

Disclosure Statement 2026-2027

Course Description

¡Bienvenidos a la clase de español! Spanish I (Novice-High proficiency goal) is an introductory course designed to provide students with opportunities to listen, speak, read, present, and write in Spanish at a beginner level. Students will also explore and discuss diverse cultural aspects of the Spanish-speaking world.

Through active participation, daily practice, and engagement, students will quickly develop the confidence and skills needed to communicate with other beginner Spanish speakers while gaining a deeper understanding and appreciation of global cultures.

Materials

Students are expected to bring the following materials to class every day:

- **3-ring binder** (at least 1")
- **Earbuds or Headphones** for personal use (*A limited number are available to borrow and will be sanitized after each use*).
- **Pen or Pencil** (*markers or colored pencils are optional*)
- **Recommended Apps / Bookmarks:** *WordReference, Duolingo, Aprenderespañol.org and Quizlet* (helpful for home practice and vocabulary review).

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

Cultural immersion is an essential part of learning a language. As part of their grade, Spanish I students will complete four **(4) Cultural Experiences** (one per quarter).

Students will select activities from an approved list, reflect on their experience, and submit a brief write-up guided by a provided rubric.

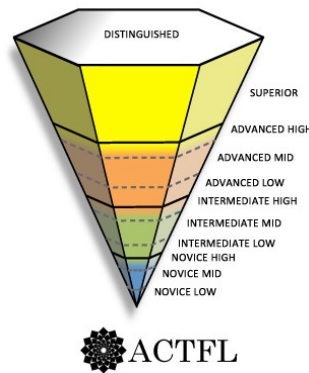
Assessments & Unit Projects

Students will demonstrate proficiency through quizzes, unit tests, and performance-based unit projects (such as TikTok-style introduction videos, vlogs, and interactive presentations). These evaluations measure four core language skills: listening comprehension, reading comprehension, oral proficiency, and writing proficiency.

- **Academic Integrity:** Sharing answers, copying, or altering scores may result in completing alternative assessments on the student's own time.
- **Retake Policy:** Students may retake assessments to improve their score only after all prerequisite practice assignments leading up to that assessment have been submitted.
- **Benchmark Exam:** Comprehensive benchmark exams are administered at the beginning, middle, and end of the year to measure growth. The final benchmark

covers material from the entire year and is factored solely into the 4th Quarter grade. No retakes are offered for benchmark exams.

- Utah Seal of Biliteracy Goal: Our program aims to prepare students to earn the Utah Seal of Biliteracy upon graduation. To stay on track for this goal, Spanish I students work toward achieving a Novice-High level of proficiency by the end of the course, as outlined by ACTFL standards.



Presentations & Public Speaking

At the end of each unit, students will demonstrate their language growth through oral presentations or video projects. Clear instructions and rubrics will be provided in advance. Presentations may be completed individually or in small groups (e.g., skits, commercials, vlogs, or dialogues). Public or recorded presentational speaking is mandatory, as required by the Utah State Core Standards.

Grading Scale

Grades at Dixie Middle School are calculated based on two main categories:

Assessments & Performance Projects: 70%

Assignments, Homework & Daily Practice: 30%

Participation

Practicing the target language in class is the best way to build confidence and acquire fluency. Students are encouraged to ask questions, support their peers, and push themselves to speak in Spanish as much as possible—you might surprise yourself!

Attendance and Tardy Policy

Regular attendance and promptness are vital for success in a language classroom. It is the student's responsibility to request makeup work following an absence or check Canvas for missed assignments. Tests and quizzes must be rescheduled with the teacher outside of regular class time. Consistent tardiness or absences will result in Recovery Time per Dixie Middle School policy (refer to the 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 / Quizlet		Interactive apps for vocabulary and grammar practice
Blooket / Kahoot		Interactive learning platforms for engaging review games
Canvas / Flip / Canva		Digital platforms for submitting assignments, video vlogs, and media projects

Chromebook & Device Rules: Chromebooks, iPads, and other devices may be used to access approved technologies or look up translation terms only when authorized by the teacher. Uses unrelated to learning activities detract from the learning environment and will not be permitted. Consider this your warning: Any device used inappropriately in class will be taken to the office and must be picked up after school.

Food & Drink

Food, candy, and soda are strictly prohibited in the classroom.
Water in a clear plastic container with a secure lid is permitted.

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?
ser (to be – physical/personality descriptions) tener (to have – hair, eyes) vivir (to live) → vivo, vives estudiar (to study)	<i>Me llamo Ana.</i> <i>Soy estudiante.</i> Tengo 14 años. Vivo en Utah.
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...?

Project: A TikTok-style video introducing oneself to the world/Un video estilo TikTok presentándose al mundo.

Crea un video corto (1–2 minutos) presentándote como un influencer o un agente secreto en una misión. Debes decir tu nombre, edad, de dónde eres, tu número de teléfono y tu correo/usuario. Describe cómo eres físicamente y tu personalidad (<i>ser/tener</i>), dónde vives y qué estudias. Además, entrevista a un compañero/amigo haciéndole al menos 2 preguntas para conocerlo como sus gustos y pasatiempos. Create a short 1–2 minute video introducing yourself as a social media influencer or a secret agent on a mission. State your name, age, origin, phone number, and email/username. Describe your personality and physical traits using <i>ser</i> and <i>tener</i>, where you live, and what you study. Finally, interview a classmate or friend with at least 2 questions to get to know them and share what they like to do.

Unidad 2: La vida escolar (Octubre-Diciembre)

Objetivos	Preguntas claves
I can identify people, places, and things in school.	¿Qué hay en la escuela?
I can talk about my classes and school schedule.	¿Cómo es tu 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 dia tipico 4.Speaking Assessment: Escuela	¿Qué haces durante un día escolar típico?

Project: School Survival Vlog/ Vlog de Escuela

Graba un recorrido por tu escuela o simula un vlog de "Un día típico en la escuela". Presenta los lugares, personas y objetos principales de la escuela. Muestra tu horario clase por clase diciendo la hora, qué necesitas para cada materia (necesito...) y si te gusta la clase o el profesor y por qué.

Record a tour of your school or film a "Day in the Life" vlog. Identify key places, people, and objects around the school. Walk us through your class schedule period by period, mentioning the time, what supplies you need (necesito...), and whether you like the class/teacher and why.

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?
I can recognize and talk about how birthday celebrations in Spanish-speaking countries are similar to or different from my own birthday traditions	¿Cómo celebro yo los cumpleaños en mi familia? ¿Cómo celebran los cumpleaños en los países hispanohablantes? ¿En qué son similares las celebraciones de cumpleaños de mi cultura a las de España, México y Perú? ¿En qué son diferentes las celebraciones de cumpleaños en los países hispanohablantes?
El verbo ser vs. estar para descripciones Los posesivos: mi, tu, su, nuestros	El verbo tener para describir características físicas: Mi padre tiene el pelo corto Uso el verbo gustar: A mi hermana le gusta bailar.

Quiz	¿Cómo es tu padre/tía/abuelo?
Prueba Mi familia (Quizz)	

Project: Narrating family history and traditions / Narrar la historia y tradiciones familiares

Crea una presentación de diapositivas (Slideshow) mostrando a cada integrante de tu familia (puedes usar fotos reales o de internet de tu familia real o ficticia). Presenta cuántas personas hay y a cada integrante. Describe cómo son físicamente, su personalidad, a qué se dedican (profesiones) y qué les gusta hacer (ser vs. estar, tener, gustar). Create a slideshow presentation introducing each member of your family (using real photos or pictures from the internet for a real or fictional family). Share how many people are in your family and introduce each person. Describe their physical traits, personalities, what they do for a living (jobs/professions), and what they like to do (ser vs. estar, tener, gustar).
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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 (Escuchar) 2. La casa: partes (leer) 3. Los cuartos y muebles (leer) 4. Los cuartos y muebles (escribir) 5. Los quehaceres (escuchar) 6. Los quehaceres (leer) 7. Los quehaceres (escribir) 8. Speaking assessment: Proyecto La casa de mis sueños	

Project: 3D Model Tour: La Casa de Mis Sueños"

Presenta la "casa de tus sueños" o tu casa actual en un video interactivo. Haz un recorrido mostrando las habitaciones y muebles (sala, cocina, baño, etc.). Describe qué hay en cada cuarto y explica las responsabilidades de la casa: ¿Quién tiene que hacer los quehaceres? ("Mi hermano tiene que..." / "Yo tengo que..."). Show off your current home or design your "dream house" in an interactive video

tour! Walk us through the rooms and furniture (living room, kitchen, bathroom, etc.). Explain what is in each room and who is responsible for household tasks using tener que ("My brother has to..." / "I have to...").

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. La comida (Leer) 2. La comida (Escuchar) -still need to create 3. En el restaurante (leer) 4. En el restaurante (escribir) 5. En el restaurante (escuchar) 6. En mi restaurante favorito (hablar) Speaking assessment: La comida	

Project: My Daily Meals Vlog / Mi Vlog de Comidas Diarias

Crea un video corto (1–2 minutos) mostrando o presentando tus tres comidas del día: desayuno, almuerzo (lunch) y cena (dinner). En el video, debes mostrar/describir cada platillo y decir qué ingredientes o alimentos contiene cada uno.

Ejemplo de estructuras:

"Para el desayuno yo como huevos con pan. Contiene..."

"Para el almuerzo/lunch yo prefiero..."

"Para la cena mi platillo tiene..."

Create a short 1–2 minute video showcasing your three daily meals: breakfast, lunch, and dinner! In your video, show or describe each dish and explain what ingredients or

food items each meal contains (contiene... / tiene...).

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	

Project:Seasonal Outfit Showcase / Mi Ropa de Estaciones

Graba un video corto (1–2 minutos) mostrando dos atuendos (outfits) diferentes: uno para el verano (o clima cálido) y uno para el invierno (o clima frío). Describe detalladamente qué ropa llevas puesta en cada atuendo, incluyendo los colores y accesorios.

Ejemplo de estructuras:

"En el verano, yo llevo una camiseta azul y pantalones cortos..."

"En el invierno, para el frío, yo llevo un abrigo negro, botas y..."

Record a short 1–2 minute video presenting two different outfits: one for summer (warm weather) and one for winter (cold weather). Describe in detail what clothing items you are wearing for each outfit (llevo puesto/a...), including colors and accessories.

Acknowledgement of Agreement & Media Consent: *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. Additionally, the parent/guardian

grants permission for the student to use technology and recording tools (video/audio) for class projects, and agrees to support and guide them in completing these recordings.

Student Name & Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Current parent/guardian email address:

Aviso de Conformidad y Consentimiento de Medios: *La aceptación de este acuerdo se realiza al entregar esta tarea en Canvas con esta declaración copiada en el cuadro de texto, o firmando a continuación y devolviendo este documento:*

El estudiante y el padre/tutor han leído, entendido y aceptan cumplir con la información contenida en la declaración del curso de Español I. Asimismo, el padre/tutor otorga su permiso para que el estudiante utilice herramientas tecnológicas y de grabación (video/audio) para proyectos escolares, y se compromete a apoyarlo en la realización y supervisión de dichas grabaciones.

Nombre y firma del estudiante: _____ **Fecha:** _____

Firma del padre/tutor: _____ **Fecha:** _____

Correo electrónico actual del padre/tutor:
