The purpose of this document is to provide you with clear expectations in order for you to be successful in Spanish.

**Objectives**

Welcome to Spanish One. In this course, students will begin to develop skills in the four areas of listening, speaking, reading and writing through interpersonal, interpretive and presentational communicative modes. In addition, students will gain knowledge of Latino culture, connect with other disciplines, develop insights into the nature of language and culture, and become aware of the multilingual communities. By the end of this course, students should be able to understand and use short phrases and simple sentences in Spanish, read and comprehend material such as ads, instructions, and short literary texts. They should be able to write paragraphs and comprehend short conversations. Students’ ability to communicate in and comprehend Spanish will develop along with their knowledge of the vocabulary and grammatical structures of the language. Finally, to encourage the development of proficiency in Spanish, this course is standards-driven, based on the National and Texas Essential Knowledge and Skills for Languages Other Than English.

**Expectations**

In addition to following the rules set forth by AISD, I issue one simple imperative: **Treat others the way you want to be treated.** I’m not the first to say it, but I aim to live it, and hopefully you will too.

**Se habla español en la clase.** I do not expect you to speak perfectly or fluently, but as the year progresses, you should be able to ask and respond to questions in Spanish. I will speak in Spanish 90% of the time, meaning that the last five minutes of class is when we will clarify anything in English.

# Organization is KEY. It is very beneficial to have a system in place to keep order to your assignments. For some, a notebook will be a very effective way to keep order in your Spanish.

**Bring your materials to class.** Every day you will need your Spanish materials. You need these tools to adequately perform in class.

**Learning Objectives Spanish 1**

The following are the learning objectives established by the department in order of importance and relevance.

**A**

Describing oneself and others
The student tell where he is from
Ask where someone is from
Describe things and people
Tell what subjects you take in school and describe the class
Tell time
Talk and describe More than one thing
Identify and describe School Supplies
Identify and describe articles of clothing
Greet people and ask how they feel
Tell how You feel
Describe here you and other go/are
Order food or a beverage at a café
ID some foods
Shop for food
Tell about your family
Describe your home
Tell your age and find out some else’s age
Tell what you Have To Do
Tell what you are Going To Do
Talk about teams sports and other physical activities
Tell what you WANT and BEGIN and PREFER to do
Talk about what INTERESTS, BORES, or PLEASES you
Describe some feelings
Describe characteristics and conditions
Tell where things are and where they are from
Tell where something or some on is NOW
Describe summer and winter weather
Talk about Summer activities and Sports
Talk about Winter sports
Discuss Past Actions and Events
Refer to Things already Mentioned
Discuss Movies, Museums and Theaters
Relate more Past Events (Er and Ir)
Tell for whom something is done
Tell what you and others are currently DOING
Tell what you KNOW and WHOM you Know
Describe your personal Grooming habits
Talk about your daily routine
tell some things you do for yourself

**B**

Discuss and understand Don Quijote
Tell what time an even takes place
Talk about Spanish Speakers in US
Shop for School supplies
State color and size preferences
Speak to people formally and informally
Talk about going to school
Talk about some school activities
Talk about activities
Tell what belongs to you and others
Have a prescription filled at the Rx
Check in for a flight
Talk about services onboard a plane

**Classroom Behavior**

The following consequences are in response to behavior not in compliance with the basic rules of the classroom listed above.

* First infraction: verbal warning
* Second infraction: time out/chat outside in which we address the issue and reach an understanding
* Third infraction: a brief conference with Profe Sclerandi followed by a call home to parents
* Fourth infraction: discipline referral
* Grievous infractions: Extreme or offensive behavior will result in a call to security and an immediate discipline referral.

# Grading

The grading policy at Austin High School is:

 50% Major grades: tests, projects, and presentations

 50% Minor grades: quizzes, individual practices, daily grades.

For your first homework grade, please sign that you have read these expectations and consequences and have your parent or guardian sign it as well, and return this form tomorrow.

**Parents and guardians,**

Please take a moment to read over the expectations and consequences for students in this class and sign or initial that you have seen this document. It is important to me that you are as aware of my expectations as your children are. I am always excited to chat or visit with parents over the phone or at the school. If you have any questions or comments, please visit my website and/or email me. I appreciate the opportunity to serve your kids.

Regards,

Lonnie “Profe” Sclerandi Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lawrence.Sclerandi@austinisd.org Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

profesclerandi@weebly.com

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Student Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_