

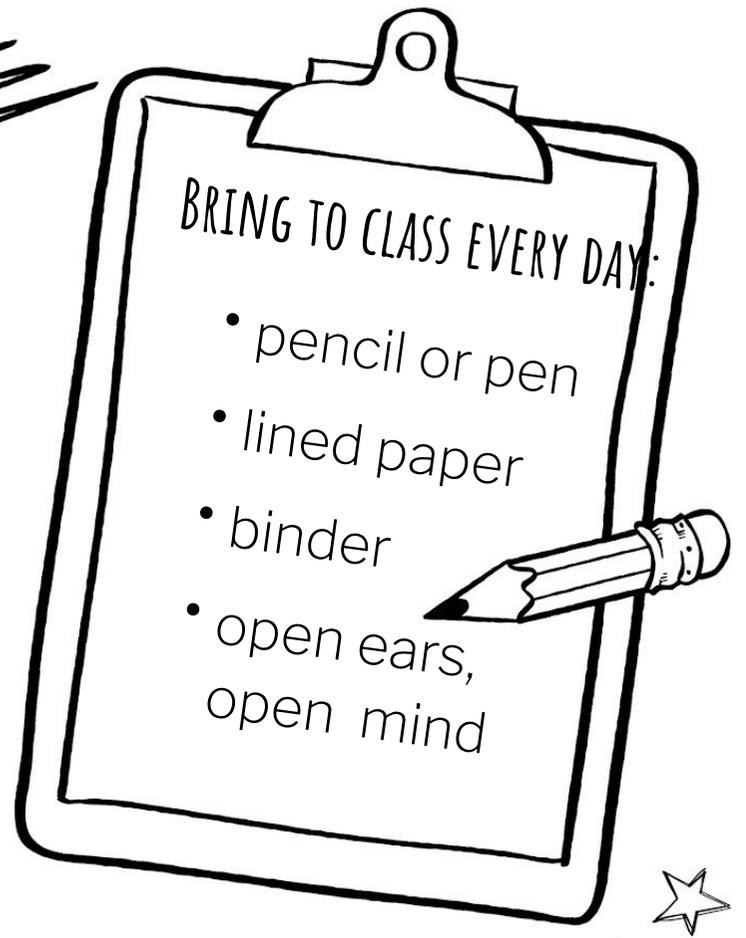


Email is best!

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PHONE: Email me to set up a phone appt
ROOM: 128, Collegiate School of Medicine and Bioscience

CURRICULUM & SUPPLEMENTS

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

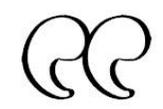


10%	Semester Exam
40%	Input-based assessments (Reading/ Listening Comprehension)
20%	Output-based Assessments (Writing/ Speaking Performance)
30%	Formative assessment

GRADING

Most of your grade will be based on your performance on short, summative assessments: reading, writing, speaking, and listening.

Most activities that we do in class will be graded for completion or effort and will count toward your formative assessment grade.



A different language is a different vision of life.

- FEDERICO FELLINI

OUR YEAR AT A GLANCE

QUARTER 1

Special Person Interviews
SOMOS 1 Units 7-12
Novel

QUARTER 2

SOMOS 1 Units 13-15
Locotubre
Novel: Tumba

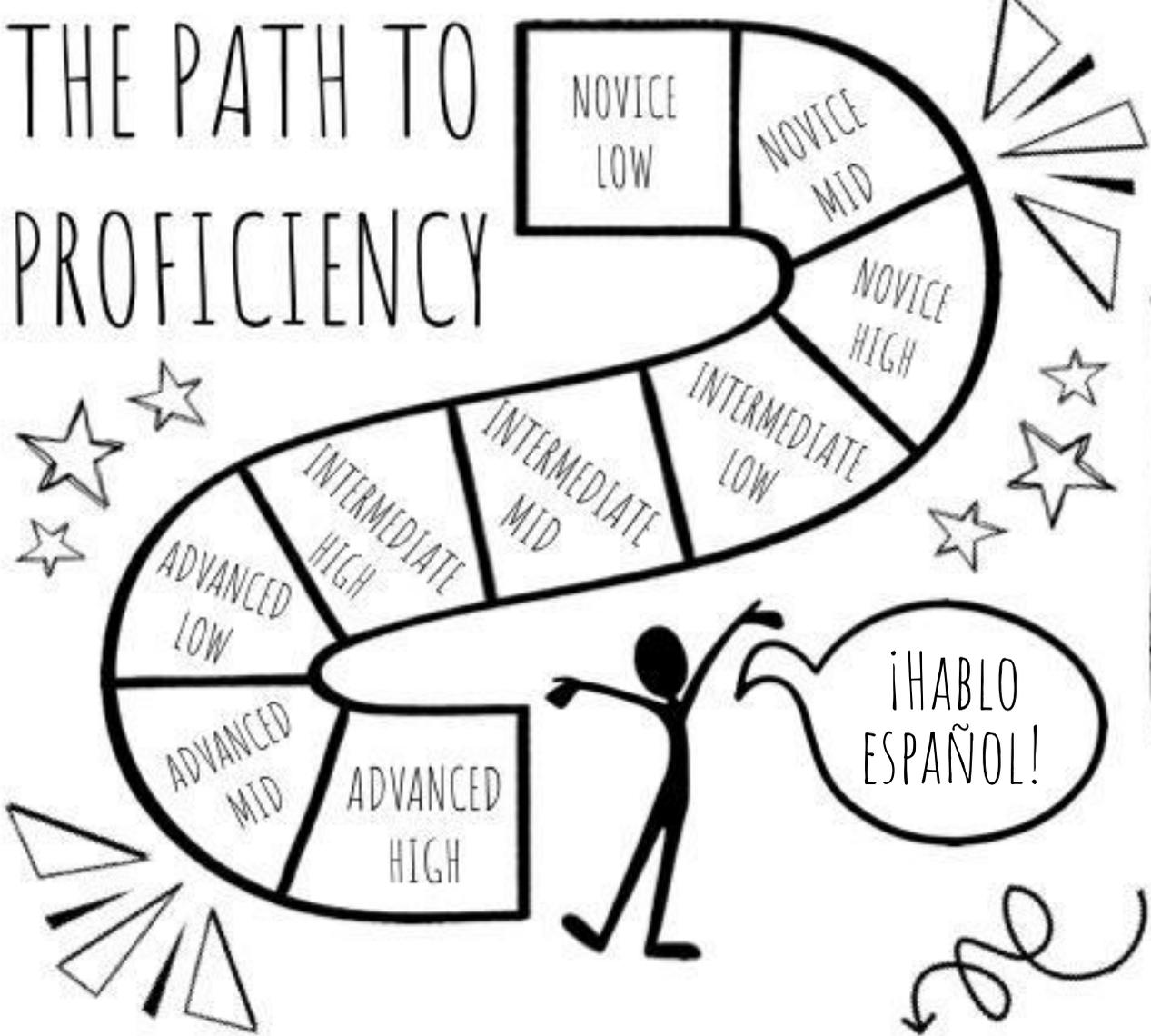
QUARTER 3

SOMOS 1 Units 16-19
Locura de Marzo

QUARTER 4

SOMOS 1 Units 20-22
Novel

THE PATH TO PROFICIENCY



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.

EXPECTATIONS

STUDENT + TEACHER
Take care of our self, each other, and our surroundings.

- STUDENT
- (1) Show up to class
 - (2) with materials
 - (3) willing to participate.

- TEACHER
- (1) Show up to class
 - (2) with a plan
 - (3) willing to adapt.

STUDENT
Ask questions when you don't understand.

TEACHER
Ask questions to see whether students understand & adjust teaching as needed!

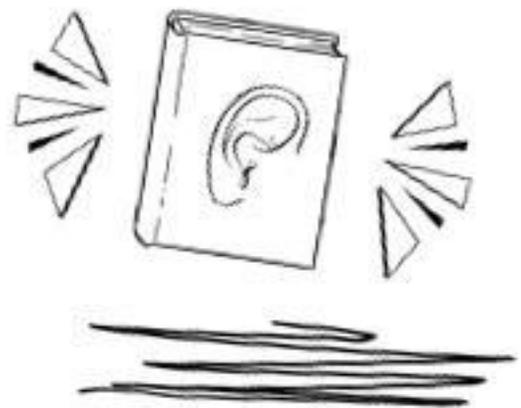
We are going to work hard in class every day, and you will not have homework every day.

Stick with it.

Even after several years of language classes, most learners are only in the Intermediate range of proficiency.

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!



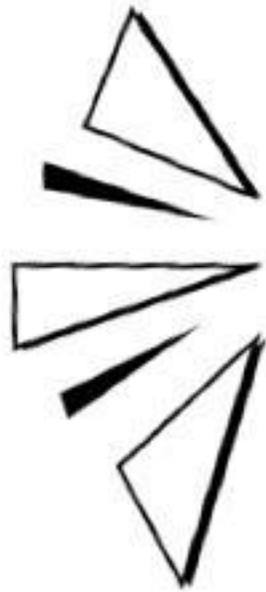
ACTIVITIES

- listen to songs
- co-create stories
- discuss our lives
- watch short films
- read current events
- play games
- listen to stories
- explore Spanish-speaking cultures

...all in Spanish!

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:

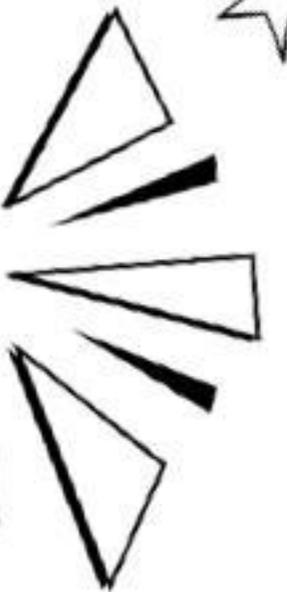


READING & LISTENING

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 & 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 and written language.



To see a detailed breakdown of all performance levels for this course in the areas of Reading and Listening (Interpretive Mode) and Speaking and Writing (Presentational Mode), please see the "Performance Targets" reference document.

Performance descriptor

What goes in the grade book

HOW IT WORKS

ADVANCED	Adv	A	100	Your performance shows confidence and demonstrates that you are already reaching for the next target.
PROFICIENT	Prof	A	95	You performed at the target level (see above) without help. You are right on track!
DEVELOPING	Dev	B	85	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	C	75	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	D	65	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.

What you'll see on your paper

What it means



POLICIES & PROCEDURES

ABSENCE POLICY

Your class will spend 80+ minutes each day acquiring language (the easy way!) and you may have to spend a similar amount of time at home to make up the learning that you have missed. Check with me on your first day back to see what work needs to be made up.

TARDY POLICY

You are considered tardy to class if you are not in your seat when the bell rings. The policy will be in accordance with what is written in the Collegiate School of Medicine and Bioscience Student Handbook!.

ENTERING CLASS

These things should all be done before the bell rings:

- Take out your class binder.
- Borrow a pencil and paper, if needed.
- Sit down at your seat.
- Begin working silently on your Campanada.

LEAVING CLASS

- Return borrowed materials, if applicable
- Clear your table and floor
- Molloy's special sign off

LATE WORK POLICY

The official CSMB policy is as follows: If an assignment is turned in late, it can be accepted for up to 80% of the original value for ONE WEEK. After one week, assignments may not be accepted. If you need an extension or there is an extenuating circumstance, please talk to me about it. (Email is best, so I remember!)

TRANSITIONS

Throughout the year, I will use several call-and-response exchanges to get your attention. I will say one thing, the whole class will say something else in response, and then everyone will be quiet with their eyes on me, ready for my instructions.

LANGUAGE USE

If the teacher asks a question in Spanish, you must answer in Spanish. If they ask a question in English, you may answer in Spanish or English. If you MUST say something in English, you must first ask, "¿En inglés, por favor?"

EXTRA HELP

I am available during mentor and by appointment to answer any questions you have and to help you when you need it!

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, a LARGE portion 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. You will get more of that in Spanish 3 and beyond. 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.

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.

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.





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 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 FUNNY/CUTE/SILLY ANSWERS
- ✓ ONE PERSON SPEAKS, EVERYONE ELSE LISTENS
- ✓ SIT UP STRAIGHT WITH SQUARED SHOULDERS AND CLEAR EYES
- ✓ SPEAK SPANISH, NOT ENGLISH!
- ✓ DO YOUR 50% (I'LL DO MINE!)
- ✓ USE THE HAND-IN-FIST GESTURE TO SHOW YOU DON'T UNDERSTAND
- ✓ ACTORS MATCH ACTIONS WITH THE STORY