

Syllabus: Spanish TWO

Teacher: Profe. 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 TWO world language class, we will continue building your **language proficiency** in listening, reading, writing, and speaking skills. Students will comprehend and produce more complex language this year. The focus remains on deciphering meaning over language accuracy. Students will continue listening to lots of language to maintain the flood of input (listening and reading) received Spanish ONE. This year slightly more emphasis will be put on the trickle of output (writing and speaking).

So much of language is acquired through frequency and context that our class focuses on **depth not breadth**. When we learn about topics and create stories together, students will be able to answer the main idea questions (who, what, when, where, why) and describe the setting in detail. This practice builds neural networks of vocabulary and language chunks in students's brains so that they can access the target language for years to come not just for our **assessments every 6 weeks**.

Thinking about topics with depth instead of breath allows students to make inferences and identify categories in fictional and non-fictional language and doing so demonstrates that students have processed the language.

The overarching themes of Spanish TWO are **inquiry and comparison**. Asking questions is an important strategy for eliciting stimulus from speakers and going deeper into your understanding of a culture. Last year student were exposed to a lot of culture. This year students will compare those cultures to their own in order to make identify universal themes in human life. We will inquire about: places in a city, after-school activities, events and celebrations, family and relationships, what we have, homes and rooms, and what we can do.

Proficiency Skills (Novice High):

- Listening – Student will understand some phrases in basic personal and social contexts, one phrase at a time.
- Reading – Students easily understand key words, cognates, and some phrases in many strong contexts, including predictable basic texts.
- Writing – Students write with many limitations on basic topics of daily life, and use few sentences.
- Speaking – Students converse on basic topics necessary for survival, ask formulated questions and respond, communicate in phrases in the present.

Schedule of Units:

1. Communication (term 1 + 2):
 - a. Continue building 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

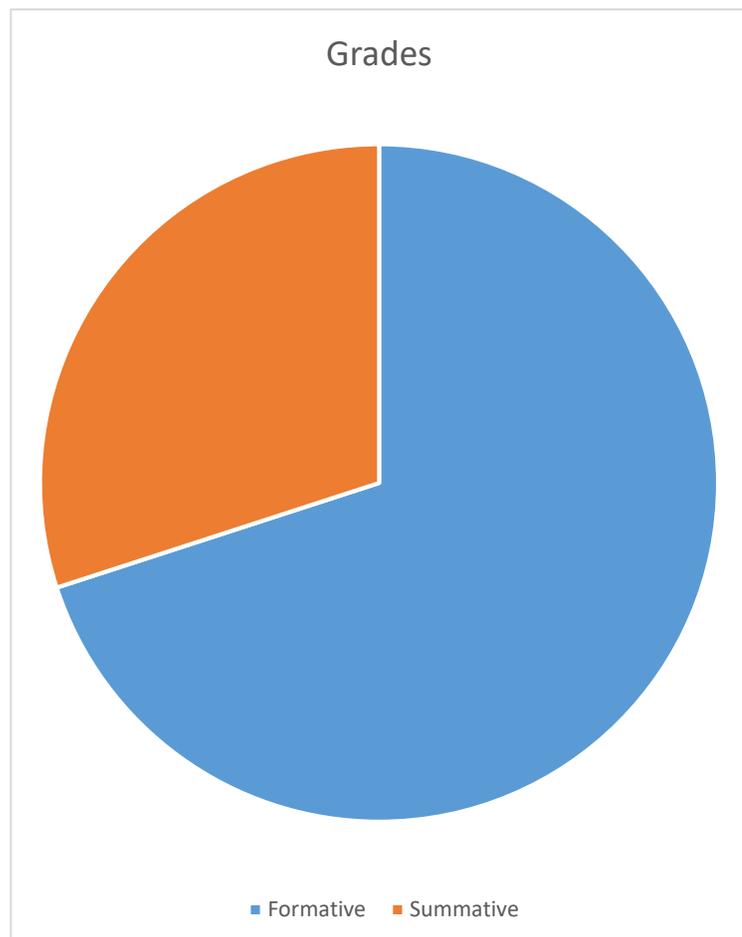
1. Listen with the intent to understand - Students are expected to do more than just let conversation wash over them. They must process it by tracking the flow of conversation and sitting in an engaged way.
2. One person speaks, others look and listen - Students are expected to focus their eyes on the 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.

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.