

Syllabus: 6th grade Spanish
Teacher: Profesora Licklider (Profe for short)
Email: margaret.licklider@slps.org
Room #: 250
Materials: Notebook, pencil, school iPad

Course Description:

In this 6th grade Spanish language class, we set the foundation for building your language proficiency in listening, reading, writing, and speaking skills. The focus on proficiency means that comprehending and producing meaning is prioritized over language accuracy. Students in this class will acquire Spanish the same way everyone acquires their first language...by listening to lots of language. A flood of input yields a trickle of output, so with continued exposure of input (listening and reading) we begin to produce language output (writing and speaking).

The overarching themes of 6th grade Spanish are exposure and description. Students are exposed to copious amounts of language and culture in order to expand their comfort zone. They will be comfortable not knowing every single word in a sentence but stay relaxed enough to interpret the main idea. They will approach practices of other cultures with respect and curiosity. Describing needs, wants, environment, and experiences is the basis for human communication. We will describe our likes/dislikes, emotions, traits, tastes; our environment: weather, classroom, school, location, senses; our community: celebrations, migration, outlets for personal interests.

Proficiency Skills:

Listening – Student will understand high frequency words in strong contexts, including cognates and borrowed words.

Reading – Students will recognize letters, some words and phrases in strong contexts, including cognates and borrowed words.

Writing – Students will reproduce some words, provide limited information on forms, and be accurate on familiar topics.

Speaking – Students will use short, memorized phrases and words to answer questions and be understood with difficulty.

Schedule of Units:

1. Communication (term 1 + 2): a. Set foundation for strong interpersonal, interpretive, and presentational skills

2. Cultures (term 2): a. Explore practices and products of the culture
3. Connections (term 3): a. Make interdisciplinary connections and engage with distinctive viewpoints
4. Comparisons (term 3 + 4): a. Compare language and culture
5. Communities (term 4): a. Use language within and beyond the classroom and for personal enjoyment and enrichment

Class Rules:

In addition to the school rules, students are expected to follow these language-specific classroom rules to help facilitate language development

1. Listen with the intent to understand - Students are expected to do more than just let conversation wash over them. They must process it by tracking the flow of conversation and sitting in an engaged way.

2. One person speaks, others look and listen - Students are expected to focus their eyes on the one speaker and respect when others are talking by not having side conversations.

3. Support the flow of language – Students help to support conversation in the target language by providing interesting topics of conversation for the teacher to discuss in Spanish. This rule also means that students are expected to speak Spanish by answering teacher prompted questions.

4. Do you 50% - This means that I split the work equally with the students. I am doing my part as the source of the language to show the meaning of what I am saying so that students can follow. That means that each student must also do their part by focusing on the conversation, answering questions, giving suggestions, and completing their work.

5. Synchronize your actions with my words – This means I need Total Physical Responses (TPR) from students. If I am showing the meaning of the word for eating and I am eating an imaginary sandwich with my hands, students must also do the action every time I say the word. It's fun and silly and teaches you the words without having to study!

6. Nothing in workspaces unless told otherwise – Because our brains cannot multitask when we are learning something new, students must eliminate all other distractions while in the Spanish Zone. Our brain naturally wants to do what is easiest, so if you have music or other work out in English it will default to focusing on that because learning a new language takes full concentration.

Classroom Consequences:

1. Verbal warning
2. Individual conference
3. Contact home
4. Referral

Grading:

Assessment in this class honors the natural progression of language learning from listening to reading to writing, and eventually speaking. In a level 1 course, student assessment consists almost entirely of the first two—reading and listening. At the appropriate time in the year, student writing will also be assessed.

Grading is based on 50% formative assessment (class work and participation), 50% on summative assessments (Quizzes, Reading/Writing/Listening Assessments, Projects).

Attendance:

Students must be in the classroom before the time listed on the bell schedule. Students arriving after that time are marked tardy. If a student arrives more than 30 minutes late, they are marked absent unless their parent contacts me before the end of the day.

Absent students should check the Microsoft Teams page agenda. They should complete any tasks and assignments to the best of their abilities to be familiar with the content when they return. Their assignment due date does not change unless arranged with the teacher before the day the assignment is due.

Assignments:

Each week the students will be assessed on a skills-based rubric. An additional independent practice assignment will be assigned each week related to the topic of study.

Academic Honesty:

Students should turn in their original work. This relates back to our “Do your 50%” rule. I cannot process the language for students in their brain. They must be present in class and do the work because it is designed to help them process the language.

Work suspected of being copied or translated via a translator program (when not part of the assignment) will not be accepted. Before resubmitting the work for a maximum grade of a D (60-69%), the student must conference with the teacher to explain their work process.