



Bok Academy South
Bienvenidos a la clase de español 2024-25

Beginning Spanish SYLLABUS

Teacher: Señora Locke




email: margarita.locke@lwcharterschools.com

Room: Studio 19



Class Expectations to Success. Rules:

1. **S**peak in Spanish during class conversations.
2. **P**articipation in all classroom activities is required. Listen actively. Ask for clarification when needed.
3. **A**ttitude is important, make sure you have a good one. Show respect to yourself, your classmates & your teacher. Keep phones & other devices in your backpack. Follow class and school rules. Keep your area neat. 
4. **N**ever use a translator before trying to figure it out through context first. Use language strategies studied in class.
5. **I**nterruptions and rudeness are NOT tolerated. Raise your hand before speaking. Use appropriate language.
6. **S**how up to class on time ready to learn and with all necessary materials. Stay focused and be ready to work.
7. **H**omework and reading assignments are to be completed on time. Complete work in class by yourself (individual) & in group (collaboration). Homework if you couldn't finish work in class. Don't do missing work during class.



In the Knight Honor, follow the "Bok's 10 Essential Expectations" as the "Bok Way of Life".

Course Description:

Students are introduced to the target language and its culture. They will learn beginning skills in listening, speaking, reading and writing. Also, connections, comparisons, and communities are included.

Learning Goals:

- ⇒ Learn new vocabulary.
- ⇒ Interpret oral and written Spanish expressions in different contexts.
- ⇒ Communicate & interact using basic structures.



The limits of my
language mean the
limits of my world

Ludwig Wittgenstein



Políticas and Procedures:

Entering class: Say la "contraseña", take your materials, sit down at your seat, and begin working silently on your bellwork. Backpacks go to the designed place. Sharpen your pencil -if needed- before instruction.

Seating Policy: You will be assigned a seat. Your groupmates are your study buddies, so **get notes and handouts from them if you are absent.** You are a team, and your goal is to help each other meet standards!

Tardy Policy: You are tardy if you are not here when the door is closed. Your parents will be notified, except if you **bring an excuse note from an adult** (your Spanish teacher will check with that person). If the problem is ongoing, you will have disciplinary action.

Turning assignments: Give your work done to your group leader. It'll place in the folder and small group leaders give the folder to the teacher. If your work is not done at the end of the day, put it in your backpack; **now you have homework!** Bring it back the next day and handle to the teacher. Identify your work with your first & last name, class, and date!

Transitions: We will use several call-and-response exchanges to get your attention. The teacher will say one thing, the whole class will say something else in response, and then everyone will be quiet with their eyes on the teacher, ready for instruction and directions.

Language Use: You are in this class to learn Spanish! If the teacher asks a question in Spanish, answer it in Spanish. If you **MUST** say something in English, first ask, "¿En inglés, por favor?".

Passes: Schoolwide policy 10/10 means no students outside of the classrooms during the first and last 10 minutes of the period classes. Passes for the restroom and water may be provided when the teacher is not instructing the class. One student at a time outside the classroom, for maximum 5 minutes. Bring your bottled water is recommended (no glass).

Absence Policy: Your class will spend almost an hour each day **acquiring** language, so you should spend a similar amount of time at home to make up for the learning you missed. **For missing work, check Schoology and the designed area to get old work.**

Leaving classroom: Return materials, clear your space, and push your chair in. Wait for the teacher's dismissal next to your table.

Extra help: Teacher is available at lunch and A/C time to answer any questions you have and to help! Or after school but see me before to check on my after-school schedule.



A different
language is a
different vision
of life.



Students will begin acquiring communicative skills in all three modes of interaction:

- ⇒ **Interpretative** (*listening and reading*),
- ⇒ **Interpersonal**
- ⇒ **Presentational** (*speaking and writing*)

and cross-cultural understanding. An introduction to communication strategies and comprehension activities are also included. In this course, our main goal will be to acquire Spanish language. "**Acquiring**" a language is very different from "learning" a language. Acquiring is something that happens to you instead of something that you make happen.

When you learned how to speak your first language, you acquired it naturally by listening to other people speak it around you for a long time; not by studying it. Therefore, **almost all** our class time will be spent using Spanish -*not using English to talk about Spanish*- and the focus will be on listening and reading instead of speaking/writing. Those skills will come naturally as you take in more Spanish by listening and reading. This Spanish class is a **Comprehensible Input Spanish course**, and we will use methods and strategies that are based on Dr. Stephen Krashen's Input Hypothesis. Students will be able to interact with grade level expressions, words, sentences, and discourse to process and/or produce language necessary for academic success. Lessons will have a **Can-Do statement** that states the specific learning target.

Our Year at a Glance:

Activities will include listen to and singing songs, co-create stories, discuss lives, watch short films/movies, read current events, play games, listen to stories, explore Spanish-speaking cultures, Persona Especial, Super 7 Verbs, Weekend chats, Cognates, Tongue Twisters, 16 Sweet words, crafts, dancing, playing games, Kahoot, Hispanic Heritage Month, and much more fun! We will use SOMOS Curriculum, Señor Wooly, reading classroom books, and more. ...

... *all in Spanish!!!*

Assessments:

-Oral presentations, contraseña, Sr. Wooly, posters, bellworks, Teacher's observation, writing works, projects, reading comprehension, quizzes, tests, (all **Formative** =90% of your final grade), and a final IPA (*Integrated Performance Assessment*) semester exam (**Summative** =10% of final grade).

Grading:

Our class approach is based on Proficiency-based learning. It refers to systems of instruction, assessments, and grading based on students' starting proficiency level to the expected proficiency target. Target proficiency levels and their outlooks for speaking, writing, reading, and listening will vary depending on the course level and time of year.

When getting a bad grade, make sure to:



- 1 Remain positive
- 2 Learn from your mistakes
- 3 Strengthen your discipline
- 4 Consult your professor
- 5 Get a study buddy

Grading Percentage Breakdown:

%	Categories	Domain
20	Reading / Listening	<i>Interpretative</i>
15	Speaking / Writing	<i>Interpersonal</i>
10	Cultural activities / Projects	<i>Presentational</i>
10	End of the Year Final Exam	<i>All the above</i>

Check your grades regularly on Schoology and make up missing assignments, but not during instructional time.

What does your grade mean?

Performance Descriptor	Gradebook	What your grade means...
Advanced	A 100-90	You are confident and are reaching for the next level.
Proficient	B 89-80	You consistently meet the standard without help from the teacher and are ready to move on.
Developing	C 79-70	You can meet the standard in familiar tasks and situations.
Emerging	D 69-60	You know what to do to meet the standard and can do some things but need help accomplishing it.
Beginning	F 59-50	You know the standard but are confused and probably frustrated. You need some help to get started!
No attempt	F 0	You have not done enough to be evaluated.

Last tips: Periodically review material. Knowledge builds on itself. It is not wise to "cram" material in before a quiz or test. Ask for help when you need it. Have a good attitude. We can do it together!

Let's Have a Great Year!



Spanish Beginners Course Standards.

INTERPRETATIVE LISTENING: The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

NOVICE LOW/MID

WL. K12.NM.1.1 Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

WL. K12.NM.1.2 Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.

WL. K12.NM.1.3 Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.

WL. K12.NM.1.4 Demonstrate understanding of simple information supported by visuals through a variety of media.

WL. K12.NM.1.5 Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.

WL. K12.NM.1.6 Follow short, simple directions.

NOVICE HIGH

WL. K12.NH.1.1 Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.

WL. K12.NH.1.2 Demonstrate understanding of short conversations in familiar contexts.

WL. K12.NH.1.3 Demonstrate understanding of short, simple messages and announcements on familiar topics.

WL. K12.NH.1.4 Demonstrate understanding of key points on familiar topics presented through a variety of media.

WL. K12.NH.1.5 Demonstrate understanding of simple stories or narratives.

WL. K12.NH.1.6 Follow directions or instructions to complete a task when expressed in short conversations.

INTERPRETATIVE READING: The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

NOVICE LOW/MID

WL. K12.NM.2.1 Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.

WL. K12.NM.2.2 Demonstrate understanding of short, simple literary stories.

WL. K12.NM.2.3 Demonstrate understanding of simple written announcements with prompting and support.

WL. K12.NM.2.4 Recognize words and phrases when used in context on familiar topics.

NOVICE HIGH

WL. K12.NH.2.1 Determine main idea from simple texts that contain familiar vocabulary used in context.

WL. K12.NH.2.2 Identify the elements of story such as setting, theme and characters.

WL. K12.NH.2.3 Demonstrate understanding of signs and notices in public places.

WL. K12.NH.2.4 Identify key detailed info needed to fill out forms.

WL. K12.NM.2.4 Recognize words and phrases when used in context on familiar topics.

INTERPERSONAL COMMUNICATION: The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing

with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

NOVICE LOW/MID

WL. K12.NM.3.1 Introduce self and others using basic, culturally appropriate greetings.

WL. K12.NM.3.2 Participate in basic conversations using words, phrases, and memorized expressions.

WL. K12.NM.3.3 Ask simple questions and provide simple responses related to personal preferences.

WL. K12.NM.3.4 Exchange essential information about self, family, and familiar topics.

WL. K12.NM.3.5 Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.

WL. K12.NM.3.6 Use appropriate gestures, body language, and intonation to clarify a message.

WL. K12.NM.3.7 Understand and respond right to simple directions.

WL. K12.NM.3.8 Differentiate among oral statements, questions, and exclamations in order to determine meaning.

NOVICE HIGH

WL. K12.NH.3.1 Engage in short social interactions using phrases and simple sentences.

WL. K12.NH.3.2 Exchange information about familiar tasks, topics, and activities, including personal information.

WL. K12.NH.3.3 Exchange information using simple language about personal preferences, needs, and feelings.

WL. K12.NH.3.4 Ask & answer a variety of questions of personal info.

WL. K12.NH.3.5 Exchange information about meeting someone including where to go, how to get there, and what to do and why.

WL. K12.NH.3.6 Use basic language skills supported by body language and gestures to express agreement and disagreement.

WL. K12.NH.3.7 Ask for and give simple directions to go somewhere or to complete a task.

WL. K12.NH.3.8 Describe a problem or a situation with sufficient details in order to be understood.

PRESENTATIONAL SPEAKING: The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

NOVICE LOW/MID

WL. K12.NM.4.1 Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.

WL. K12.NM.4.2 Present personal information about self and others.

WL. K12.NM.4.3 Express likes and dislikes.

WL. K12.NM.4.4 Provide an account of daily activities.

WL. K12.NM.4.5 Role-play skits, songs, or poetry in the target language that deal with familiar topics.

WL. K12.NM.4.6 Present simple information about a familiar topic using visuals.

NOVICE HIGH

WL. K12.NH.4.1 Provide basic information on familiar topics using phrases and simple sentences.

WL. K12.NH.4.2 Describe parts of daily life using complete sentences.

WL. K12.NH.4.3 Describe familiar experiences or events using both general and specific language.

WL. K12.NH.4.4 Present personal info about one's self & others.

WL. K12.NH.4.5 Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.

WL. K12.NH.4.6 Use verbal and nonverbal communication when making announcements or introductions.

PRESENTATIONAL WRITING: The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

NOVICE LOW/MID

WL. K12.NM.5.1 Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.

WL. K12.NM.5.2 Fill out a simple form with basic information.

WL. K12.NM.5.3 Write simple sentences about self and/or others.

WL. K12.NM.5.4 Write simple sentences that help in day-to-day life communication.

WL. K12.NM.5.5 Write about previously acquired knowledge and experiences.

WL. K12.NM.5.6 Pre-write by drawing pictures to support ideas related to a task.

WL. K12.NM.5.7 Draw pictures in sequence to evidence a story plot.

NOVICE HIGH

WL. K12.NH.5.1 Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.

WL. K12.NH.5.2 Write simple reports to describe aspects of daily life.

WL. K12.NH.5.3 Write a description of a familiar experience or event.

WL. K12.NH.5.4 Write short personal notes using a variety of media.

WL. K12.NH.5.5 Request information in writing to obtain something needed.

WL. K12.NH.5.6 Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).

WL. K12.NH.5.7 Pre-write by generating ideas from multiple sources based upon teacher- directed topics.

Culture: The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

NOVICE LOW/MID

WL. K12.NM.6.1 Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)

WL. K12.NM.6.2 Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).

WL. K12.NM.6.3 Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.

WL. K12.NM.6.4 Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).

NOVICE HIGH

WL. K12.NH.6.1 Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.

WL. K12.NH.6.2 Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.

WL. K12.NH.6.3 Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)

WL. K12.NH.6.4 Identify cultural artifacts, symbols, and images of the target culture(s).

Connections: The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

NOVICE LOW/MID

WL. K12.NM.7.1 Identify key words & phrases in the target language that are based on previous knowledge acquired in subject area classes.

WL. K12.NM.7.2 Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.

NOVICE HIGH

WL. K12.NH.7.1 Use vocabulary acquired in the target language to access new knowledge from other disciplines.

WL. K12.NH.7.2 Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.

Comparisons: The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

NOVICE LOW/MID

WL. K12.NM.8.1 Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.

WL. K12.NM.8.2 Recognize true and false cognates in the target language and compare them to own language.

WL. K12.NM.8.3 Identify celebrations typical of the target culture and one's own.

NOVICE HIGH

WL. K12.NH.8.1 Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.

WL. K12.NH.8.2 Compare basic sound patterns and grammatical structures between the target language and own language.

WL. K12.NH.8.3 Compare and contrast specific cultural traits of the target culture and compares to own culture (typical dances, food, celebrations, etc.)

Communities: The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

NOVICE LOW/MID

WL. K12.NM.9.1 Use key words and phrases in the target language to participate in different activities in the school and community settings.

WL. K12.NM.9.2 Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

NOVICE HIGH

WL. K12.NH.9.1 Use key target language vocabulary to communicate with others within and beyond the school setting.

WL. K12.NH.9.2 Use communication tools to establish a connection with a peer from a country where the target language is spoken.