

SPANISH 1

Mrs. Mosquera

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ROOM: 111 Southeast Guilford High

Bring to class every day:

- pencil or pen
- lined paper
- device
- open ears, open mind

CURRICULUM & SUPPLEMENTS

- SOMOS Curriculum // Storytelling & Cultural exploration
- Señor Wooly // Songs, Music Videos, Online activities
- Fluency Matters Comprehension-based™ readers // Novels written for language learners

GRADING

30% Reading Comprehension

30% Listening Comprehension

20% Writing performance

10% Speaking performance

10% Online learning

As you acquire language, you become more PROFICIENT. You are able to accomplish more and more tasks, communicate about more topics, and make yourself better understood. We become more proficient in any language through communication: interpreting, expressing, and negotiating the meaning of messages in the language that we are learning.

In particular, LISTENING and READING to language that you can make sense of will help you to make the biggest gains on the Path to Proficiency, and so that is what instruction in this course is geared toward. Even after several years of language classes, most learners are only in the Intermediate range of proficiency.

EXPECTATIONS FOR STUDENTS AND TEACHER

Stick with it.

Take care of our self, each other, and our surroundings.

Ask questions when you don't understand.

EXPECTATIONS FOR STUDENTS

1. Show up to class
2. with materials
3. willing to participate.

EXPECTATIONS FOR THE TEACHER

1. Show up to class
2. with a plan
3. willing to adapt.

ACTIVITIES

listen to songs

co-create stories

discuss our lives

watch short films

read current events

play games

listen to stories

explore Spanish-speaking cultures

HOMEWORK & MAKE UP WORK

See me as soon as you get back to find out how to make up for the communicative activities you missed!

We are going to work hard in class every day, and you will not have regular homework.

MORE ABOUT GRADING...

On each assessment, your grade will be determined by how your performance compares to the target performance for that skill in your course. Here are the targets for this course:

READING AND LISTENING

I can identify details from the text. I can give insightful evidence to support my conclusions and to make inferences. I can interpret unfamiliar words based on context.

SPEAKING AND WRITING

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

HOW IT WORKS

ADVANCED Adv A 100 Your performance shows confidence and demonstrates that you are already reaching for the next target.

PROFICIENT Prof B 89 You performed at the target level (see above) without help. You are right on track!

DEVELOPING Dev C 79 Your performance shows that you can do some of the things needed to hit the target, but you need a little more support to do all of them.

EMERGING Em D 69 You know what you are supposed to be able to do, but you need help putting the pieces together so that you can hit the target!

BEGINNING Beg F 59 Your performance shows that you are a bit confused and probably feeling frustrated. You need some help to get started working toward the target!

NO ATTEMPT N/S F 0 You have not done enough for your performance to be evaluated.

ACQUISITION VS. LEARNING

In this course, our goal will be to acquire Spanish language. “Acquiring” a language is very different than “learning” a language. Acquiring is something that happens to you instead of something that you make happen.

When you “learned” how to speak your first language, you didn’t actually learn it; you acquired it naturally by listening to other people speak it around you for a long time; not by studying it. Therefore, almost all of our class time will be spent using Spanish to talk about interesting and important things in our lives and in the world. We will spend very little time learning *about* the Spanish language (studying grammar rules, memorizing vocabulary, etc.), because the human brain is not designed to learn language in that way. Instead, we will focus on finding content to listen to and read in class (interpretive communication) in order to give our brains lots of ‘food’ to process and turn into language in our heads. We will do some speaking and writing, but those skills will come naturally as you take in more and more Spanish through listening and reading, so they will not be a major focus of the course.

This Spanish course is a Comprehension-based Spanish course. That means that I will be using methods and strategies that are based on the theory of linguists and researchers such as Dr. Stephen Krashen and Bill Van Patten. We will use TPRS (Teaching Proficiency through Reading and Storytelling; developed by Blaine Ray and based on the work of Dr. James Asher) and modified MovieTalk (developed by Dr. Ashley Hastings), in addition to many other Comprehension-based activities.

ACADEMIC INTEGRITY

Academic Integrity is being honest and responsible with regard to your schoolwork. Most basically, it means that your work is your work, and anything that you have found somewhere else is credited to its source.

Students will receive a non-negotiable “0” on any assignment in which academic integrity has been breached.

- You may not copy another student’s work or allow someone to copy your work
- You may not use online translators to write sentences or essays
- You must cite any website, book, article, etc. from which you gather information.

CORE VOCABULARY

For each of our units, you will be given a Core Vocabulary list. These are the most important new words that will be used in the activities in the unit, and they will be used in future units in the course. Most of our assessments will include Core Vocabulary words from the current unit and previous units (ex: they will be used in reading and listening passages, and you will probably need to use them to respond to speaking or writing prompts). If you miss a lot of class, memorizing Core Vocabulary words can help you to catch up and be able to follow what is happening in class, but beware—memorization only helps short-term! To acquire language, your brain needs repeated exposure to language in contextualized communication.

WHAT IS STORYASKING?

Storyasking is a form of storytelling in which the storyteller (in this case, the teacher) doesn't know what will happen in the story, and so he or she asks the audience what they want to happen at different points in the story. Therefore, the teacher is not telling the story to the students; she or he is asking the students what happens, and they come up with ideas.

In each storyasking session, we will have several target vocabulary terms that we must acquire and therefore include in the story. Our goal is to repeat those terms over and over and over. For example, “dog,” “eats,” and “dances.” The story could be about a dog that goes on a cruise and eats and dances every night. Or maybe the dog eats a huge piece of cake and dances off the calories at a discotheque in Paris. It's whatever the class decides.

Research shows that a word does not become a permanent part of our vocabulary until we have heard or seen it many times in context. I have a lot of tricks up my sleeve to help you understand new words with confidence through purposeful questioning and repeated exposure to the words in context.

The most important thing in storyasking is that you ALWAYS understand what I am saying, because your brain can only acquire language that it can make sense of. If you ever get confused, all you need to do is (1) make the confused gesture (make a fist and put it in your other hand) or (2) ask me in Spanish to clarify. When that happens, I will either explain it differently in Spanish or write it on the board in English. I will do my best to make sure that you understand me, but sometimes I won't see that you're confused, so you need to be your own advocate and let me know!

Class will be fun sometimes, sometimes not—this is a rigorous academic elective class. I want you to be involved and engaged every day! Sometimes, we will be doing

really fun activities or creating funny stories. Other days, we will be learning about important topics and working hard to have respectful, meaningful discussions. Whatever we are doing, we are in it together!!

RULES FOR STORYASKING

- Listen with the intent to understand
- Use whiteboards to suggest cute answers
- One person speaks, everyone else listens
- Sit up straight with squared shoulders and clear eyes
- Speak Spanish, not English!
- Do your 50%
- Use the hand-in-fist gesture to show you don't understand
- Actors match actions with the story