

Spanish 7 & 8

¡Bienvenidos! Welcome to Spanish. I'm looking forward to getting to know you and helping you learn Spanish and join the over four-hundred million Spanish speakers in our world. It is our hope that upon successful completion of Spanish 7 & 8 students will enter 9th grade prepared for high school Spanish Novice II.

Language learning takes a lot of courage, since you have to take risks and try things that make you feel uncomfortable. Take chances and be brave, While we may all be at different places and learn in different ways, we all still have to take risks, so remember to support one another.

Spanish class is not a spectator sport. We will talk (lots) play, act, sing, and gesture, and it is important that everyone participates, so join. Signal me when I haven't been clear. The only time you're learning the language is when you're getting "comprehensible input." This means that you're listening to, or reading, Spanish that you understand. If you are actively listening and you don't understand what's going on, you're not learning. If I say something that is unclear, please signal to me. I will say it again slower, write the word and the meaning on the board, or clarify. Also, help your classmates. If you see someone signalling, make the signal too. We're in this together.

Student Expectations	Teacher Expectations
Be brave by taking risks with the language and stepping outside your comfort zone.	Create and maintain a safe atmosphere where students are comfortable to learn and experiment with Spanish.
Be kind and supportive of your classmates and teacher.	Model patience and integrity, and redirect students that are not being kind.
Participate in all class activities and encourage your classmates to do likewise.	Plan engaging activities that foster collaboration, participation and a positive experience for students.
Listen to understand, and when the teacher is unclear, signal.	Frequently check students' comprehension of Spanish and respond quickly to students' signals and hesitations.
Come to class with a positive attitude, ready to acquire the language.	Come to class with a positive attitude, ready to provide abundant, personalized comprehensible input in Spanish.

Habits of Work: Heart

As referenced in the Welcome Letter, each Middle School class will assess students on habits of work standards, which in the middle school are known as HEART (Honest, Engaged, Appropriate, Respectful and Timely).

Transferable Skills: TSA's Gateway Standards

This year, the TSA middle and high school students are focusing on the following 7 transferable skills: 1) Acquire Information, 2) Reason, 3) Design, 4) Communicate, 5) Self-Direct, 6) Engage with Community, 7) Sustain one's well-being. In all classes, students will be generating evidence of their progress in these 7 areas.

Spanish will offer opportunities to develop the following aspects of the 7 Gateway Standards:

1. ACQUIRE: Acquire Information Critically
 - a. Read
 - b. Analyze Perspective and Bias
 - c. Research
 - d. Listen
2. REASON: Think Critically and use Evidence in Arguments
 - a. Cause & Effect
 - b. Generalization & Specificity
 - c. Claim-based Argument
 - d. Critique Arguments
3. DESIGN: Perseverance and Creativity in Problem-Solving
 - c. Persist
4. COMMUNICATE: Communicate Effectively
 - a. Write

- i. Organized and Purposeful
 - ii. Use Evidence and Logic
 - iii. Sense of Context
 - iv. Style
 - b. Speak
 - i. Interpersonal
 - ii. Presentation Skills
 - c. Multimedia/Artistic Expression
5. SELF-DIRECT: Take Responsibility for Learning and Growth
- c. Take Initiative and Responsibility for Learning
 - d. Practice Flexibility
 - e. Collaborate Effectively
 - f. Reflect

Spanish Content and Skills

Year 1

	Trimester 1	Trimester 2	Trimester 3	
Spanish Targeted Structures & vocabulary	1. Alphabet 2. Greetings and Farewells 3. Nouns & articles 4. Gender 5. Descriptive adjectives 6. Numbers 1-100	1. Ser 2. Telling time 3. Seasons 4. Dates 5. Family	1. Estar 2. Emotions 3. Prepositions 4. Numbers 101+	

Year 2

	Trimester 1	Trimester 2	Trimester 3	

Spanish Targeted Structures & vocabulary	<ol style="list-style-type: none"> Spanish-speaking countries Food basics Regular verbs in present tense 	<ol style="list-style-type: none"> Gustar, Basic adverbs Possessive adjectives Tener & veni 	<ol style="list-style-type: none"> Exclamations Conjunctions Stem-changing (Boot) verbs Irregular yo verbs Travel vocabulary 	
--	---	---	---	--

Standard 1 - SPEAKING: Student can apply learned skills in oral communication in Spanish.

The following holistic Speaking rubric will be used to assess students on their progress toward meeting this standard.

SPEAKING	Beginning	Approaching	Meeting	Exceeding
Apply learned skills in oral communication in a non-native language.	Can demonstrate an attempt to apply targeted structures and language to communicate, although mistakes impede comprehensibility.	Can sometimes apply targeted structures and language to communicate messages, although mistakes sometimes impede comprehensibility and/or require clarification.	Can consistently apply targeted structures and language to communicate connected messages. Mistakes do not impede overall comprehensibility.	Can add complexity to messages by applying additional targeted structures and language. Takes linguistic risks either by either applying new learning, or by using old learning in a new way.
Novice I Skills	<ul style="list-style-type: none"> Uses mostly English. Presentation lacks rehearsal and/or grammatical accuracy. Pronunciation follows English rules, and frequently impedes comprehension. 	<ul style="list-style-type: none"> Begins to use grammar targeted in Novice I, and tries out most targeted structures even if done incorrectly. Shows some agreement in gender and subject-noun agreement. Presentation shows little rehearsal or detail and/or grammatical accuracy. 	<ul style="list-style-type: none"> Can accurately use the present tense in the indicative mood to present on rehearsed material or answer simple questions about known topics using memorized vocabulary. Can participate in conversations using simple sentences on known topics. 	<ul style="list-style-type: none"> Can accurately incorporate the present tense into speech. Very few errors in subject-verb agreement. Pushes self regularly to use and go beyond recently learned structures. Pronunciation is close to native-sounding.

		<ul style="list-style-type: none"> • Pronunciation is beginning to demonstrate native sounds. 	<ul style="list-style-type: none"> • Can deliver detailed and organized presentations on a few topics. • Pronunciation shows mostly native sounds. 	
--	--	--	--	--

LISTENING: Can apply learned skills in listening to a non-native language.

The following holistic listening rubric will be used to assess student progress towards meeting this standard throughout the year.

LISTENING	Beginning	Approaching	Meeting	Exceeding
Apply learned skills in listening to and comprehending a non-native language.	Can demonstrate an initial understanding of an audio message by identifying basic elements.	Can demonstrate a partial understanding of an audio message by identifying a main idea and key facts. Some misunderstandings may occur in supporting details.	Can demonstrate an overall understanding of an audio message by identifying, describing, and/or summarizing the main ideas, key facts, and supporting details.	Can demonstrate a nuanced understanding of an audio message by providing a detailed interpretation using the main ideas, key facts, and supporting details.
Novice I Skills	<ul style="list-style-type: none"> • Can recognize memorized words with little to no variations. • Does not recognize time frame or subject. 	<ul style="list-style-type: none"> • Can sometimes recognize patterns in learned vocabulary and verb tenses. • Can sometimes pick up on questions versus statements. • Begins to identify unknown vocabulary. 	<ul style="list-style-type: none"> • Can often recognizes patterns in learned vocabulary and verb tenses. • Can pick up on questions versus statements and time frames. • Can identify some unknown vocabulary. 	<ul style="list-style-type: none"> • Can recognize patterns in learned and new vocabulary and verb tenses. • Can pick up on questions versus statements and time frames. • Can identify unknown vocabulary and infer potential meaning.

READING: Can apply learned skills in reading in a non-native language.

The following holistic reading rubric will be used to assess student progress towards meeting this standard throughout the year.

READING	Beginning	Approaching	Meeting	Exceeding
----------------	------------------	--------------------	----------------	------------------

Apply learned skills in reading non-native language.	Can demonstrate an initial understanding of the text by identifying basic elements.	Can demonstrate a partial understanding of a text by identifying a main idea and key facts. Some misunderstandings may occur in supporting details.	Can demonstrate an overall understanding of a text by identifying, describing, and/or summarizing the main ideas, key facts, and supporting details.	Can demonstrate a nuanced understanding of a text by providing a detailed interpretation using the main ideas, key facts, and supporting details.
Novice I skills	<ul style="list-style-type: none"> • Can recognize limited vocabulary with little to no variations. • Can identify number and gender occasionally. • Makes few guesses at new vocabulary. 	<ul style="list-style-type: none"> • Can sometimes recognize present tense verbs as well as variations of learned vocabulary in new contexts. • Can identify a few of the main parts of speech. • Makes some attempts to identify the meaning of new vocabulary. 	<ul style="list-style-type: none"> • Can recognize present tense verbs as well as variations of learned vocabulary in new contexts. • Can identify main parts of speech. • Makes frequent and informed attempts to identify the meaning of new vocabulary. 	<ul style="list-style-type: none"> • Can recognize learned tenses and begins to pick up on patterns of new vocabulary and grammar. • Can identify main parts of speech. • Makes frequent and informed attempts to identify the meaning of new vocabulary.

WRITING: Can apply learned skills in writing in a non-native language.

The following holistic writing rubric will be used to assess student progress towards meeting this standard throughout the year.

following holistic writing rubric will be used to assess student progress towards meeting this standard throughout the year.

STANDARD	Beginning	Approaching	Meeting	Exceeding
Apply learned skills in written communication in a non-native language.	Can demonstrate an attempt to apply targeted structures and language to communicate in writing, though my mistakes impede comprehensibility.	Can sometimes apply targeted structures and language to communicate in writing, though my mistakes sometimes impede comprehensibility and/or require clarification.	Can consistently apply targeted structures and language to communicate connected messages in writing. Mistakes do not impede overall comprehensibility.	Can add complexity to messages by applying additional targeted structures and language. Takes linguistic risks either by either applying new learning or by using old learning in a new way.

<p>Novice I Skills</p>	<ul style="list-style-type: none"> • Writes in incomplete sentences or one word answers. • Frequent errors in gender and subject-verb agreement, word choice and word order. • Uses online dictionary 	<ul style="list-style-type: none"> • Uses mostly structures targeted in the novice I level, limiting variety of tenses and moods. • Frequent errors in gender and subject-verb agreement, word choice and word order. 	<ul style="list-style-type: none"> • Can write organized paragraphs about events and experiences in various time frames. • Uses the correct form of irregular verbs in all tenses of the indicative mood, with correct gender and subject-verb agreement without relying on an online translating tool. • Shows few spelling mistakes, and uses correct punctuation and mechanics. 	<ul style="list-style-type: none"> • Writing includes correct use of subjunctive mood and any additional structures learned at the advanced level. • No errors in any learned structures.
------------------------	--	---	---	---

Assessments

1. Student

Homework

Learning a language takes practice. Since Spanish class meets twice a week, students ought to have ample time to complete homework assignments which will ordinarily consist of practicing vocabulary and dialogues/presentations. Consistently completing homework and practicing vocabulary are essential for success in Spanish class.

For more on Proficiency, Formative and Summative Assessments, Habits of Work, Late Work, Class Participation, and the JumpRope reporting tool, please refer to the [Middle School Welcome Letter](#).

Contact Information

Below is my contact information. Please do not hesitate to communicate if you have a question or concern or just to check in.

Email: akornfeld@sharonacademy.net

Cell phone: 802-299-0110

Email is the easiest way to reach me and if you would like to talk on the phone or in person, we can arrange a time.

Here's to a great year,

Don Amos