

Spanish I

Disclosure Statement 2025-2026

Course Description

¡Bienvenidos a la clase de español! Spanish I is an introductory course designed to provide students with opportunities to listen to, speak, read, present, and write the Spanish language at a beginning level. Students will also learn about and discuss many aspects of culture in the Spanish-speaking world. As students attend class, actively participate, and practice what they have learned, they will quickly be pleased with their ability to demonstrate their skills and communicate with other beginning Spanish speakers, as well as gain an understanding of the perspectives of other cultures.

Materials

Students are expected to come to class with the following materials **every day**:

- 3-ring binder of at least 1"
- Earbuds or Headphones for personal use (There are some available to borrow.)
- Pen or Pencil (markers or colored pencils optional)
- Although not required, bookmarks or apps on your electronic device such as WordReference, duolingo.com, and quizlet.com will be helpful

Homework

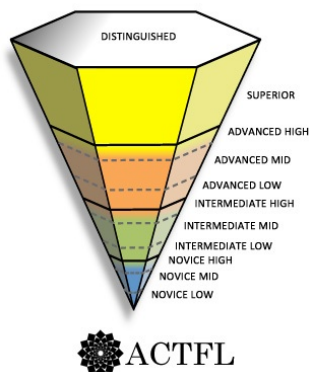
Whether a specific assignment has been given or not, students should expect to study Spanish nightly. The successful language learner will review and practice current vocabulary and structures outside of class by reviewing class notes and accessing free Duolingo lessons (www.duolingo.com). Selected homework will be graded.

Assignments can be found in Canvas and may be accessed from any DMS lab computer or from home.

Cultural Experiences

Part of learning a new language is immersing oneself in the culture. As a student in Spanish I, you will complete four (4) cultural experiences, one per quarter, as part of your grade. You will choose from a list of approved experiences and questions, reflect on and write about your experience according to the rubric provided.

Assessments



Students will demonstrate proficiency on quizzes and unit tests. These assessments evaluate four skills: listening comprehension, reading comprehension, oral proficiency, and writing proficiency. Altering scores or sharing answers with others may result in having to complete the assessment on your own time. Students are eligible to retake assessments to improve their proficiency score only after turning in all assignments leading up to that assessment. There will be a benchmark exam given at the beginning, middle, and end of the year to measure student progress. The benchmark is comprehensive, covering material from the entire year, and will only be included on the student's fourth quarter grade. No

retake is offered for the benchmark. Our team's goal is to prepare each student to receive the Utah Seal of Biliteracy on his or her diploma. To achieve this, students must demonstrate an intermediate-mid level of proficiency on assessments, as outlined by

ACTFL standards. By the end of Spanish I, students should be on their way to meeting this goal, demonstrating a novice-high level of proficiency.

Presentations

For each unit, students will demonstrate what they have learned via oral presentation. Presentation instructions are clearly given in rubric form so the student knows exactly what is expected. Presentations are delivered by individuals or sometimes in groups, and may include skits, commercials, conversations, or other dissertations. **It is mandatory that all students present publicly to the class, as the Utah state core requires.**

Grading Scale

There are two grading categories for courses at Dixie Middle School. Assessments are worth 70% of the student's grade, while other assignments are worth 30%. 93-100% is considered an A, while less than 70% is considered not proficient and will require intervention for assessments.

Participation

Speaking in the target language to participate in class will support your language acquisition and increase your confidence. Ask questions. Encourage others. Try to communicate only in Spanish – you may surprise yourself!

Attendance and Tardy Policy

In the foreign language classroom, participation and practice are essential to becoming proficient. In other words, plan on being in class, ready to work – regular attendance is extremely important. **It is the student's responsibility to come to the teacher to make up work in the case of an absence or to check Canvas for assignments to make up.** Tests or quizzes should be scheduled with the teacher for “make-up” outside of class time. Students are expected to be in the classroom, ready to work when the bell rings. DMS policy calls for Recovery Time in cases of consistent tardiness and/or absences (see student handbook).

Technology in the Classroom

Technologies have been selected and will be used to enhance student experience, proficiency, and achievement in and out of the classroom. By signing this disclosure you authorize your student to use the technologies in the Canvas assignments.

| App Name | Parent Initials | Description |
|----------|-----------------|--|
| DuoLingo | | Game-based vocabulary and grammar website/app |
| Quizlet | | Flashcard website/app with interactive games |
| Blooket | | Online game-based learning platform where students answer questions to compete in fun, interactive games, making review and practice engaging and effective. |

Chromebooks are permitted in class when used appropriately for learning activities. Uses unrelated to learning detract from the classroom environment and will not be allowed. Please consider this your warning: any electronic device used inappropriately will be taken to the office and may be picked up after school.

Food & Drink

Food, candy, and soda are not allowed in class. Water in a plastic container is fine. If you have any questions or concerns, please contact us at the school or via email.

Spanish I Learning Targets & Key Questions

Unidad 1: Todo sobre mi (Agosto-Octubre)

| Objetivos | Preguntas claves |
|--|---|
| I can introduce myself. | ¿Cómo se llama? |
| I can exchange personal information. | ¿Cuántos años tienes? |
| I can describe myself and others. | ¿De dónde eres? |
| I can talk about my likes and dislikes. | ¿Cuál es tu...favorito? ¿Te gusta...? |
| I can ask questions to get to know someone. | ¿Cuál es tu número de teléfono? |
| Quiz | ¿Cuál es tu correo electrónico/nombre de usuario? |
| Speaking Assessment (practica) | ¿Cómo eres? |
| 1.Speaking Assessment: Actividades y pasatiempos | ¿Qué te gusta hacer y por qué? |
| | ¿Te gusta...? |

Unidad 2: La vida escolar (Octubre-Diciembre)

| Objetivos | Preguntas claves |
|--|---|
| I can talk about my classes and school schedule. | ¿Cómo es tu escuela? |
| I can identify people, places, and things in school. | ¿Qué hay en la escuela? |
| I can express needs. | ¿Qué necesitas para la clase de...? |
| I can narrate my typical school day. | ¿Cuáles clases tienes? |
| I can ask questions about school. | ¿A qué hora tienes la clase de...? |
| Quiz | ¿Cuál clase tienes primera/segunda/tercera, etc.? |

| | |
|---|--|
| 1.La escuela:El horario. 2. La escuela: personas, lugares y objetos. | ¿Te gusta la clase de/el maestro de...y por qué? |
| 3.La escuela: Mi día típico 4.Speaking Assessment: Escuela | ¿Qué haces durante un día escolar típico? |

Unidad 3: **Mi familia (Enero)**

| Objetivos | Preguntas claves |
|---|--------------------------------------|
| I can describe my family. | ¿Cómo es tu familia? |
| I can describe individual family members. | ¿Cuántas personas hay en tu familia? |
| I can ask about the family of others. | ¿Cómo se llama tu padre/tía/abuelo? |
| Quiz | ¿Cómo es tu padre/tía/abuelo? |
| Prueba Mi familia (Quizz) Presentación: Mi familia | |

Unidad 4: **La casa y los quehaceres (Febrero-Marzo)**

| Objetivos | Preguntas claves |
|--|--|
| I can describe my house. | ¿Cómo es tu casa? |
| I can talk about rooms and furniture in my house. | ¿Qué hay en tu casa? |
| I can tell what chores have to be done in my house. | ¿Qué hay en la sala/cocina/baño? |
| I can ask questions about houses/chores. | ¿Quién tiene que...en tu casa? |
| Quiz | ¿Qué tiene que hacer tu mamá/hermano en tu casa? |
| 1.La casa: cuartos y muebles 2.Los quehaceres 3.Speaking assessment: La casa | |

Unidad 5: La comida y los restaurantes (Abril)

| Objetivos | Preguntas claves |
|---|---|
| I can describe and categorize food. | ¿Qué comes para el desayuno/el almuerzo/la cena? |
| I can express my preferences regarding food. | ¿Qué prefieres comer? |
| I can recommend restaurants. | ¿Prefieres...o...? |
| I can say what ingredients are found in dishes. | ¿Qué contiene el espagueti/la pizza? |
| I can ask questions about food/restaurants. | ¿Qué restaurante recomiendas y por qué? |
| I can participate in conversations in restaurants | ¿Qué aperitivo/platillo/postre quiere pedir/probar? |
| Quiz | |
| 1.Prueba La comida 2. Quiz Comida y restaurantes 3. .Speaking assessment: La comida | |

Unidad 6: La ropa y las compras (Mayo)

| Objetivos | Preguntas claves |
|--|---|
| I can describe what I am wearing. | ¿Qué ropa llevas hoy? |
| I can describe what I wear to special occasions. | ¿Qué ropa llevas a una boda/un concierto? |
| I can tell how much my clothing costs. | ¿Qué ropa quieres comprar y por qué? |
| I can ask questions about clothing. | ¿Cuánto cuesta(n)? |
| Quiz | |
| 1.Ropa, tiempo y eventos 2.Speaking assessment: La ropa | |

Acknowledgement of agreement is made by turning in this assignment in Canvas with this statement copied into the text box or by signing below and returning:

“Student and Parent have read, understand, and agree to comply with the information found in the Spanish I course disclosure statement.”

Student Name & Signature _____ Date _____

Parent signature _____ Date _____

Current parent/guardian email address: _____