



Spanish I Course Syllabus

Señor Ryan Yates

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Office Hours: Mon -Fri 6:00-6:30am (before A hour), Wednesdays 2:15-3:15 in the classroom, and other times by appointment

Course Description:

The objective of this class is to help master basic communication skills in Spanish. We will engage in speaking, reading, listening, and writing activities in order to gain proficiency in Spanish. We will complete tasks and projects that help you build skills to communicate in a variety of real-life contexts. We will learn how to communicate in the present, past, and future. In addition, we will be exploring some cultural aspects from the Spanish speaking world.

Class Outline:

Semester 1:

- **Chp 1, Un amigo o una amiga:** identify and/ describe people and things, ask and say where someone is from.
- **Chp 2, Alumnos y cursos:** Describe people and things, talk about more than one person or thing, discuss school and opinions of it, tell time, tell when things happen
- **Chp 3, Las compras para la escuela:** identify and describe school supplies, identify and describe clothing, shop for clothes and school supplies, state color and size preferences, speak to people formally and informally
- **Chp 4, En la escuela:** talk about going to school, talk about school activities, greet people and ask how they feel, describe where people go, state where and others are
- **Chp 5, En el café:** order food and drink, identify food, shop for food, talk about activities

Semester 2:

- **Chp 6, La familia y su casa:** talk about family, describe home, tell age and find out age, tell what you have to do, tell what you are going to do, state possession, families in Spanish speaking countries
- **Chp 7, Deportes de equipo:** talk about sports and activities, state what you want, prefer and begin to do, talk about people's activities, express interests and sports in the Hispanic world
- **Chp 8, La salud y el medico:** explain minor illnesses, describe feelings, describe things, state location and origin, express what happens to you and others
- **Chp 11, En viaje en el avión:** talk about the airport and a plane trip, state what is happening now, express things and people you know, air travel in South America
- **Chp 9-10, Verano y el invierno, diversiones culturales:** describe weather, sports, things that are happening, resorts, places you go in spare time, watching movies

Spanish Syllabus Examples

Guadalupe Ruiz-Farjardo

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the author's name.

Spanish Syllabus Examples:

Spanish, Grades Seven, Eight and Nine. Junior High School Denver Public Schools, 1925 Community Service-Learning for Spanish Heritage Learners Kelly Lowther Pereira, 2018-12-15 This book proposes community service learning as a critical pedagogy that connects learners and communities to address key challenges in heritage language education The book's purpose is two fold to fill a crucial gap in empirical research on community service learning in the heritage language context as well as to provide language educators and practitioners essential guidelines for designing community service learning courses with particular attention paid to the characteristics and needs of Spanish heritage language learners This book presents compelling evidence demonstrating the central role community service learning plays in developing heritage language learners identities connections to the heritage language community language attitudes and social cultural and sociolinguistic awareness Importantly this book also addresses the often overlooked perspectives of community partners and liaisons As the first original research monograph on community service learning for Spanish heritage language learners this pioneering book will undoubtedly aid students instructors and administrators across all levels of language education

Methodological Developments in Teaching Spanish as a Second and Foreign Language Guadalupe Ruiz-Farjardo, 2012-11-16 This book on applied linguistics presents new trends and improvements on the teaching of Spanish It deals with two major scopes in the field of linguistics that have a crucial role in the development of language teaching in general and of the teaching of Spanish in particular Interaction and Grammar The topics chosen coincide with the areas in which the communicative approach to language teaching dominant in European and American language programs since the 1970s and 80s has been the object of most revision In its first part the book appeals both to pragmatics and to discourse analysis to research the specifics of classroom discourse and classroom interaction as well as the differences between interactions among Spanish native speakers and interactions among non natives in order to develop methodologies for the effective incorporation of these aspects to the Spanish language classroom such as tasks to teach interaction or techniques to implement learner centered interactive class dynamics and cooperative learning In its second part this book reviews the pedagogical advantages of language description based on Cognitive Linguistic theory to explain different aspects of Spanish grammar The main purpose of our contribution is to show how taking different dimensions of construal and perspective in linguistic representations into account helps teachers to elucidate idiosyncratic and subtle contrasts of Spanish structure that other views and approaches cannot clarify on a meaningful base such as the aspectual opposition between preterits or the modal opposition between indicative and subjunctive both of high importance for the English speaking student The work selected for this book by experts from Columbia University and from several universities in Spain represents the most current lines of inquiry in this post communicative approach as applied specifically to the teaching of Spanish This book seeks to be to be a must read for the present and future It tackles unexplored territory for journals and applied linguistics

collections have mainly addressed these problems in relation to English language and instruction *Cambridge IGCSE™ Spanish Student Book Third Edition* Simon Barefoot, José Antonio García Sánchez, Timothy Guilford, Mónica Morcillo Laiz, Mike Thacker, Tony Weston, 2019-05-20 This title is endorsed by Cambridge Assessment International Education to support the full syllabus for examination from 2021 Strengthen language skills and cultural awareness with a differentiated approach that offers comprehensive coverage of the revised Cambridge IGCSE™ Spanish 0530 7160 syllabuses for first examination from 2021 Develop the cultural awareness at the heart of the syllabus with engaging stimulus material and questions from around the world which will encourage a positive attitude towards other cultures Progress the ability to use the language effectively with activities developing all four key skills supported by teacher notes and answers in the teacher guide Stretch and challenge students to achieve their best whilst supporting all abilities with differentiated content throughout Ensure the progression required for further study at A level or equivalent Help to prepare for the examination with exam style questions throughout Audio is available via the Boost eBook Boost subscription or the Teacher Guide Also available in the series Reading and Listening Skills Workbook ISBN 9781398329430 Grammar Workbook ISBN 9781510448070 Vocabulary Workbook ISBN 9781510448094 Study and Revision Guide ISBN 9781510448100 Boost eBook ISBN 9781398329539 Boost digital resources ISBN 9781398329409 Teacher Guide with audio ISBN 9781510448568

Spanish in the High Schools Lawrence Augustus Wilkins, 1918 **A Syllabus of Hispanic-American History, Colonial Period** John Lloyd Meham, 1924 *Curriculum Design and Praxis in Language Teaching* Fernanda Carra-Salsberg, Maria Figueredo, Mihyon Jeon, 2022-03-31 Curriculum Design and Praxis in Language Teaching presents a variety of methodologies and theoretical perspectives for current and future postsecondary instructors in the areas of linguistics second language acquisition and world literatures Offering valuable insights for instructors the materials presented in this book integrate perspectives and resources from various target languages world regions and cultures into areas related to teaching and learning within the field of language From critical assessments of the current academic curriculum to the fine tuning of lesson planning the essays in this collection address the innovative design and implementation of traditional blended and online language courses Including inter artistic approaches case studies and practical guides this book provides theoretical and hands on suggestions regarding how to mindfully reinforce students socio cultural engagement and linguistic development both inside and outside of their language learning classrooms The innovative ideas for language pedagogy presented in this book including implementing technology enhancing engaged spaces of learning and adapting to the ever changing field of pedagogy represent agile ways of blending old and new approaches to carry forward into twenty first century postsecondary classrooms The Routledge Handbook of Spanish Pragmatics Dale A. Koike, J. Cesar Felix-Brasdefer, 2020-07-26 The Routledge Handbook of Spanish Pragmatics is the first volume to offer a comprehensive overview of advances in Spanish Pragmatics addressing different types of interaction and the variables both social and

linguistic that can affect them Written by a diverse set of experts in the field the handbook unifies two major approaches to the study of pragmatics the Anglo American and European Continental traditions Thirty three chapters cover in detail both pragmatic foundations e g speech act theory implicature and relevance deixis and interfaces with other concepts including Discourse Variation Culture and intercultural Im politeness humor Learning contexts and teaching Technology This is an ideal reference for advanced undergraduate and postgraduate students and researchers of Spanish language and linguistics

Stalin's Ninos Karl D. Qualls, 2020-02-04 Using multiple languages numerous archives press reports oral histories letters and memoirs Stalin's Ninos investigates the well resourced boarding schools designed specifically for nearly 3 000 child refugees from the Spanish Civil War **Spanish Grammar** Ralph Emerson Bassett, 1915 **The Art of Teaching Spanish** Rafael Salaberry, Barbara A. Lafford, 2006-12-08 The Art of Teaching Spanish explores in depth the findings of research in second language acquisition SLA and other language related fields and translates those findings into practical pedagogical tools for current and future Spanish language instructors This volume addresses how theoretical frameworks affect the application of research findings to the teaching of Spanish how logistical factors affect the way research findings can be applied to teach Spanish and how findings from Spanish SLA research would be applicable to Spanish second language teaching and represented in Spanish curricula through objectives and goals as evidenced in pedagogical materials such as textbooks and computer assisted language learning software Top SLA researchers and applied linguists lend their expertise on matters such as foreign language across curriculum programs testing online learning the incorporation of linguistic variation into the classroom heritage language learners the teaching of translation the effects of study abroad and classroom contexts on learning and other pedagogical issues Other common themes of The Art of Teaching Spanish include the rejection of the concept of a monolithic language competence the importance of language as social practice and cultural competence the psycholinguistic component of SLA and the need for more cross fertilization from related fields

Content-Based Instruction in Foreign Language Education Stephen B. Stryker, Betty Lou Leaver, 1997-09-01 This book offers concrete and practical ideas for implementing content based instruction using subject matter rather than grammar through eleven case studies of cutting edge models in a broad variety of languages academic settings and levels of proficiency The highly innovative models illustrate content based instruction programs for both commonly and less commonly taught languages Arabic Croatian French German Indonesian Italian Russian Serbian and Spanish and for proficiency levels ranging from beginners to fluent speakers They include single teacher and multi teacher contexts and such settings as typical language department classrooms specialty schools intensive language programs and university programs in foreign languages across the curriculum All of the contributors are pioneers and practitioners of content based instruction and the methods they present are based on actual classroom experiences Each describes the rationale curriculum design materials and evaluation procedures used in an actual curriculum and discusses the implications of the approach for adult language

acquisition **Spanish Pronunciation Adapted to Copious Oral Exercises** Ralph Emerson Bassett, 1914

Spanish-Language Pragmatics Rachel L. Shively, 2025-09-30 Spanish Language Pragmatics A Guide for Teachers provides Spanish instructors with a user friendly introductory guide to teaching Spanish pragmatics and is designed to make it easier to implement pragmatics instruction in the classroom The book begins by discussing both the what and how introducing the field of pragmatics and providing descriptions of various features of Spanish pragmatics that can be targeted in teaching Instructors are presented with an approach to incorporating pragmatics into the language curriculum with specific teaching techniques and materials laid out Spanish Language Pragmatics is grounded in research and theory which is applied to the practice of teaching Spanish pragmatics in the classroom setting Both pre service and in service Spanish language instructors in secondary tertiary and community contexts who are interested in teaching pragmatics will find this book to be an invaluable resource Additional downloadable materials which include discussion and analysis questions for each chapter instructional units and sample lesson plans and ideas for learning objectives and assessments are available at www.routledge.com/9781138695528 **A Frequency Dictionary of Spanish** Mark Davies, 2006-05-17 The only up to date frequency dictionary of Spanish currently available this is an invaluable tool for all learners of Spanish that provides a list of the 5 000 most commonly used words in the language Based on a twenty million word corpus evenly divided between spoken fiction and non fiction texts from both Spain and Latin America the Dictionary provides a detailed frequency based list as well as alphabetical and part of speech indexes to ensure maximum ease of access to the information and efficiency of use All entries in the rank frequency list feature the English equivalent a sample sentence and where applicable an indication of major register variation The Dictionary also contains thirty thematically organized lists of frequently used words on a variety of topics such as animals weather materials and family terms A CD version is available to purchase separately Designed for use by corpus and computational linguists it provides the full text in a format that researchers can process and turn into suitable lists for their own research work Current Perspectives in Spanish Lexical Development Irene Checa-García, Laura Marqués-Pascual, 2023-10-04 New quantitative methodology and the development of corpus and experimental linguistics tools have recently made researching lexical comprehension and production more accessible While several tools and data sets are available in English Coh metrix CELEX and a few other languages the development of resources and empirical research is still lacking in Spanish This volume brings together original empirical research and theoretical perspectives that examine lexical development in Spanish L1 L2 and L3 with a focus on different teaching approaches and textbook coverage of Spanish lexicon in L2 curricula and the use of corpus linguistics in methodological investigations Some questions addressed include the role of lexical development in mapping grammatical acquisition phases the potential transfers of L1 to L2 lexical abilities the effect of explicit vocabulary learning techniques in L2 how affective meaning modulates L2 acquisition or how a typological understanding of lexical organization can help in teaching more effectively the lexicon of a language

among many others The book offers an overview of what is currently being done in the field of Spanish lexical acquisition through a myriad of approaches and topics

[iA Trabajar! Instructor's Guide](#) Tara Bradley Williams,2011-02-13 The A Trabajar Instructor s Guide assists the new and experienced teacher in using the A Trabajar beginning Spanish curriculum an innovative occupational Spanish course that seeks to bridge the communication gap between English and Spanish speaking co workers and clients The course cooperative learning role playing storytelling and cross cultural discussions to promote an interactive student centered learning experience The Workbook covers the following topics My Life Greetings Numbers Pronunciation Job Titles My Time Days Months Date Work Schedules My Work Environment Departments Building Areas Directions My Job Part I Equipment and Machines Clothing Colors My Job Part II Job Related Actions Supervisory Expressions My Administration Basic Hiring Characteristics Telephone Calls My Employees and Relationships Rules Family Likes and Dislikes My Safety and Health Body Parts Safety Equipment Accidents Appendix Survival Words and Essential Grammar

[Modern Languages Across the Curriculum](#) Michael Grenfell,2004-01-14 This book sets out the agenda for the future of modern language teaching in schools It aims to look beyond the dominant methods of second language teaching to a new approach emphasising the integration of language learning within the wider curriculum Through research and case studies from the UK France Spain Italy Germany Belgium and Finland the book shows how teachers and policy makers are increasingly moving towards a system where second languages are taught through other curriculum subjects rather than alongside them Key areas covered are recent trends and issues in the teaching and learning of modern foreign languages the rationale for integrating languages across the curriculum how cross curricular language teaching is developing across Europe practical materials and useful ideas for teachers and policy makers This timely book will interest all foreign language teachers particularly those on in service or higher level degree courses It will also be useful reading for student teachers and educators and policy makers internationally

[Pronunciation Instruction in English for Academic Purposes](#) John Hodgetts,2020-09-04 This book examines the pronunciation goals of teachers course leaders and learners on a ten week UK pre sessional access course particularly with regard to suprasegmental instruction and target of instruction on how these goals are reflected in pronunciation assessment and how teacher goals are informed by their attitudes and beliefs A mixed methods approach including direct observation and semi structured interviews is employed to address the area of enquiry Results show a lack of clarity of course goals Although there is a firm emphasis on suprasegmental instruction in semi structured interviews teachers report a lack of clear course goals and guidance Assessment and practice do not always adhere to a goal of intelligibility and support for teachers in terms of the materials and how they might be exploited seems limited The book concludes with tentative recommendations on how suprasegmental instruction might be facilitated on EAP and other courses

[English as a foreign language teacher education](#) Juan de Dios Martínez Agudo,2014-02-01 The field of Second Language Teacher Education SLTE is mainly concerned with the professional preparation of L2 teachers In order to

improve teaching in the multilingual and multicultural classroom of the 21st century both pre and in service L2 teachers as well as L2 teacher educators must be prepared to meet the new challenges of education under the current circumstances expanding their roles and responsibilities so as to face the new complex realities of language instruction This volume explores a number of key dimensions of EFL teacher education The sixteen chapters discuss a wide variety of issues related to second language pedagogy and SLTE Topics discussed include the importance of SLA research competency based teacher education approach classroom based action research SLTE models the value and role of practicum experience abroad the models of pronunciation teaching multicultural awareness and competence the influence of teachers cognitions emotions and attitudes on their emerging and changing professional identities the potential of classroom materials and technology and CLIL and ESP teacher education English as a foreign language teacher education Current perspectives and challenges will be of interest to teachers in training teachers teacher educators and to those educational researchers interested in how L2 teaching is actually learned in professional preparation programmes Juan de Dios Mart nez Agudo is Associate Professor of EFL Teacher Education at the University of Extremadura Spain His current research interests include Second Language Acquisition and English Teaching Methodology His most recent books are Oral Communication in the EFL Classroom 2008 Errors in the Second Language Classroom Corrective Feedback 2010 and Teaching and Learning English through Bilingual Education 2012

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