

Spanish I

2022-2023

Great Oak High School
32555 Deer Hollow Way, Temecula, CA 92592
Tel. (951) 294-6450 ext. 3358
ogigliotti@tvusd.us

Course Title: Spanish I

Course Description: This course introduces students to the four basic language skills: listening comprehension, speaking, reading, and writing, within a cultural context. Students will be able to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine.

First Semester:

Textbook: <u>Senderos 1</u>	Lección 1 - 2.5 Greetings, identifying yourself, nouns and articles, numbers, ser, telling time Classroom, school life, days, schedules, present tense (-ar), questions, estar
Novel: <u>Brandon Brown quiere un perro</u>	Chapters 1-10
Videos: Extra	Episodes 1-13

Second Semester:

Textbook: <u>Senderos 1</u>	Lección 3-4 Family, identifying people, professions/occupations, adjectives, possessive adjectives, present tense (-er/-ir), tener and venir Pastimes, sports, places in the city, ir, stem changing verbs, irregular yo verbs
Novel: <u>Noches misteriosas en Granada</u>	Chapters 1-10

Videos: Extra	Episodes 1-13
AV	Episodes 1-5

Philosophy: Acquiring a language does not happen by just attending class. Home practice is essential as new vocabulary words and/or grammar concepts are introduced/repeated continually. It is necessary to revisit material from previous lessons at home 20-25 minutes each day.

Grading: The following breakdown shows the weight for each grade category:

Assessments/Projects 40%

Homework/Classwork 30%

Target Language/Participation/Speaking 30%

Access to Senders 1 Prime:

- a. Go to www.vhlcentral.com
- b. Create a new account ending in @tvusd.us.
- c. *Your username is your school email, and your password is the same as your school email.*
- d. *Search for Great Oak High School.*
- e. Look for my name and select the course, e.g., Period 1 - Spanish 1, etc.

Expectations:

1. Join our class meeting on time.
2. Come to class prepared.
3. Take care of your personal needs before or after class.
4. Eat before or after class.
5. Put your cell phones away during class. No texting during lessons.
6. Dress appropriately.

<p>8-15 Monday -Introductions -SPIRIT Day Modified</p>	<p>8-22 Monday -Write/present your entire family members and your routine + your parents' routine. Include the following:</p> <ul style="list-style-type: none"> • Physical/personality characteristics of each family member. • age (use tener: <i>Yo tengo 14 años, Mi hermana tiene 17 años</i>), • likes/dislikes (use <u>a</u> with gustar: <i>A mí me gusta jugar tenis, a ella le gusta...</i>) • School schedule (<i>A las 8:30 tengo Algebra..</i>) • house description (<i>Mi casa es pequeña, mediana, grande...</i>) • profession (<i>Mi padre es...</i>) 	<p>8-29 Monday Record family presentation on Canvas without reading</p>
<p>8-16 Tuesday <u>Adjetivos</u> <u>Números</u> <u>¿Qué</u> hora es?</p>	<p>8-23 Tuesday Target: -Write/present your entire family members and your routine + your parents' routine. Include the following:</p>	<p>8-30 Tuesday <u>Brandon B. quiere un perro 1</u> -Listen/Read -Translation -Kahoot -Quiz</p>
<p>8-17 Wednesday <u>Adjetivos</u> <u>Números</u> <u>¿Qué</u> hora es?</p>	<p>8-24 Wednesday-Write and present your entire family routine to the class using the present indicative. Include:</p>	<p>8-31 Wednesday <u>Brandon B. quiere un perro 1</u> -Listen/Read -Translation -Kahoot -Comprehension questions</p>
<p>8-18 Thursday <u>Adjetivos</u> <u>Números</u> <u>¿Qué</u> hora es?</p>	<p>8-25 Thursday -Write and present your entire family routine to the class using the present indicative. Include:</p>	<p>9-1 Thursday <u>Brandon Brown quiere un perro</u> --Listen/Read -Translation -Kahoot -Write a 15 sentence summary</p>
<p>8-19 Friday -Extra 1 -kahoot -Describe the characters</p>	<p>8-26 Friday -Extra 2 -Kahoot -Describe the setting</p>	<p>9-2 Friday -Extra 3 -Kahoot Talk about characters' likes/dislikes</p>

<p>9-5 Monday No school</p>	<p>9-12 Monday <u>Brandon B. quiere un perro 3</u> -Listen/Read -Translation -Kahoot -Quiz</p>	<p>9-19 Monday <u>Brandon Brown quiere un perro 4</u> -Listen/Read -Translation -Kahoot -Quiz</p>
<p>9-6 Tuesday <u>Brandon B. quiere un perro 2</u> -Listen/Read -Translation -Kahoot -Quiz</p>	<p>9-13 Tuesday <u>Brandon B. quiere un perro 3</u> -Listen/Read -Translation -Kahoot -Comprehension questions</p>	<p>9-20 Tuesday <u>Brandon B. quiere un perro 4</u> -Listen/Read -Translation -Kahoot -Comprehension questions</p>
<p>9-7 Wednesday <u>Brandon B. quiere un perro 2</u> -Listen/Read -Translation -Kahoot -Comprehension questions</p>	<p>9-14 Wednesday <u>Brandon B. quiere un perro 3</u> -Listen/Read -Translation -Kahoot -Comprehension questions</p>	<p>9-21 Wednesday <u>Brandon B. quiere un perro 4</u> -Listen/Read -Translation -Kahoot -Comprehension questions</p>
<p>9-8 Thursday <u>Brandon Brown quiere un perro 2</u> --Listen/Read -Translation -Kahoot -Write a 15 sentence summary</p>	<p>9-15 Thursday <u>Brandon Brown quiere un perro 3</u> --Listen/Read -Translation -Kahoot -Write a 15 sentence summary</p>	<p>9-22 Thursday <u>Brandon B. quiere un perro 4</u> --Listen/Read -Translation -Kahoot -Write a 15 sentence summary</p>
<p>9-9 Friday Extra 4 -Kahoot</p>	<p>9-16 Friday Extra 5 Kahoot</p>	<p>9-23 Friday No school</p>

<p>9-26 Monday <u>Brandon B. quiere un perro 5</u> -Listen/Read -Translation -Kahoot -Quiz</p>	<p>10-3 Monday <u>Brandon B. quiere un perro 6</u> -Listen/Read -Translation -Kahoot -Quiz</p>	<p>10-10 Monday Vocabulario: VHL page 46 Kahoot</p>
<p>9-27 Tuesday <u>Brandon B. quiere un perro 5</u> -Listen/Read -Translation -Kahoot -Comprehension questions</p>	<p>10-4 Tuesday <u>Brandon B. quiere un perro 6</u> -Listen/Read -Translation -Kahoot -Comprehension questions</p>	<p>10-11 Tuesday Read story 1 together so you see how to write your own children's book tomorrow. -<u>La Vida de Byron</u> -Quiz</p>
<p>9-28 Wednesday <u>Brandon B. quiere un perro 5</u> -Listen/Read -Translation -Kahoot -Comprehension questions</p>	<p>10-5 Wednesday <u>Brandon B. quiere un perro 6</u> -Listen/Read -Translation -Kahoot -Comprehension questions</p>	<p>10-12 Wednesday Target: Write a children's book that is 100-word or more in the third person. • Focus: Page 38 vocabulary • Include the headings on each page of the PPT:</p> <ol style="list-style-type: none"> 1. Title 2. physical/personality characteristics (use the present) 3. age (use the present of tener: Él/Ella tiene 15 años), 4. likes/dislikes (use a with the imperfect of gustar: A ella le gusta...) 5. Must include a conversation (Use the present indicative) 6. chores, Todos los días tiene que preparar la cena...) 7. House description: Su casa es grande...) 8. profession: Él/Ella es doctor/a) 9. Must include a problem that needs a resolution
<p>9-29 Thursday <u>Brandon Brown quiere un perro 5</u> --Listen/Read -Translation -Kahoot -Write a 15 sentence summary</p>	<p>10-6 Thursday <u>Brandon Brown quiere un perro 6</u> --Listen/Read -Translation -Kahoot -Write a 15 sentence summary</p>	<p>10-13 Thursday Share story 1</p>
<p>9-30 Friday Extra 6 Kahoot</p>	<p>10-7 Friday Extra 7 Kahoot</p>	<p>10-14 Friday Extra 8 Kahoot</p>

<p>10-17 Monday <u>Brandon B. quiere un perro 7</u> -Listen/Read -Translation -Kahoot -Quiz</p>	<p>10-24 Monday <u>Brandon B. quiere un perro 8</u> -Listen/Read -Translation -Kahoot -Quiz</p>	<p>10-31 Monday Vocabulario: VHL page 84 Kahoot</p>
<p>10-18 Tuesday <u>Brandon B. quiere un perro 7</u> -Listen/Read/Kahoot -Answer Comprehension Questions</p>	<p>10-25 Tuesday <u>Brandon B. quiere un perro 8</u> -Listen/Read/Kahoot -Answer Comprehension Questions</p>	<p>11-1 Tuesday Write story 2 together so you know how to write your own story tomorrow.</p>
<p>10-19 Wednesday <u>Brandon B. quiere un perro 7</u> -Listen/Read/Kahoot -Answer Comprehension Questions</p>	<p>10-26 Wednesday <u>Brandon Brown quiere un perro 8</u> Listen/Read/ Kahoot - Answer Comprehension Questions</p>	<p>11-2 Wednesday Target: Write a children's book that is 100-word or more in the third person.</p> <ul style="list-style-type: none"> • Focus: Page 76 vocabulary • Include the headings on each page of the PPT: <p>-Title -physical/personality characteristics (use the present) -age (use the present of tener: Él/Ella tiene 15 años), -likes/dislikes (use a with the imperfect of gustar: A ella le gusta...) -Must include a conversation (Use the present indicative) -chores, Todos los días tiene que preparar la cena... -House description: Su casa es grande... -profession: Él/Ella es doctor/a *Must include a problem that needs a resolution</p>
<p>10-20 Thursday <u>Brandon B. quiere un perro 7</u> --Listen/Read -Translation -Kahoot -Write a 15 sentence summary</p>	<p>10-27 Thursday <u>Brandon B. quiere un perro 8</u> --Listen/Read -Translation -Kahoot -Write a 15 sentence summary</p>	<p>11-3 Thursday Share story 2</p>
<p>10-21 Friday Extra 9 Kahoot</p>	<p>10-28 Friday Extra 10 Kahoot</p>	<p>11-4 Friday Extra 11 Kahoot</p>

<p>11-7 Monday <u>Brandon B. quiere un perro 9</u> -Listen/Read -Translation -Kahoot -Quiz</p>	<p>11-14 Monday <u>Brandon B. quiere un perro 10</u> -Listen/Read -Translation -Kahoot -Quiz</p>	<p>11-21 Monday <u>Thanksgiving Break</u></p>
<p>11-8 Tuesday <u>Brandon B. quiere un perro 9</u> -Listen/Read -Translation -Kahoot -Comprehension questions</p>	<p>11-15 Tuesday <u>Brandon B. quiere un perro 10</u> -Listen/Read -Translation -Kahoot -Comprehension questions</p>	<p>11-22 Tuesday <u>Thanksgiving Break</u></p>
<p>11-9 Wednesday <i>No school</i></p>	<p>11-16 Wednesday <u>Brandon B. quiere un perro 10</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>	<p>11-23 Wednesday <u>Thanksgiving Break</u></p>
<p>11-10 Thursday <u>Brandon B. quiere un perro 9</u> --Listen/Read -Translation -Kahoot -Write a 15 sentence summary</p>	<p>11-17 Thursday No School</p>	<p>11-24 Thursday <u>Thanksgiving Break</u></p>
<p>11-11 Friday Extra 12</p>	<p>11-18 Friday Extra 13</p>	<p>11-25 Friday <u>Thanksgiving Break</u></p>

<p>11-28 Monday</p> <p><u>Brandon B. quiere un perro 1-2</u> -Kahoot</p>	<p>12-5 Monday</p> <p><u>Brandon B. quiere un perro 9-10</u> -Kahoot</p>	<p>12-12 Monday</p> <p>Vocabulary Review: -VHL pages 46, 84, 116 -Kahoots</p>
<p>11-29 Tuesday</p> <p><u>Brandon B. quiere un perro 3-4</u> -Kahoot</p>	<p>12-6 Tuesday</p> <p><u>Brandon B. quiere un perro -Final</u></p>	<p>12-13 Tuesday</p> <p>Target: Write a children's book that is 100-word or more in the third person.</p> <ul style="list-style-type: none"> • Focus: Page 38 or 76 vocabulary • Include the headings on each page of the PPT: • Title • physical/personality characteristics (use the present) • age (use the present of tener: Él/Ella tiene 15 años), • Likes/dislikes (use a with the imperfect of gustar: A ella le gusta...) • Must include a conversation (Use the present indicative) • chores, Todos los días tiene que preparar la cena...) • House description: Su casa es grande...) • profession: Él/Ella es doctor/a) • Must include a problem that needs a resolution
<p>11-30 Wednesday</p> <p><u>Brandon B. quiere un perro 5-6</u> -Kahoot</p>	<p>12-7 Wednesday</p> <p>-Listen/Read -Translation -Kahoot -Comprehension questions</p>	<p>12-14 Wednesday</p> <p>Speaking Final/ story 3</p>
<p>12-1 Thursday</p> <p><u>Brandon B. quiere un perro Ch. 7-8</u> -Kahoot</p>	<p>12-8 Thursday</p> <p>? --Listen/Read -Translation -Kahoot -Write a 15 sentence summary</p>	<p>12-15 Thursday</p> <p>Speaking Final/ story 3</p>
<p>12-2 Friday</p> <p>-Holidays Video -Kahoot</p>	<p>12-9 Friday</p>	<p>12-16 Friday</p> <p>Speaking Final/ story 3</p>

CHILDREN BOOKS' WRITING RUBRIC

100-90
Excellence

STRONG CONTROL

- Ease of expression marked by a good sense of idioms.
- Clarity of organization.
- Accuracy and variety in vocabulary, grammar and syntax, with a few errors.
- Thorough and creative development of the topic may compensate for more language problems than this category normally allows.

89-80
Competence

GOOD CONTROL

- Reads smoothly overall despite some errors in grammar and usage.
- Evidence of organization.
- Varied and generally appropriate vocabulary.
- Thorough treatment of the topic may compensate for more language problems than this category normally allows.

79-70
Competence

FAIR CONTROL

- Easily comprehensible, with some signs of fluency and organization.
- Correct use of simple grammatical structures with minor errors and/or less accurate use of more complex structures, occasional interference from another language.
- Some apt vocabulary.
- Appropriate treatment of the topic may compensate for more language problems than this category normally allows.

69-60
Incompetence

WEAK CONTROL

- Generally comprehensible, but frequently forces interpretation.
- Inaccuracies in grammatical structures and/or limited vocabulary throughout. Frequent interference from another language.
- Contains some redeeming features.
- Evidence of efforts to treat the topic.

59-50
Demonstrates
Incompetence

POOR or NO CONTROL

- Barely comprehensible.
- Almost total lack of structural accuracy and/or vocabulary resources.
- Unacceptable from most points of view.

0

A composition/project that is not your original work.
Blank or not written in Target language.

SPEAKING RUBRIC

- 100-90** **Response demonstrates very good or superior communicative skills.**
- A well-developed and appropriate answer characterized by the correct use of a variety of syntactic structures.
 - Broad use of vocabulary.
 - Sustained presentation and connection of ideas.
 - Easily comprehensible pronunciation.
 - Approaches or reaches a high level of fluency (ease of expression).
 - Appropriate cadence in speech.
- 89-80** **Response demonstrates good communicative skills.**
- An appropriate answer characterized by fluency (ease of expression).
 - Mostly correct use of syntax.
 - Goes beyond control of basic structures.
 - Connection of ideas.
 - Some range of vocabulary.
 - Pronunciation does not interfere with communication.
- 79-70** **Response demonstrates adequate communicative skills.**
- An appropriate answer characterized by moderate fluency (ease of expression).
Occasional interference from another language.
 - Some development of ideas.
 - May rely on repetition.
 - Shows control of basic syntactic patterns and core vocabulary.
 - Some uncertainty when student moves beyond the basics.
 - Pronunciation may require close attention on the part of the listener.
- 69-60** **Response demonstrates limited communicative skills.**
- An appropriate answer restricted by serious flaws in core grammar, usage and pronunciation. Frequent interference from another language.
 - Low level of fluency (ease of expression).
 - Speaker may struggle to express ideas.
 - Answer may require some interpretation.
- 59-50** **Response demonstrates extremely weak communicative skills.**
- An appropriate or partially appropriate answer that shows little control of grammar, usage and pronunciation.
 - Answer forces interpretation or suggests that the student did not fully understand the question.
 - Relies primarily on vocabulary provided in the pictures and questions.
 - No fluency (ease of expression).
- 0** The response is very incomprehensible or does not follow the guidelines. No response or response in a language other than Target language.

Brandon Brown Quiere un perro

Summaries Rubric

Requirements: Buy a composition book	Points
The Summaries: <ul style="list-style-type: none">• Use your composition book for your chapter summaries. They should be 150 words in length, or 15 sentences varied in style and length.• Writing is in your own words.• Include only the most important/relevant events of the chapter.• Use correct spelling, grammar and punctuation	<hr/> <p>out of 15 points</p>
The Pictures: <ul style="list-style-type: none">• Represent relevant scenes/ events from the each chapter• Pictures are neatly and completely colored• You chapter artwork is depicted on the adjacent page of the chapter summary	<hr/> <p>out of 10 points</p>
Total:	<hr/> <p>/ 25</p>