Spanish I Instructional Plan: First Semester

Course Overview

Welcome to Spanish I! This course is designed for students with little or no previous study of Spanish. It will focus on the basic language patterns/ structure and vocabulary. This class will place emphasis on all of the four language skills : listening, speaking, reading, and writing. Our instruction is aligned to the Texas Essential Knowledge and Skills for Languages Other Than English and the ACTFL World-Readiness Standards and Goals which include communication, cultures, connections, comparisons, and communities with emphasis on interpersonal, interpretative and presentational skills.

Contact Information

Teacher Name: Elisa Rocha
Email: Elisa.Rocha@midlandisd.net
Room: Portable 70

Classroom Expectations

Students are responsible for knowing and abiding by deadlines set forth by the teacher. Students must do their own work and ask for help when they need it. Students are expected to turn on their Powerschool notifications so that they are up to date on assignments and grades.

- In addition to following all school rules, the following will be required in the classroom.
- Be Respectful. (students, teachers, administrators, and property)
- Be Prepared to Participate.
- Do your own work.
- Use Spanish when learning language. Use it as much as possible—especially during pair work, class discussions, and activities. Mistakes are part of learning!
- Stay focused and engaged: Avoid disruptions (e.g. off-topic talking, using phones, passing notes). Participate in all parts of lessons—it helps you learn.
- Do your best and take risks: Try new vocabulary and structures, attempt every task, and see mistakes as opportunities to grow.

Academic Integrity –

All works submitted by students should be original. In the event of confirmed academic dishonesty, the teacher will work with the student to complete an alternative assignment to determine learning of the standard assessed within 2 school days. Student use of unapproved Artificial Intelligence (AI), translators or copying is considered academic dishonesty and will result in academic penalties. The highest grade earned through this process will be a 70.

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Attendance Policy & Its Importance

Daily attendance is essential to language development. Spanish 1 is a high school credit each day of instruction contributes to academic growth. Under Texas law (Texas Education Code Section 25.092), high school students must attend a class for at least 90% of the days it is offered to earn credit or a final grade. This "90% Rule" applies to all absences—both excused and unexcused—and applies even if a student has passing academic grades.

When students are present, they can practice language skills, deepen their thinking, and stay connected with the course content. Families should inform the school in advance of any absences. Extended or frequent absences may make it difficult for students to develop the foundational skills needed for future success and may require tutorials to make up for content missed.

Tardiness

Students not in the classroom by the time the bell rings for class to begin will be marked tardy.. Students will have consequences based on the amount of tardies accumulated throughout the six weeks.

Please notify the school if your child will be absent.

Frequent or extended absences may make it more difficult for your child to learn necessary foundational skills that ensure student success this year and in future school years.

Learning Objectives

By the end of the first semester, students will grow into confident and capable language learners. They will develop the ability to engage in conversations, interpret spoken and written Spanish in real-world contexts, and create meaningful messages in both speech and writing. As they build their communication skills, they will also gain insight into other cultures and communities, ultimately developing global awareness and empathy. Spanish I aims to help every student build lifelong language skills and the academic, social, and cognitive advantages of bilingualism and biliteracy.

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LOTE 2 YAG SEMESTER 1

Unit Name	Unit Objectives In the Target Language (TL):
Unit 1: All about me	**By the end of this unit, students (in the target language) can:** • Introduce themselves and share basic personal information (name, age, where I'm from, likes, and interests). • Describe themselves and others using adjectives and common expressions. • Ask and answer questions to get to know someone, including their name, age, nationality, and hobbies. • Compare how people introduce themselves in the target culture and their own culture. • Explain why learning another language is important for communication and cultural understanding.
Unit 2: My School Life	**By the end of this unit, students (in the target language) can:** • Describe their classes, teachers, school environment, and daily schedule. • Exchange information about school life by asking and answering questions about classes, routines, supplies, and preferences. • Express and support their opinions and preferences about school, classes, teachers, and activities. • Describe daily routines and habits that contribute to success in and out of school. • Compare school routines, expectations, and experiences in their own culture and the target culture.
Unit 3: My Family	**By the end of this unit, students (in the target language) can:** • Describe family members, relationships, traditions, and celebrations using familiar words, phrases, and simple sentences. • Exchange information by asking and answering questions about family members, daily routines, activities, and celebrations. • Express and support preferences, opinions, and personal experiences related to family life, traditions, and shared activities. • Interpret and compare information about families, traditions, and celebrations in their own culture and the target culture.
Unit 4: My Art Preferences	**By the end of this unit, students (in the target language) can:** • Express and support their preferences and opinions about art, music, entertainment, and personal style. • Describe artwork, music, and creative expression using simple details and explain how they make them feel. • Ask and answer questions about artistic interests and make simple plans to attend art- or music-related events. • Interpret authentic artistic and cultural resources to identify key ideas and basic details.

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	• Compare artistic products and perspectives from the target culture with their own.
Unit 5: My Digital Life	**By the end of this unit, students (in the target language) can:** • Describe the technology they use at home and at school, including how often they use it and what they use it for. • Express and support opinions about technology by explaining preferences and discussing basic advantages and disadvantages. • Ask and answer questions with others about technology use, habits, preferences, and routines. • Interpret authentic texts, audio, and visuals about technology to identify key information and cultural perspectives. • Compare technology use in their own lives with technology practices in the target culture.
Unit 6: Let's Eat	**By the end of this unit, students (in the target language) can:** • Describe foods, meals, eating habits, and healthy lifestyle choices using practiced words, phrases, and simple sentences. • Exchange information about food preferences, daily routines, and healthy habits by asking and answering simple questions. • Express opinions about foods and eating habits, giving simple reasons and recommendations for healthier choices. • Interpret familiar texts, visuals, and audio related to food, nutrition, and healthy living to identify key ideas and information. • Compare food products and everyday eating practices across cultures to better understand cultural perspectives
Unit 7: Novel Study	**More information at a later date.**

Students will have an end of the year project: My World which includes Presentational & Interpersonal Speaking .

Course Materials

Students are expected to have a journal/spiral notebook and writing utensils, as listed on the school supply list. The primary online textbook used in class is Adiós, along with teacher-curated and authentic materials.

Grading Policy

According to Midland ISD Grading Policy:

Grading:

Major Assignments (tests/ projects)	60%
Minor Assignments (warm ups, classwork, quizzes)	40%
Practice Assignments	0%

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(as determined by teacher)

Missed Assignments due to being absent*:
A student shall be allowed at least one day of make-up time for each day of absence. You will be expected to make up assignments, tests, or quizzes that you miss within the allotted amount of time. Make-up tests or quizzes may be different from the original.

Late Work: Students who do not turn in assignments by the designated date(s) may be subject to grade penalties.
1 school day late- A maximum of 90
2 school days late - A maximum of 80
3 or 5 school days late - A maximum grade of 70
After 5 school days, work does not have to be accepted and a grade of 0 may be assigned.

Redo, Retakes

- Set up at least 2 tutorial times
- Any redo and retakes must be completed during tutorials with a Spanish teacher
- A teacher may require a student to complete an intervention activity or tutorial session prior to redo

Redo/Retakes have the following stipulations:

- You may NOT redo/retake/correct a benchmark, district assessment or final exam.
- You may only receive up to a passing grade of a 75 on any redo/retake/correction. Simply retaking an assessment does not guarantee a passing grade.
- Redos of exams are graded on a scale of 75%
- You must request and complete the redo/retake/corrections within 5 school days of being posted on Skyward.

The instructor reserves the right to create an alternate assessment which assesses the standard. In order to have this opportunity, the original assignment must be completed and submitted by the due date.

School-wide System of Communication

Communication with Families:

Parents and guardians can expect updates through email, phone calls, and the district's Powerschool system, where they can monitor grades, attendance, and assignments. Classroom announcements, reminders, and homework information may also be shared through Remind. Progress reports and report cards will be issued according to the MISD calendar, and parent-teacher conferences will be scheduled as needed or upon request. Families are encouraged to reach out with any questions or concerns throughout the school year.

Please feel free to reach out with any questions or concerns. We are excited to work together to make this a successful year of learning!

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Please fill out the portion below and return this portion to your teacher.
We acknowledge that we have read and that we understand the expectations in [grade level or course]. We agree to contact the teacher should we have any questions or concerns regarding this instructional plan.

Parent Name: _____

Student Name: _____

Cell Phone Number: _____

E-Mail: _____

Parent Signature : _____

Student Signature: _____

Date:_____