COURSE SYLLABUS
spanish level 1

Teacher: Mrs. Martina Bex
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Extra help: I teach at BCS part-time, so you will need to make special arrangements for extra help with me. The best time to get extra help is during lunch, but we can make other arrangements if that does not work for you.

Materials:
- A 1.5" 3-ring binder with dividers
- A Spanish/English dictionary
- Loose leaf paper
- A pen or pencil

COURSE DESCRIPTION

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 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—not using English to talk about Spanish—and the focus will be on listening and reading instead of speaking and writing. Those skills will come naturally as you take in more and more Spanish by listening and reading, but they will not be a major focus of the course. This Spanish course is a Comprehensible Input Spanish course, and we will use methods and strategies that are based on Dr. Stephen Krashen’s Input Hypothesis. In particular, we will use the TPRS (Teaching Proficiency through Reading and Storytelling) method of language instruction that was developed by Blaine Ray and based on the work of Dr. James Asher.

We will focus our class time on the acquisition of high frequency structures (the most frequently used words in a language), between three and six new target structures each week. (You will learn more than this, but you will only assessed on the target structures.) We will use these structures in class discussions, stories, and cultural explorations, and you will be expected to recognize them when you read or hear them and, in time, be able to produce them in speech and writing. Before the year ends, you will read the novel Agentes secretos y el mural de Picasso, by Mira Canion, and possibly the novel Esperanza, by Carol Gaab.

Developed by Martina Bex - www.martinabex.com - The Comprehensible Classroom
EXPECTATIONS – Your Keys to Success!
Because I have high expectations for you, I also have high expectations for
myself. I expect you to be respectful, responsible students, and I will in
turn be a respectful, responsible teacher.

<table>
<thead>
<tr>
<th>Student Responsibilities</th>
<th>Teacher Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Speak Spanish, not English!</td>
<td>• Speak Spanish, not English!</td>
</tr>
<tr>
<td>• Be respectful of yourself, your teachers, your</td>
<td>• Be respectful of my students, myself, my</td>
</tr>
<tr>
<td>classmates, and your school.</td>
<td>colleagues, and my school.</td>
</tr>
<tr>
<td>• Come to class prepared with the materials you</td>
<td>• Come to class prepared with an organized lesson</td>
</tr>
<tr>
<td>need to do your work.</td>
<td>plan and all the materials needed</td>
</tr>
<tr>
<td>• Pay attention to your teacher</td>
<td>• Listen to my students</td>
</tr>
<tr>
<td>• Participate actively</td>
<td>• Check to make sure that students understand</td>
</tr>
<tr>
<td>• Ask questions when you don't understand</td>
<td>what I am teaching; help them until they do.</td>
</tr>
<tr>
<td>• Spend at least 15 minutes outside of each class</td>
<td>• Spend time reviewing material in class each day;</td>
</tr>
<tr>
<td>each day looking over stories, vocabulary lists,</td>
<td>build on information students already know</td>
</tr>
<tr>
<td>etc.</td>
<td></td>
</tr>
<tr>
<td>• Complete all assignments on time.</td>
<td>• Grade and return all assignments as they are</td>
</tr>
<tr>
<td>• Practice and re-do everything until you</td>
<td>submitted</td>
</tr>
<tr>
<td>understand it!</td>
<td>• Help you practice and allow you to re-do work</td>
</tr>
<tr>
<td>• Attend class every day.</td>
<td>until you understand it.</td>
</tr>
<tr>
<td></td>
<td>• Attend class every day.</td>
</tr>
</tbody>
</table>

Seating Policy
You will be assigned a new seat once or twice per quarter. Your tablemate is your study
buddy. If you are absent, get notes and handouts from him or her. Speak Spanish to one
another in class and check each other’s work when appropriate. You are a team, and your goal
is to help each other meet the class standards!

Absence Policy
Your class will spend almost an hour each day acquiring language (the easy way!) and you may have to spend a similar amount of time at home to make up the
learning that you have missed. Check with me on your first day back to see what work needs to be made up.
Tardy Policy
You are considered tardy to class if you are not in your seat when the bell rings. With each tardy, you will receive an extra assignment to make up for the class time that you missed. Your parents will be notified, and if the problem is ongoing, you will have disciplinary action.

Borrowing Books Policy
If you would like to borrow a book from the classroom, you may sign it out from Mrs. Bex for a maximum of one week. It must be returned on-time, in excellent condition, or you will be fined.

Speaking Policy
If Mrs. Bex asks a question in Spanish, you must answer in Spanish. If she asks a question in English, you may answer in Spanish or English. If you MUST say something in English, you must first ask, “¿En inglés, por favor?”

Entering the Room
These things should all be done before the bell rings:
1. Take out your class binder.
2. Borrow a pencil and paper, if needed.
3. Sit down at your seat.
4. Begin working silently on your Campanada.

Transition Signals
Throughout the year, I will use several call-and-response exchanges to get your attention. I will say one thing, the whole class will say something else in response, and then everyone will be quiet with their eyes on me, ready for my instructions.

Leaving the Room
1. Return borrowed materials, if applicable
2. Clear your table and floor
3. Push in your chair

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.

• You may not copy another student’s work or allow someone to copy your work
• You may not use online translators to write sentences or essays
• You must cite any website, book, article, etc. from which you gather information.
EVALUATION: Standards Based Grading

Your grade will be determined by how your performance compares to the standard expected for each category.

<table>
<thead>
<tr>
<th>Category</th>
<th>Grade</th>
<th>Code</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>A</td>
<td>Adv</td>
<td>95</td>
</tr>
<tr>
<td>Proficient</td>
<td>B</td>
<td>Prof</td>
<td>85</td>
</tr>
<tr>
<td>Developing</td>
<td>C</td>
<td>Dev</td>
<td>75</td>
</tr>
<tr>
<td>Emerging</td>
<td>D</td>
<td>Em</td>
<td>65</td>
</tr>
<tr>
<td>Beginning</td>
<td>F</td>
<td>Beg</td>
<td>55</td>
</tr>
<tr>
<td>No attempt</td>
<td>F</td>
<td>N/S</td>
<td>0</td>
</tr>
</tbody>
</table>

- Advanced: You are confident and are reaching for the next level.
- Proficient: You consistently meet the standard without help from the teacher and are ready to move on.
- Developing: You can meet the standard in familiar tasks and situations.
- Emerging: You know what to do to meet the standard and can do some things, but need help accomplishing it.
- Beginning: You know what the standard is, but are confused and probably frustrated. You need some help to get started!
- No attempt: You have not done enough to be evaluated.

GRADE CATEGORIES

The target proficiency levels and the corresponding expectations for speaking, writing, reading, and listening will vary depending on the course level and time of year. Detailed expectations will be given for each assessment. The expectations for Work Habits are listed below.

- Writing: 25%
- Reading: 30%
- Speaking: 10%
- Listening: 30%
- Work Habits: 5%

- Class participation: You look like you are engaged (participating and paying attention) by maintaining eye contact with the teacher and sitting up straight. You speak Spanish.
- Behavior: You are kind and respectful of yourself, your classmates, your teacher, and your school. You do not disrupt your learning or your classmates' learning.
- Homework: All assignments are complete and on time.
- Preparation: You have all the materials you need for Spanish every day.

GRADE REPORTING

Some classwork assignments are formative assessments (showing how well you understand the material while we are still learning it), and some are summative (showing how well you understand the material after we have finished studying it). Formative assignments will not be entered in the gradebook, and are considered supporting evidence for your grade in each category. Summative assessments are entered in the gradebook.

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STORYASKING

Storyasking is a form of storytelling in which the storyteller (in this case, the teacher) doesn't know what will happen in the story, and so she asks the audience what they want to happen at different points in the story. Therefore, the teacher is not telling the story to the students; she is asking them what happens, and they decide.

In each storyasking session, we will have several target vocabulary terms that we must acquire and therefore include in the story. Our goal is to repeat those terms over and over and over. For example, "dog," "eats," and "dances." The story could be about a dog that goes on a cruise and eats and dances every night. Or maybe the dog eats a huge piece of cake and dances off the calories at a discoteque in Paris. It’s whatever the class decides.

Research shows that a word does not become a permanent part of our vocabulary until we have heard or seen it 70-150 times. In order to get those repetitions, I will be asking really dumb, obvious, silly questions about the story over, and over, and over. I will ask so many dumb, obvious, silly questions that you will want to poke your eyes out. That’s why we have to make sure that the stories we create are FUNNY and CREATIVE, so that we don’t get super bored while we try to get in all of the repetitions we need.

The most important thing in storyasking is that you ALWAYS understand what I am saying: you cannot learn what I’m saying unless you understand what I’m saying. If you ever get confused, all you need to do is (1) make the confused gesture (make a fist and put it in your other hand) or (2) ask me in Spanish to clarify. When that happens, I will either explain it differently in Spanish or write it on the board in English. I will do my best to make sure that you understand me, but sometimes I won’t see that you’re confused, so you need to be your own advocate and let me know! Class will be fun sometimes, sometimes not—this is a rigorous academic elective class. I want you to be involved and engaged in class, but not necessarily entertained all of the time.

Rules for Storyasking

1. Listen with the intent to understand
2. Use whiteboards to suggest cute answers
3. One person speaks, everyone else listens
4. Sit up straight with squared shoulders and clear eyes
5. Speak Spanish, not English!
6. Do your 50%
7. Use the hand-in-fist gesture to show you don’t understand
8. Actors match actions with the story