**CURRICULUM & SUPPLEMENTS**

- Storytelling & Cultural exploration
- Garbanzo // Online reading lessons
- Flipgrid // Collaborative video recording tool.
- Fluency Matters Comprehension-based™ readers // Novels written for language learners
- Music and movies appropriate for curriculum
- Authentic Units focused on AP themes

**BRING TO CLASS EVERY DAY:**

- Chromebook
- open ears, open mind
- Positive attitude

**OUR SEMESTER AT A GLANCE**

**QUARTER 1**

Get to know you class discussions/Weekend Chats
Story-based unit w/ song to review high-frequency past tense
"El internado" viewing to work further with high-frequency review
Movie-Talk Unit focused on travel and hypotheticals
Hispanic Heritage Month/Día de los muertos

**QUARTER 2**

Weekly discussions
Frida Kahlo novel Unit
Mar de plástico - authentic unit connecting AP themes
Medicina o cura - authentic unit AP themes
La vida y muerte en la mara salvatrucha - novel unit

**GRADING**

Most of your grade will be based on your performance on short, summative assessments: reading, writing, speaking, and listening.

- 20% Reading comprehension
- 20% Listening comprehension
- 30% Writing performance
- 25% Speaking performance
- 5% Weekly Homework
- **Final Assessment**

In order to improve your listening/reading skills and your love of Spanish, each week you will listen to or read a minimum of 30 minutes of Spanish outside of the classroom.

A different language is a different vision of life.
- FEDERICO FELLINI

**EMAIL:** tstoecke@staunton.k12.va.us
**PHONE:** (540) 332-3926
**ROOM:** 307, Staunton High School

**Email is best!**
As you acquire language, you become more proficient. You are able to accomplish more and more tasks, communicate about more topics, and make yourself better understood.

We become more proficient in any language through communication: interpreting, expressing, and negotiating the meaning of messages in the language that we are learning.

In particular, listening and reading to language that you can make sense of will help you to make the biggest gains on the Path to Proficiency, and so that is what instruction in this course is geared toward.

Even after several years of language classes, most learners are only in the Intermediate range of proficiency.

Stick with it.

Activities
- listen to songs
- co-create stories
- discuss our lives
- watch short films
- read current events
- play games
- listen to stories
- explore Spanish-speaking cultures

...all in Spanish!

Homework & Make Up Work
- See me as soon as you get back as well as check the class website to view the agenda.

Student
- Ask questions when you don’t understand.
- Ask questions to see whether students understand & adjust teaching as needed!

Teacher
- Ask questions when you don’t understand.
- Ask questions to see whether students understand & adjust teaching as needed!

STUDENT + TEACHER
- Take care of our self, each other, and our surroundings.

(1) Show up to class willing to participate
(2) Separate yourself from distractions

(1) Show up to class with a plan
(2) Willingness to be flexible

HOMEWORK & MAKE UP WORK
- We are going to work hard in class every day and at home during this unique time.
- Daily work assigned for at-home is expected to be completed before next class.

1ST FOCUS
- Even after several years of language classes, most learners are only in the Intermediate range of proficiency.

¡Hablo español! Stick with it.

Even after several years of language classes, most learners are only in the Intermediate range of proficiency.
MORE ABOUT GRADING...

On each assessment, your grade will be determined by how your performance compares to the target performance for that skill in your course. Here are the targets for this course:

**READING & LISTENING**

- I can identify details from the text. I can give insightful evidence to support my conclusions and to make inferences. I can interpret unfamiliar words based on context.

**SPEAKING & WRITING**

- I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language.

To see a detailed breakdown of all performance levels for this course in the areas of Reading and Listening (Interpretive Mode) and Speaking and Writing (Presentational Mode), please see the “Performance Targets” reference document located on our Google Site.

**Performance descriptor**

- **ADVANCED** (Adv A 90-100): Your performance shows confidence and demonstrates that you are already reaching for the next target.
- **PROFICIENT** (Prof B 80-90): You performed at the target level (see above) without help. You are right on track!
- **DEVELOPING** (Dev C 70-80): Your performance shows that you can do some of the things needed to hit the target, but you need a little more support to do all of them.
- **EMERGING** (Em D 60-70): You know what you are supposed to be able to do, but you need help putting the pieces together so that you can hit the target!
- **BEGINNING** (Beg F 50-60): Your performance shows that you are a bit confused and probably feeling frustrated. You need some help to get started working toward the target!
- **NO ATTEMPT** (N/S F 0): You have not done enough for your performance to be evaluated.

**What goes in the grade book**

- Your performance shows confidence and demonstrates that you are already reaching for the next target.
- You performed at the target level (see above) without help. You are right on track!
- Your performance shows that you can do some of the things needed to hit the target, but you need a little more support to do all of them.
- You know what you are supposed to be able to do, but you need help putting the pieces together so that you can hit the target!
- Your performance shows that you are a bit confused and probably feeling frustrated. You need some help to get started working toward the target!
- You have not done enough for your performance to be evaluated.

**What it means**

- Your performance shows confidence and demonstrates that you are already reaching for the next target.
- You performed at the target level (see above) without help. You are right on track!
- Your performance shows that you can do some of the things needed to hit the target, but you need a little more support to do all of them.
- You know what you are supposed to be able to do, but you need help putting the pieces together so that you can hit the target!
- Your performance shows that you are a bit confused and probably feeling frustrated. You need some help to get started working toward the target!
- You have not done enough for your performance to be evaluated.
The world has changed, but language acquisition remains the same. Focus on listening & reading... & understanding!

**Weekly Schedule:**

**MONDAY**
- Asynchronous work
- Check Agenda for week
- Office Hours: 2:30pm - 3:00

**TUESDAY**
- Zoom meet: 11:30am - 12:15
- Office Hours: 2:30pm - 3:00

**WEDNESDAY**
- Zoom meet: 11:30am - 12:15
- Office Hours: 2:30pm - 3:00

**THURSDAY**
- Zoom meet: 11:30am - 12:15
- Office Hours: 2:30pm - 3:00

**FRIDAY**
- Zoom meet: 11:30am - 12:15
- Office Hours: 2:30pm - 3:00

**Great Communication Begins With Connection**
- Oprah Winfrey

**Online Expectations**
- Communication
  - Email or send message over Remind with questions
- Zoom Meets
  - Have camera ON
  - Mute Mic unless prompted
  - Cleared background
  - No background noise
  - Interact with teacher & classmates
- Submitting Work
  - Submit all completed work through Google Classroom.
  - Do NOT email completed work to me!

**The Most Important Links!**

**OUR GOOGLE CLASSROOM:**
[https://classroom.google.com](https://classroom.google.com)
- Joincode: dvwcgzl

**Google Site:**
[https://sites.google.com](https://sites.google.com)

**REMIND CODE:**
8967h6aec2

**Parent Portal:**
[https://www.staunton.k12.va.us/domain/1203](https://www.staunton.k12.va.us/domain/1203)
ACQUISITION VS. LEARNING

In this course, our goal will be to acquire Spanish language. “Acquiring” a language is very different than “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 didn’t actually learn it; you acquired it naturally by listening to other people speak it around you for a long time; not by studying it. Therefore, almost all of our class time will be spent using Spanish to talk about interesting and important things in our lives and in the world. We will spend very little time learning about the Spanish language (studying grammar rules, memorizing vocabulary, etc.), because the human brain is not designed to learn language in that way. Instead, we will focus on finding content to listen to and read in class (interpretive communication) in order to give our brains lots of ‘food’ to process and turn into language in our heads. We will do some speaking and writing, but those skills will come naturally as you take in more and more Spanish through listening and reading, so they will not be a major focus of the course.

This Spanish course is a Comprehension-based Spanish course. That means that I will be using methods and strategies that are based on the theory of linguists and researchers such as Dr. Stephen Krashen and Bill Van Patten. We will use TPRS (Teaching Proficiency through Reading and Storytelling; developed by Blaine Ray and based on the work of Dr. James Asher) and modified MovieTalk (developed by Dr. Ashley Hastings), in addition to many other Comprehension-based activities.

CORE VOCABULARY

For each of our units, you will be given a Core Vocabulary list. These are the most important new words that will be used in the activities in the unit, and they will be used in future units in the course. Most of our assessments will include Core Vocabulary words from the current unit and previous units (ex: they will be used in reading and listening passages, and you will probably need to use them to respond to speaking or writing prompts). If you miss a lot of class, memorizing Core Vocabulary words can help you to catch up and be able to follow what is happening in class, but beware—memorization only helps short-term! To acquire language, your brain needs repeated exposure to language in contextualized communication.

ACADEMIC INTEGRITY

Academic Integrity is being honest and responsible with regard to your schoolwork. Most basically, it means that your work is your work, and anything that you have found somewhere else is credited to its source.

Students will receive a non-negotiable “0” on any assignment in which academic integrity has been breached.

- When taking assessments at home, you MAY NOT work with other students.
- You may not use online translators to write sentences or essays.
- You must cite any website, book, article, etc. from which you gather information.