**J.E. Cosgriff Memorial Catholic School
Spanish 1 – 7th Grade
2017-2018**

Mrs. Betty Aguirre-Maier, PhD ( C )
bmaier@cosgriff.org

Dear Students: Welcome to Spanish 1. I am very excited to have you in my class for this 2017-2018 school year. Here is some information about me: I am a Spanish native speaker. I was born in Ecuador and moved to the U.S.A. 18 years ago. I have a B.A. in International Studies and Spanish Language, a Minor in Latin American Studies and a Masters degree in Spanish Language and Literature. Currently, I am working on a PhD program in Languages and Literature at the University of Utah. I teach there as well. I am also a writer and editor for several magazines around the world, especially for the online cultural magazine I co-founded: Entremares Magazine ([www.entremaresmagazine](http://www.entremaresmagazine)), which received an award from the Lassonde Entrepreneur Institute – University of Utah.

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Ms. Anna Chuaqui, T.A.

Dear Students: I am very excited to help you study Spanish this school year. I am from Salt Lake City, and I attended the Madeleine Choir School. My dad is from Chile, but I didn’t grow up speaking Spanish. I became very motivated in high school to learn Spanish, so that I could communicate with my relatives. I graduated from the University of Utah in 2015, with bachelor’s degrees in Economics, Political Science, and Spanish. Shortly after graduating, I traveled to a small town in the north of Chile to teach English at a public high school. I am working toward a master’s degree in Spanish Teaching.

M-Th 1:30 – 2:20

**Course Materials**

1. A pocket paper dictionary (Merriam-Webster's Spanish-English Dictionary at Wal-Mart $4.46)
2. Autentico 1 (Textbook and Workbook given by school)
3. 100 pages Spiral Bound Notebooks ($4 (Walt-Mart)
4. Spiral Index Cards, 4”x 6”, 50 cards, white ($3 Walt-Mart)
5. A pencil and pen

**COURSE DESCRIPTION**

Spanish 1 is a novice (Dreyfus model) Spanish course for 7th Grade students.

Spanish 1 is designed for beginning students of the Spanish language. The course introduces students to Spanish grammar and verb tenses, mainly the present tense, and exposes them to a variety of basic vocabulary. This class focuses on all four language skills: listening, speaking, reading, and writing. Students will learn to converse, read and write in Spanish through individual, pair and group activities that require them to use the target language in oral and/or written form. At the end of the year, students will be able to understand and produce conversations and written compositions in Spanish, using the present tense, present progressive verb tenses, and basic vocabulary. In addition, discussions, readings and audio/visual materials will make students aware of various cultural aspects of the Spanish-speaking world.

1.**Interpretive communication mode** ~ appropriate interpretation of written, visual and also audio texts (*reading, viewing, and listening*)

2.**Interpersonal communication mode ~**the active negotiation of meaning between individuals through face-to-face communication and written correspondence (*speaking, listening,reading, and writing*)

3.**Presentational communication mode**: the more formal, one-way communication to an audience of listeners or readers (*speaking and writing*)

This course integrates content in Spanish about Spanish speaking countries. This content includes current events, history, literature and culture. This helps students make connections between people, places, things, and language in the Spanish-speaking communities of the world.

**Course Objectives**

The objectives in this course are based on the *5 C's of National Standards for Foreign Language Learning in the 21st Century.*

Communication: Students will be able to engage in presentational, interpretive and interpersonal communication with other learners and with native speakers of Spanish.

Culture: Students need to be able to identify the products and practices of a culture and the underlying perspectives that result in those products and practices.

Communities: Using their skills in the target language, students will have access to communities of Spanish speakers both locally and abroad.

Connections: Students will acquire knowledge from other subject areas through lessons in Spanish that are developed around common themes.

Comparisons: Students will discover patterns, make predictions, and analyze similarities and differences between the Spanish language and culture in different parts of the world and their own language and culture.

**Grading:** Grades, lessons, assignments and important dates will be entered in Ren Web daily. Please be aware of updates.

**Grading Scale**

**EVALUATION *(PLAN DE EVALUACION)***

In-class Participation 30%

Open-book Test (1 per chapter) 20%

Semester Project (2) 25%

Homework (Workbook) 25%

 A          93-100 B 83-86.99

A-        90-92.99          B-        80-82.99          C-        70-72.99          D-        60-62.99

B+       87-89.99          C+       77-79.99          D+       67-69.99          E          below 60

**TEACHING AND LEARNING PHILOSOPHY**

Success in language courses depends on the combined efforts of the student and instructor.  The **role of the student** is to learn the language through in-class assignments and homework and to prepare to communicate in the language in class.  The **role of the instructor** is to prepare and guide language activities to facilitate meaningful communication in class. Class time is planned according to this philosophy.

**Homework**

Homework will be assigned every other Thursday in class, and due on Wednesday of the following week. **LATE HOMEWORK** is not allowed unless this is due to a Personal Emergency.

**Homework Club:** Ms. Chuaqui will hold Homework Club on Tuesdays after school if homework has been assigned. Please be aware of this opportunity to get extra help.

**Writing**

There will be in class**dictations and compositions** related to a corresponding chapter.

**Speaking**

Ability to verbally communicate is the most important goal for many foreign language students. The best way to develop speaking skills is to **practice speaking**. Speak as much as possible during class time, without fear of making the inevitable mistakes – making mistakes helps you learn!

**Class expectations, rules, procedures and consequences**

The expectations, rules, procedures and consequences of my classroom are intended to keep the classroom environment safe, orderly, and productive.  Please respect the rules so that we can maximize learning time together.  The rules are not hard to follow, nor are any of them “out of the ordinary.”  They are simply expected behaviors for high school students in this classroom.  If you have any questions about any of these rules, or why they are in place, you have the right to find out – please ask me as soon as possible.  There should never be a rule that does not have a purpose! Thank you for your cooperation!

**CLASS EXPECTATIONS**

**1.**      **Respect yourself, the teacher & others**

**2.**      **Put forth your best effort at all times**

**3.**      **Be prepared for class each day**

**4.**      **Follow directions when given**

**5.**      **Pay attention, participate and ask questions**

**6.**      **Preserve a positive learning environment**

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**7.**      **Take responsibility for your actions**

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**CLASS RULES**

**1.**      **Arrive to class on time & ready to learn**

**2** .    **Never line up at the door before dismissal**

**3.**     **Do not cheat, plagiarize, or copy work**

**4.**      **Use polite and appropriate language**

**5** .    **Do your best work & turn it in on time**

**CLASS PROCEDURES**

**1.**      **Turn in homework to the proper box**

**2.**      **Complete absent form for study buddy**

**3.**     **Pick up after yourself before you leave**

**5.**     **Get missed work from absent bin, talk to your study buddy, then ask the teacher**

**CLASS CONSEQUENCES**

**1.**      **Verbal warning**

**2.**      **Call home**

**3.**      **Referral to assistant principal**

GRACIAS Y BIENVENIDOS 1

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Please sign and return this portion to Profesora, by Monday 8/21:

I have read the student and parent letter provided at Middle School Back to School Night. I understand the rules, grading and late work policies.

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Student Parent