

Syllabus: Spanish ONE

Teacher: Profesora Licklider (Profe for short)

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Room #: 250

Materials: Notebook, pencil, school iPad, Microsoft Teams App, Flipgrid App

Course Description:

In this Spanish ONE world 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 Spanish ONE are **exposure and description**. Students are exposed to copious amounts of language and culture in order to build expand their comfort zone. They will be okay with not knowing every word in a sentence, but stay relaxed enough to interpret the main idea. They will approach practices of other culture with respect and curiosity. Describing needs, wants, environment, and experiences is the basis for human communication. We will describe ourselves: 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 students. I am doing my part as the source of the language to show the meaning of what I am saying so that student 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 you 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, student must also do the action every time I say the word. It's fun and silly and teaches you the word without having to study!

6. Nothing in work spaces 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.

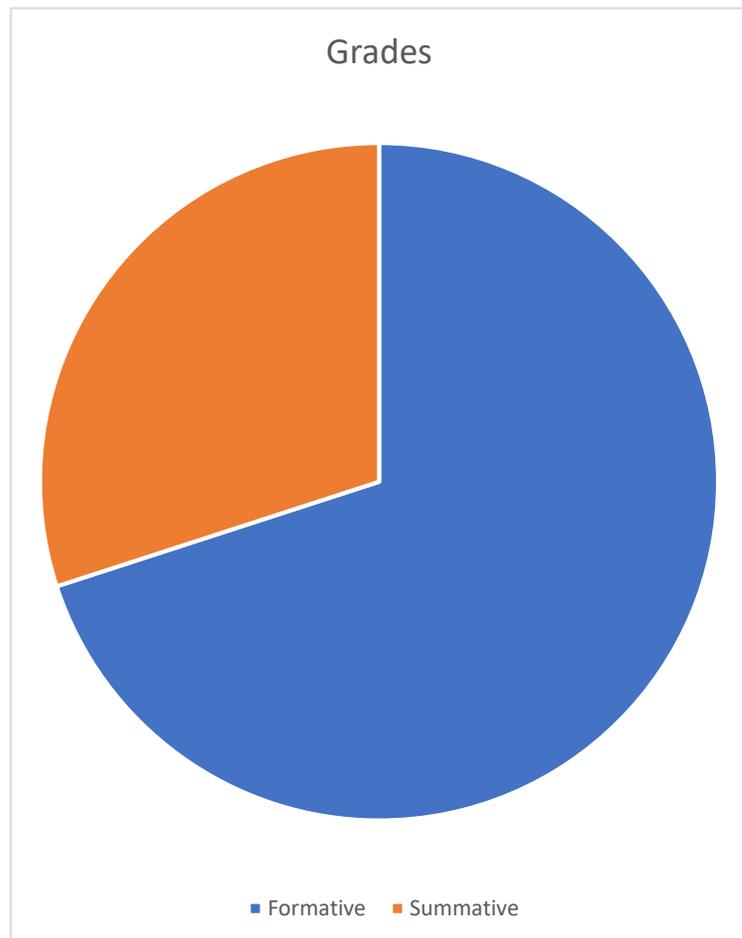
Classroom Consequences:

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: 70% formative assessment (class work and participation), 30% on summative assessments (Quizzes, Reading/Writing/Listening Assessments, Projects).



Attendance:

Attendance is taken by completion of the “Fichar” (Spanish for to clock in, other teachers call it a “Do Now”). Students who have the fichar completed within the first 5 minutes of class are marked on time for class because they were prepared for class to begin.

Absent students should check the Microsoft Teams page for any recording or comments from the lesson. Their assignment due date does not change unless arranged with the teacher before the day the assignment is due.

Assignments:

Each week the student and teacher will complete an Interpersonal Communication Skills Rubric to assess their effort during language acquisition activities and provide feedback for improvement. An additional assignment will be assigned each week related to the topic of the week.

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.