

NEW Spanish Curriculum!

Mrs. Clay

This year, we have a new curriculum for the Spanish classes! We've purchased the SOMOS curriculum by Martina Bex. If you'd like to read more about it, check out their website: <https://www.somoscurriculum.com/about>. I have highlighted a few of the aspects of this new curriculum that I am most excited about!

SOMOS is a comprehension-based curriculum that is proficiency-oriented and rich in cultural content.



Vocabulary

High Frequency

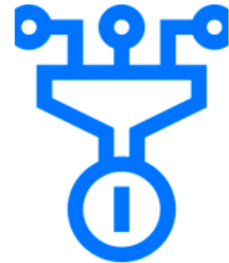
SOMOS equips students from Day 1 with high frequency vocabulary. With a focus on useful vocabulary, students are able to communicate about a broad range of topics early on.



ACTFL Performance Standards

Standards Based

Meet ACTFL standards for interpretive, interpersonal, presentational, and cultural proficiency! Assessment rubrics are aligned with ACTFL Performance Descriptors, based on ACTFL Proficiency Guidelines.



Input and output

Input Matters

Language is not built up from practice, but from consistent and constant exposure to input. Input is indispensable to language acquisition. An input-rich class is an equitable class, where ALL students can succeed.

SOMOS is a culture-rich curriculum

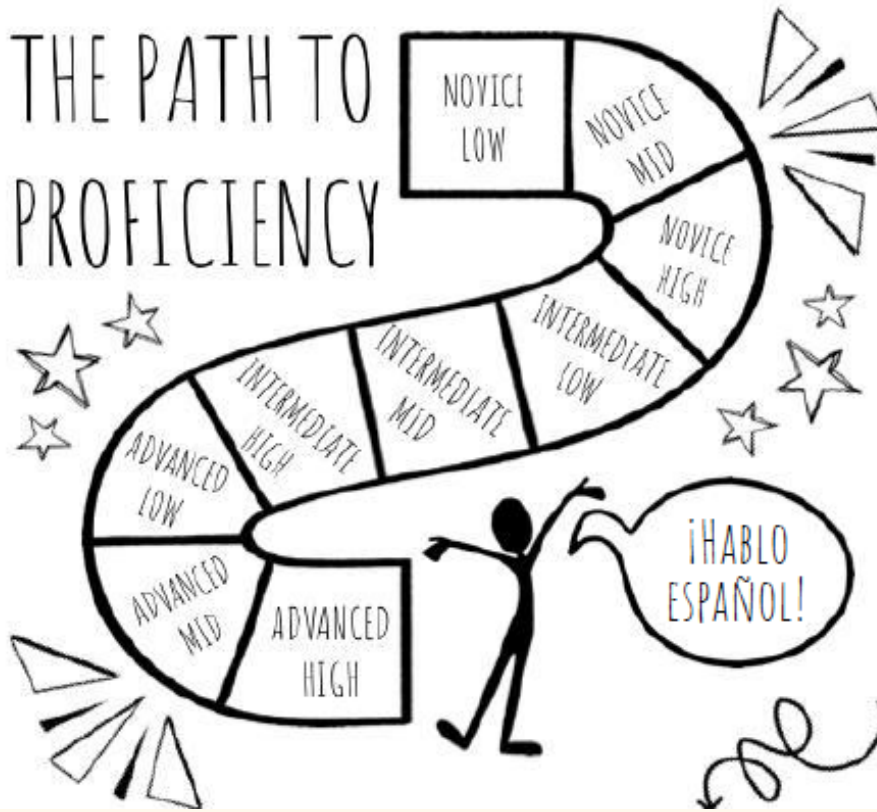


Language is inextricably linked to the cultures of its speakers. When input is comprehended, *any* content can be a conduit for language acquisition. Culture opens eyes and inspires intrigue.

Some of the topics you'll find in SOMOS:

- La Guerra Sucia
- Latin Food
- Gauchos
- Castells de Tarragona
- Bullfighting
- Indigenous legends
- Superstitions
- El Cucuy/El Silbón
- Piropos
- Undocumented Immigration
- La chancla

THE PATH TO PROFICIENCY



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.

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.



WHAT IS 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 he or 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 or he is asking the students what happens, and they come up with ideas.

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 discotheque 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 many times in context. I have a lot of tricks up my sleeve to help you understand new words with confidence through purposeful questioning and repeated exposure to the words in context.



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!



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.