

In an effort to conserve resources and harness the capacity of our electronic grade reporting program (PowerSchool) district schools will no longer print hard copies of report cards unless requested by individual parents. To request a hard copy of your student's report card, please contact the front office at 623-376-3000. To receive your PowerSchool login, please stop into the office with a valid photo ID.

Power School Online Access:

Grades and attendance may be accessed 24 hours a day online with your Power School access code. Access codes are available in the Counseling Office or Front Desk Monday – Friday 7:00 AM– 3:30 PM. You may check student progress regularly on the PowerSchool site using the same login for one or more students. For Mountain Ridge parents/guardians without home computer access, a computer with guest log-in capability is available in the Counseling Conference Room.

Academic Assistance/Office Hours:

In addition to the Academic Prep times built into our schedule each week, additional assistance/tutoring is provided on a weekly basis both by MRHS and individually by instructors. These office hours will be posted in the classroom and/or on my website at the start of each week. During virtual learning: I will also be available online for assistance if requested.

Daily Electronic Device Use:

Students should come to school with their iPads charged and ready to use in each class every day. Within each classroom, there are three possible technology environments. Teachers will identify for students the environment expected during their class period. These environments are described below:

Red: No device use allowed. Devices are to be off and put away. If a device is out and being used at this time, students may receive disciplinary consequences and/or zeroes if appropriate. This environment may be necessary for testing or non-electronic based assessments.

Black: Limited device use allowed. Students may use devices in accordance with teacher instruction in a prescribed manner. Students may be asked to place devices face down on their desk until appropriate to use. Teachers may ask to see students' open apps and require that all apps are closed with the exception of a specific one or two. Games should not be open in this environment unless the teacher indicates a specific game may be used.

Green: Open device use. Students may use their device independently to take notes, complete assignments, conduct research, communicate with the teacher, check grades, and other appropriate educational uses of the device. Students should not access inappropriate content or cause disruption in this environment.

Devices may not be used to record or take photos of other people without their consent. Consequences for classroom disruptions and misuse of devices will follow a progressive discipline model, beginning with a phone call home and progressing to office referrals for repeated or more serious offenses. Students who have electronic devices out during a Red environment or during testing, may lose credit on their test or quiz. See the Student Rights and Responsibilities consequence chart in the handbook for more specific descriptions of infractions and consequences.

Make up and Long-Term Project Policies:

Students must check the make-up files (or online calendar) after an absence for information on missed work, tests, or quizzes. One day is given to make up work (including tests and quizzes) for each day with an absence. Any student swept and wanting credit for an assignment missed must turn in the assignment the same day that they are swept. Every student is also responsible for getting the next day's assignment on the day that he/she is swept.

Suggested Supplies: pen/pencil, paper, 1 subject notebook or composition book, Spanish/English dictionary to use at home, earbuds/headphones and folder

Approved Websites or Resources:

www.conjuguemos.com

www.wordreference.com

www.spanishdict.com

www.conjugador.reverso.net

Plagiarism Policy:

Per the MRHS student handbook, plagiarism is defined as "to steal and pass off the ideas or words of another as one's own." Plagiarized material will not be awarded credit. Hence, the use of "Google translate" or any other translation tool is considered plagiarism and will result in a grade of zero on the assignment and may result in additional school consequences.

Spanish 1-2 2020-2021 Syllabus agreement

Please read the syllabus for this course and sign below.



Deer Valley Unified School District No. 97

Video, Films, and other recorded materials permission slip grades 8-12

Videos, films and other recorded materials are an integral part of the World Language class curriculum. My son/daughter has my permission to view and/or listen to the following video and audio resources in the target language during the 2020-2021 school year:

- G and PG rated materials in the target language
- Children’s’ videos in the target language (including Cars, Toy Story, Finding Nemo, Coco, etc.)
- Clips of recorded conversations in the target language
- Recorded music in the target language
- Ancillary online resources and current event resources in the target language
- Appropriately rated (TVPG or lower) ancillary television clips in the target language

Videos, films and other taped materials rated PG/PG13 (parental guidance) may be viewed at school, but they must be:

- an integral part of the class curriculum.
- approved by your administrator prior to viewing.
- approved by parent/guardian.
- each student must have a signed “Student Video Parent/Guardian Permission Form” on file, noting permission for each PG or PG13 video.

_____ has my permission to view (school appropriate materials listed **(Please Print)** Student’s Name above, with the ratings G, PG, PG13 during the 2020-2021 school year, per the above mentioned guidelines.

I have read and understand all of the guidelines set forth in the syllabus and media permission slip for this class.

Student Printed Name _____ **period** _____

Student Signature _____

Parent/Guardian Signature _____ **Date** _____