

Spanish Syllabus

Course: Spanish 1

Teacher: Ms. Bryant

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Course Objectives: Students will work toward developing proficiency by acquiring functional vocabulary and basic grammatical structures. Students will also begin studying the different cultures of countries where the Spanish language is spoken.

Grading Breakdown: 20% Practice/Participation/Homework, 10% Interactive Notebook, 70% Standards: Reading, Writing, Listening, and Speaking.

A: 90-100

B: 80-89

C: 70-79

D: 60-69

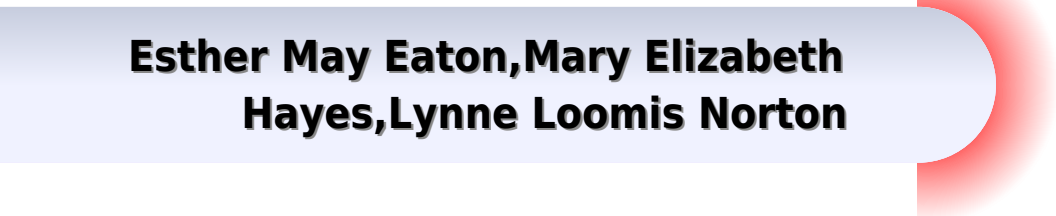
F: 0-59

Textbook: Buen Viaje 1

Required Materials: Spiral or composition book for Interactive Notebook, Paper, Pencils, Spanish vocabulary and grammar sheets handed out in class. (Students will be asked to keep these as long as they study Spanish at WHS). **These must be on your desk when the bell rings.**

Spanish 1 Syllabus

**Esther May Eaton, Mary Elizabeth
Hayes, Lynne Loomis Norton**



Spanish 1 Syllabus:

Spanish 1-384 Clark County School District (Nev.). Department of Secondary Curriculum Services,1982 *Methods of Teaching Modern Languages* Charles Hart Handschin,1923 Introductory I The scientific foundations of modern language teaching II Values and methods III Skill discipline and enjoyment IV Pronunciation V Associating symbols and meanings VI Oral work VIII Reading VIII Writing IX Grammar X Realia XI Teaching literature XII Individual differences and supervised study XIII Reviews tests and examinations XIV Special problems XV Problems of administration XVI Teacher training Appendix A Bibliography of methods Appendix B Resolutions and recommendations of modern language teachers Appendix C Syllabi of four year courses Index **Manual Training Syllabus** University of the State of New York. High School Department,1900 **Catalogue** Williams College,1927 **Courses on Latin America in Institutions of Higher Education in the United States** Pan American Union. Division of Education,1948 *Syllabus of the Course of Study* Chicago (Ill.). Board of Education,1893 **Source Materials for Secondary School Teachers of Foreign Languages** Esther May Eaton,Mary Elizabeth Hayes,Lynne Loomis Norton,1962 **Academic Syllabus** University of the State of New York. High School Department,1901 **Circular** ,1966 Research in Education ,1969 *Legal Basis of the Public Secondary Education Program of the United States* Willard Walter Patty,1927 The Modern Language Journal ,1920 Includes section Reviews **Educational Pamphlets** Great Britain. Board of Education,1929 **Teaching Dialogue Interpreting** Letizia Cirillo,Natacha Niemants,2017-10-15 Teaching Dialogue Interpreting is one of the very few book length contributions that cross the research to training boundary in dialogue interpreting The volume is innovative in at least three ways First it brings together experts working in areas as diverse as business interpreting court interpreting medical interpreting and interpreting for the media who represent a wide range of theoretical and methodological approaches Second it addresses instructors and course designers in higher education but may also be used for refresher courses and or retraining of in service interpreters and bilingual staff Third and most important it provides a set of resources which while research driven are also readily usable in the classroom either together or separately depending on specific training needs and or research interests The collection thus makes a significant contribution in curriculum design for interpreter education **Resources in Education** ,1997 **Catalog and Yearbook** University of Northern Colorado,1916 *Monthly Record of Current Educational Publications* ,1921 *Record of Current Educational Publications* United States. Office of Education,1919 Bulletin ,1920 Statistics of Land-grant Colleges and Universities United States. Office of Education,1920

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