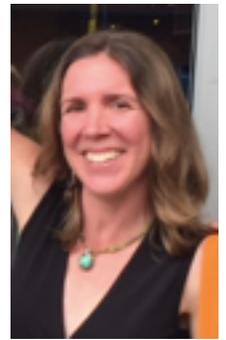




**COURSE SYLLABUS - SPANISH I**  
**SEÑORA LYNCH NICHOLS**  
**CASCO BAY HIGH SCHOOL**  
**PORTLAND, MAINE**  
**2015-2016**



**In Spanish 1 students will be immersed in comprehensible language allowing the brain to unconsciously acquire, or “pick up”, what it can when it is ready. Students will acquire frequently used words and structures by mostly listening and reading. Teaching Proficiency through Reading and Story Telling (TPRS) is an engaging and extremely effective way to learn a language as highlighted in the quotes below!**

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### **QUOTES ON LEARNING A FOREIGN LANGUAGE**

*“Language is acoustical, not intellectual” -Berty Segal*

*“We acquire language when we understand messages, when we understand what people tell us and when we understand what we read.” – Stephen Krashen*

*“All cases of successful first and second language acquisition are characterized by the availability of Comprehensible Input.”  
-Larsen-Freeman & Long*

*“There is a consensus among second language researchers that input is an essential component of second language acquisition.” -VanPatten*

*“We remember things best when they are organized with everything else we know, when they come with stories attached, rather than as isolated bits of information.” -Frank Smith*

*Picking up word meanings by reading is 10 times faster than intensive vocabulary instruction. –Stephen Krashen*

*Incidental learning of words during reading may be the easiest and single most powerful means of promoting large-scale vocabulary growth. -W.E. Nagy & P.A. Herdman*

“Research indicates that effective language instruction must provide significant levels of *meaningful communication and interactive feedback in the target language* in order for students to develop language and cultural proficiency.

“ACTFL (American Council on The Teaching of Foreign Languages) therefore recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction...

“In classrooms that feature maximum target-language use, instructors:

1. provide comprehensible input that is directed toward communicative goals;
2. make meaning clear through body language, gestures, and visual support;
3. conduct comprehension checks to ensure understanding;
4. negotiate meaning with students and encourage negotiation among students;
5. elicit talk that increases in fluency, accuracy, and complexity over time;
6. encourage self-expression and spontaneous use of language;
7. teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
8. offer feedback to assist and improve students’ ability to interact orally in the target language.”

<http://www.actfl.org/news/position-statements/use-the-target-language-the->

## **HOW THIS CLASS WORKS**

### **As your teacher I will do my best to:**

Stay in Spanish 90% of the time.

Stay in bounds (keep it comprehensible to everyone).

Remember to get us reading often.

Speak slower than I think I can.

Ask students to gesture and move around.

Engage everyone with questions.

Seek class input for stories and conversations.

Maintain a safe environment for students to learn.

Acknowledge distractions and work to find solutions.

### **STUDENTS WHO DO WELL AT ACQUIRING SPANISH SAY:**

I listen to comprehend.

I read to comprehend.

I do not BLURT in English

I sit up and am engaged

I respond to questions using short answers and/or gestures.

I ask for clarification when I don't understand.

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I don't talk over or engage in side conversations  
I stay focused on the message.

## Curriculum:

**TRIMESTER 1:** High frequency verbs and phrases, action verbs, cultural study of Mexico, with an emphasis on Day of the Dead, High frequency structures taken from the level 1 novel "*Tumba*".

**TRIMESTER 2:** Continuation of the novel "*Tumba*", cultural study of Mexico focusing on the different states and their cultural differences and aspects such as emigration and art, High frequency structures and readings taken from the level 1 novel "*Patricia va a California*"

**TRIMESTER 3:** Reading of the level 1 novel "*Patricia va a California*", cultural study of Guatemala, writing about self and family and making comparisons, reading of current events.

**READING:** We will read often in class from several sources. My goal is to provide students with a variety of comprehensible and interesting reading material. This will consist of *jokes, song lyrics, text of stories we create in class, children's books, magazines, etc.* We will read individually, as a class, and in pairs. All students will read a simple Spanish novel at the end of the trimester.

**WRITING:** There will be limited written assignments, completed individually and in groups, such as *Timed Writes* to track improvement in writing fluency and *Re-Writes* of stories, and journal writing.

**SPEAKING:** Students will be encouraged in this course to speak Spanish when they feel comfortable and ready to do so. **Speaking English is strongly discouraged during class.** There are a few exceptions to this rule however: *asking for clarification, translating something from Spanish, or answering a question asked in English.*  
*English is very disruptive to the flow of our class.*

**CULTURE:** We will explore some cultural habits, traditions, and experiences of Spanish-speaking people in order to *better understand their worldview* and in turn *communicate more effectively.* Certain aspects of culture that come up in class include:

-geography                      -pop culture                      -politics                      -immigration  
-current events                      -history                      -food/cuisine -sports

**Homework:** Students will often read, perform, or teach to a family member. They will practice class vocabulary on my website and make signs and props for class. Students will also be asked to re-tell a story using an audio or visual format throughout the year.

**Technology:** My website will be an interactive place for students to post on the class blog, follow twitter accounts, get news and homework, practice vocabulary, and explore hispanic culture. We will explore using various apps and smart phones as ways to listen, read, and speak in Spanish.

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**LEARNING A LANGUAGE IS NOT A RACE.  
ENJOY THE PROCESS AND YOU WILL BE AMAZED!**

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**3 MODES OF COMMUNICATION AND YOUR GRADE:**

- Students will be assessed formatively as much as possible during instruction.
- Overall student grade is compiled from formative and summative assessments, and organized according to ACTFL's 3 Modes of Communication:

**1. Interpersonal**

Engaging in a conversation in Spanish; Engaging with a Spanish text, class participation.

(See "STUDENTS WHO DO WELL AT ACQUIRING SPANISH SAY")

**2. Interpretive**

*Reading and Listening Comprehension Assessments: Q&A, Translation, TPR, Quick Quiz, Summarizing, etc.*

**3. Presentational**

(End-of-Semester) Writing and Speaking Proficiency

**Miscellaneous**

Assignments done outside of class and/or not tied to one of the 3 Modes

**H.O.W. grade:**

Complete homework.

Meet deadlines.

Participate effectively in class activities (includes regular, on time attendance).

**"Learning Targets:** Projects and daily lessons are built around learning targets, which are stepping- stones towards meeting course standards. Learning targets are discussed with students, so they have a clear picture of what they are learning through doing the work." (CBHS family grading guide)

Most summative grades will use a rubric based on the 4.0 standards based grading scale:

1 = Does Not Meet the Standards

- 2 = Approaches the Standards
- 3= Meets the Standards
- 4 = Exceeds the Standards

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### **MATERIALS:**

- writing utensils, pencil and pen
- binder with at least 3 dividers
- plane and lined paper
- composition notebook
- homework calendar

### **GOING TO MISS CLASS?**

If you miss class, you miss HUGE amounts of spanish input and practice. Check with me on your first day back to see what you missed. You may also email me, check the class website, or see a classmate. You are responsible to get what you missed. Come before or after school to make up what you missed or just chat in Spanish!

Please do not hesitate to contact me for more information or to ask questions or express concerns that may come up during the year. ***Parents are welcome to visit the classroom and see firsthand what we are doing.*** Also please visit my website throughout the year for class news and information!

**MUCHAS GRACIAS!**  
**SEÑORA LYNCH NICHOLS**

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**Phone: (207)**

**PLEASE CUT HERE AND RETURN THIS BOTTOM PORTION ONLY**

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*I have read and understand the information in the Spanish 1 course syllabus.*

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Student  
Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian  
Signature \_\_\_\_\_ Date \_\_\_\_\_