

Instructor: Caitlin Matthews
School: Mt. Tabor Middle School
School year: 2011-12
Course number: 1201A
Course title: Spanish 1-2
Subject: Foreign Language and Literature
Grade levels: 8
Credits: 1.0

Course description:

This is a full-year accelerated class covering the first year of high school Spanish. Students will have the opportunity to earn one year of high school Spanish credit based on a proficiency assessment at the end of the year. Students must earn a C or better to earn high school credit. In this class, students will engage in Spanish through listening, speaking, reading, writing, and cultural learning. The class is taught primarily in Spanish and requires active participation and use of Spanish by students. Students will learn through a variety of interactive and communicative activities that appeal to diverse interests and learning styles. Students will work with classmates in a variety of scenarios to use Spanish to communicate in real-life situations.

Prerequisites:

No prerequisites pertaining to previous courses or skills required.

Priority standards and final proficiencies:

Interpersonal and Presentational Speaking: Students will be able to initiate and engage in simple conversations, express ideas, and ask and answer questions on familiar topics for a variety of purposes. Students will largely rely on memorized or formulaic language. Some students will be able to begin to create with vocabulary and simple grammatical structures.

Interpretive Listening: Students will be able to demonstrate comprehension of presentations, conversations and/or narratives on a variety of topics for a variety of purposes. Students will be able to identify some, but not all, information and ideas in spoken form.

Interpretive Reading: Students will be able to demonstrate comprehension of written text on familiar topics for a variety of purposes. Students will be able to identify some, but not all, information and ideas in written form.

Presentational Writing: Students will be able to express ideas in written form on familiar topics for a variety of purposes. Written forms may include lists, simple sentences, and short, guided paragraphs.

Culture: Students will demonstrate understanding of cultural practices, products, and perspectives of countries where Spanish is spoken.

Schedule of topics/units covered:

- **“Así soy yo”** – Greetings, farewells, common questions and phrases, alphabet and pronunciation, numbers, autobiographical information, likes and dislikes, geography of the Spanish speaking world
- **“Mi escuela”** – School, classroom, community, calendar and time, and clothing
- **“La ciudad”** - City, location, transportation, foods, and activities
- **“Mi familia y mis amigos”** - Family and friends, emotions, personality, and appearance
- **“El tiempo y el clima”** – Weather, climate, seasons, environment, activities

Academic vocabulary:

See above (vocabulary mentioned as units)

District adopted materials:

EMC Aventura Level 1 textbook and materials

Supplemental resources:

Authentic reading and listening materials from Spanish-speaking countries

Video, music, and images

Teacher-designed materials

Differentiation/accessibility strategies and support (TAG, ELL, SpEd, other):

The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre-assessment, formative assessment, and summative assessment. Described here are the types of assessments used and specific differentiation strategies in place to meet the needs of ALL learners (including TAG, ESL, Special Ed...)

Flexible Grouping

Open-Ended Projects

Project calendaring and organization

Higher Level Thinking Skills (Use of Bloom’s Taxonomy)

Small group instruction

Subject matter acceleration

Tutoring (as needed)

Supplementary materials: readers, written activities, language games, computer activities, and magazines for students to use when they complete assigned work.

Essential skills to be taught:

- * Read and comprehend
- * Write clearly and accurately
- * Listen actively and speak clearly
- * Think critically
- * Personal management and teamwork
- * Use technology
- * Civic and Community Engagement
- * Global Literacy

Essential skills to be assessed:

- * Read and comprehend

- * Write clearly and accurately
- * Listen actively and speak clearly
- * Personal management and teamwork

Assessment/evaluation/grading policy:

The overall grade is determined by student work in the following categories:

- 50% Proficiency Activities
- 20% Participation and Warm-ups
- 30% Practice work and Homework

Proficiency Activities (Written and Oral Assessments, Projects, and Quizzes)

“Proficiency” refers to a student’s ability to use the Spanish language to communicate in oral and written forms. “Proficiency” does not require mastery of vocabulary or grammar, but rather assesses what the student is “able to do/say” with the language. Students are expected to demonstrate a minimum 70% accuracy of the Linguafolio functions for Benchmark 2. While students will also have daily opportunities to develop and demonstrate their proficiency, there will be one written assessment and one oral assessment at the end of each unit of study. An oral assessment is a one-on-one interaction between teacher and student in which they converse on a familiar topic. A written assessment is an individual writing assignment completed by the student with no resources or aids. Expectations and performance levels for each assessment will be clearly written and given to students prior to the assessment. If a student does not demonstrate proficiency on an assessment, he/she will have the opportunity to re-do the assessment on his/her own time, as prearranged with the teacher.

Projects are designed to use the Spanish language to deepen cultural understanding. Students will work in pairs or small groups to investigate and present cultural information.

Quizzes assess smaller subsets of material during a unit and will be written or oral. There are typically 2 or 3 quizzes per unit.

Participation and Warm-ups

Participation includes three components:

- Attendance, punctuality, and preparedness – on-time arrival with all materials and work
- In-class participation – SPEAKING SPANISH IN CLASS: asking and answering questions, participating in language activities
- Warm-ups – to be completed in the workbook or notebook during the first 5 minutes of class

Practice work and Homework

Practice work refers to written and oral assignments completed in class. Homework will be given in order to reinforce, practice, and study the material of the unit. Homework is due the next day unless otherwise noted and will be considered late if not finished before the start of class.

Behavioral expectations: Students are expected to...

- follow school rules while in Spanish class.
- treat all classmates, teachers, and guests with mutual respect. Each member of the classroom community has the right to be physically, emotionally, and intellectually safe.

- take personal responsibility for their own learning and behavior, which includes making choices to manage time, materials, and self in a way that supports learning.
- participate in language activities in Spanish in order to get as much practice and feedback as possible.
- ask for help when needed.