

SPANISH 1

Señora Alvarado



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Class site:



WHAT WILL CLASS BE LIKE?

Spanish 1 prepares you to communicate in Spanish on a novice mid level. Focus on listening and reading, and take risks by speaking when you can. Your intent to understand and communicate will determine your success!

We will read, listen to music, watch videos, create stories, speak together, and play games IN SPANISH. *Every day should be 90% Spanish.*

We will also deepen our understanding of cultures and communities around the world!

MATERIALS:

- 3-Ring Binder
- College Ruled Paper
- Pencil
- Textbook
- Charged Chromebook



IMPORTANT: Your cell phone should be stored and silenced, unless you are given permission to take it out.

NOVICE
LOW

NOVICE
MID

NOVICE
HIGH

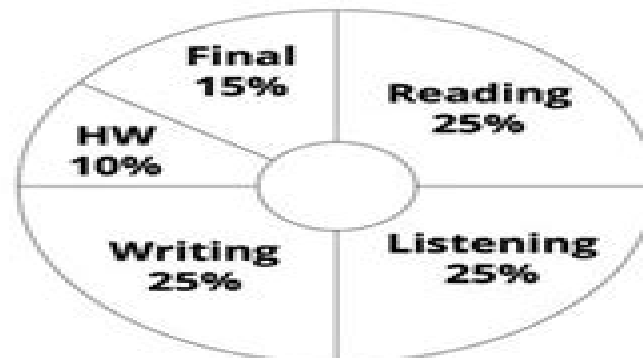
INTERMEDIATE
LOW

INTERMEDIATE
MID



GRADES AND LEARNING TARGETS:

- **Interpretive (listening and reading):**
I can understand spoken Spanish and written texts on familiar topics.
- **Presentational (speaking and writing):**
I can write and speak in Spanish on familiar topics, using short sentences and simple phrases.
- **Interpersonal:**
I can ask and answer some questions in Spanish, using short, simple sentences.



"The limits of my language are the limits of my world."

– Ludwig Wittgenstein

TEACHER / STUDENT RESPONSIBILITIES:

- Listen with the intent to understand.
- *No inglés*, unless stated otherwise!
- Respect others and school property.
- Come to class on time and prepared.



Students: Signal to me when you don't understand.



Student Syllabus For Spanish Class

Alan V. Brown, Gregory L. Thompson
(College teacher)



Student Syllabus For Spanish Class:

Language and Power John L Watzke, Paul Chamness Miller, Miguel Mantero, 2022-01-01 The International Society for Language Studies ISLS introduces its second volume in the series Readings in Language Studies with Language and Power a text that represents international perspectives on power and bilingualism identity in professions media the learner and pedagogy Founded in 2002 ISLS is a world wide organization of volunteers scholars and practitioners committed to critical interdisciplinary and emergent approaches to language studies Adult Learning in the Language Classroom Stacey Margarita Johnson, 2015 This book explores connections between the fields of foreign second language teaching and adult learning through a case study of adult language learners at the college level The book examines topics such as the value of adult language study its effect on adult learners as well as classroom practices that contribute to deeper learning

Community Service-Learning for Spanish Heritage Learners Kelly Lowther Pereira, 2018-12-15 This book proposes community service learning as a critical pedagogy that connects learners and communities to address key challenges in heritage language education The book's purpose is two fold to fill a crucial gap in empirical research on community service learning in the heritage language context as well as to provide language educators and practitioners essential guidelines for designing community service learning courses with particular attention paid to the characteristics and needs of Spanish heritage language learners This book presents compelling evidence demonstrating the central role community service learning plays in developing heritage language learners identities connections to the heritage language community language attitudes and social cultural and sociolinguistic awareness Importantly this book also addresses the often overlooked perspectives of community partners and liaisons As the first original research monograph on community service learning for Spanish heritage language learners this pioneering book will undoubtedly aid students instructors and administrators across all levels of language education *Methodological Developments in Teaching Spanish as a Second and Foreign Language* Guadalupe Ruiz-Farjardo, 2012-11-16 This book on applied linguistics presents new trends and improvements on the teaching of Spanish It deals with two major scopes in the field of linguistics that have a crucial role in the development of language teaching in general and of the teaching of Spanish in particular Interaction and Grammar The topics chosen coincide with the areas in which the communicative approach to language teaching dominant in European and American language programs since the 1970s and 80s has been the object of most revision In its first part the book appeals both to pragmatics and to discourse analysis to research the specifics of classroom discourse and classroom interaction as well as the differences between interactions among Spanish native speakers and interactions among non natives in order to develop methodologies for the effective incorporation of these aspects to the Spanish language classroom such as tasks to teach interaction or techniques to implement learner centered interactive class dynamics and cooperative learning In its second part this book reviews the pedagogical advantages of language description based on Cognitive Linguistic theory to explain different aspects

of Spanish grammar The main purpose of our contribution is to show how taking different dimensions of construal and perspective in linguistic representations into account helps teachers to elucidate idiosyncratic and subtle contrasts of Spanish structure that other views and approaches cannot clarify on a meaningful base such as the aspectual opposition between preterits or the modal opposition between indicative and subjunctive both of high importance for the English speaking student The work selected for this book by experts from Columbia University and from several universities in Spain represents the most current lines of inquiry in this post communicative approach as applied specifically to the teaching of Spanish This book seeks to be to be a must read for the present and future It tackles unexplored territory for journals and applied linguistics collections have mainly addressed these problems in relation to English language and instruction

Pragmatics & Language Learning, Volume 11 Kathleen Bardovi-Harlig, J. Cesar Felix-Brasdefer, Alwiya Saleh Omar, 2006 This volume features cutting edge research on L2 pragmatics from a wide range of theoretical and methodological approaches It offers fresh perspectives on standard topics such as the use and learning of speech acts and the pragmatic meanings of linguistic resources and the effect of planned intervention on pragmatic development in language instruction The chapters also document researchers increasing attention to different forms of computer mediated communication as environments for using and developing L2 pragmatic competence and of conversation analysis as an approach to different aspects of interaction in a variety of settings Publisher's website nflrc.hawaii.edu *The Changing Landscape of Spanish Language Curricula* Alan V. Brown, Gregory L. Thompson (College teacher), 2018 Brown and Thompson argue that Spanish language education needs to evolve to reflect changes in the U S's sociocultural socioeducational and sociopolitical landscape They provide coherent and compelling discussion of the most pressing issues facing Spanish post secondary education and strategies for turning these challenges into opportunities **Resources in Education**, 1999-04

Culturally Relevant Pedagogy Lisa Scherff, Karen Spector, 2010-12-16 The authors in this edited volume reflect on their experiences with culturally relevant pedagogy_as students as teachers as researchers_and how these experiences were often at odds with their backgrounds and or expectations Each of the authors speaks to the complexity and difficulty in attempting to address students cultures create learning experiences with relevance to their lives and experiences and enact pedagogies that promote academic achievement while honoring students At the same time every author shows the clashes and confrontations that can arise between and among students teachers parents administrators and educational policies

Outcomes of University Spanish Heritage Language Instruction in the United States Melissa A. Bowles, 2022-04-01 Outcomes of University Spanish Heritage Language Instruction in the United States addresses for the first time how receiving heritage classroom instruction affects Spanish speakers on multiple levels including linguistic affective social and academic outcomes Scholars and educators alike will benefit from this volume's rich insights **Research in Education**, 1974 **American Higher Education Transformed, 1940--2005** Wilson Smith, Thomas Bender, 2008-03-04 Part IV

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Heritage Speakers of Spanish and Study Abroad Rebecca Pozzi, Tracy Quan, Chelsea Escalante, 2021-04-19 Heritage Speakers of Spanish and Study Abroad is an edited volume that provides emerging research on heritage speakers of Spanish in immersion contexts in theoretical empirical and programmatic terms This edited collection seeks to expand our understanding of heritage speakers of Spanish by incorporating research on their linguistic sociolinguistic and pragmatic development during and after a sojourn abroad by discussing the complexities of their identity formation and negotiation during immersive stays and by highlighting programmatic innovations that could be leveraged to better serve diverse learners in study abroad contexts This volume advances the fields of both heritage language education and research on immersion study in a variety of ways and will be of interest to scholars of applied linguistics sociolinguistics second language acquisition and educational linguistics especially those interested in study abroad programming and Spanish for heritage speakers

Community-Based Language Learning Joan Clifford, Deborah S. Reisinger, 2018-12-03 Community based Language Learning offers a new framework for world language educators interested in integrating community based language learning CBL into their teaching and curricula CBL connects academic learning objectives with experiential learning ranging from reciprocal partnerships with the community e g community engagement service learning to one directional learning situations such as community service and site visits This resource prepares teachers to implement CBL by offering solid theoretical frameworks alongside real world case studies and engaging exercises all designed to help students build both language skills and authentic relationships as they engage with world language communities in the US Making the case that language learning can be a tool for social change as well Community based Language Learning serves as a valuable resource for language educators at all levels as well as students of language teaching methodology and community organizations working with immigrant populations

Murder 101 Edward J. Rielly, 2014-08-23 This collection of essays examines how college professors teach the genre of detective fiction and provides insight into how the reader may apply such strategies to his or her own courses Multi disciplinary in scope the essays cover teaching in the areas of literature law history sociology anthropology architecture gender studies cultural studies and literary theory Also included are sample syllabi writing assignments questions for further discussion reading lists and further aids for course instruction

The Secret Life of English-Medium Instruction in Higher Education David Block, Sarah Khan, 2020-11-26 This volume explores the

inner workings of English medium instruction EMI in higher education HE at two universities After an introductory chapter that sets the scene and provides an essential background there are four empirically based chapters that draw on data collected from a range of sources at two universities in Catalonia This includes interviews audio video recordings of classes audio logs produced by both lecturers and students policy documents students written work and student presentation evaluation rubrics These chapters examine the following issues 1 the choice of either English or Catalan as the medium of instruction by students and lecturers 2 how students display ambivalence towards EMI as well as a general lack of enthusiasm towards and an ironic distance from doing education 3 how students resist EMI by contravening its English monolingual norm using their L1s in the classroom and finally 4 how EMI lecturers on occasion act as English language teachers despite their continued claims to the contrary The book ends with a concluding chapter that draws all of the strands together around key themes This book is written for scholars interested in issues surrounding EMI in HE in general as well as those EMI in HE practitioners who have adopted a reflective approach to their professional practice and wish to know more about the ins and outs of EMI in HE from multiple perspectives It is a useful resource for MA and PhD students on applied linguistics programmes in which the roles and uses of English in HE worldwide are deemed to be important and worthy of attention Additionally this will be relevant to courses or modules focusing on language policy as well as curriculum issues more broadly and language teaching practice more specifically *College Rules!, 3rd Edition* Sherrie

Nist-Olejnik, Jodi Patrick Holschuh, 2011-04-26 And You Thought Getting into College Was Hard Students who assume they can figure out college on the fly often learn things the hard way they look back and think If only I d known this from the start College Rules will save you the time and trouble setting you up for academic success from the get go Lesson 1 College is different from high school and even those who were at the top of their class will need practical advice on how to successfully transition to college life This updated and expanded third edition of College Rules reveals strategies that aren t taught in lectures including how to Study smarter not harder Plan a manageable course schedule Master e learning technologies Interact effectively with profs Become a research pro at the library and online Organize killer study groups Feel engaged even in yawn courses Survive the stresses of exam week Succeed even as an alternative or adult student Set yourself up for stellar recommendations Saving time energy and aggravation by doing everything right the first time will free you up for that pizza break ultimate frisbee game or ski trip even quicker Why Because College Rules

Language Across Disciplinary Boundaries Miguel Mantero, Paul Chamness Miller, John L Watzke, 2022-01-01 The International Society for Language Studies ISLS inaugurates its first volume in the series Readings in Language Studies with Language Across Disciplinary Boundaries a text that represents international perspectives on language and identity critical pedagogy language and power perspectives on second language acquisition and teacher education Founded in 2002 ISLS is a world wide organization of volunteers scholars and practitioners committed to critical interdisciplinary and emergent approaches to language studies

Indigenous America in the Spanish Language Classroom Anne Fountain, 2023-06-01 A critical resource for inclusive teaching in the Spanish classroom Although Indigenous peoples are active citizens of the Americas many Spanish language teachers lack the knowledge and understanding of their history culture and languages that is needed to present the Spanish language in context By presenting a more complete picture of the Spanish speaking world Indigenous America in the Spanish Language Classroom invites teachers to adjust their curricula to create a more inclusive classroom Anne Fountain provides teachers with key historical and cultural information about Indigenous peoples throughout the Americas and explains how to incorporate relevant resources into their curricula using a social justice lens This book begins with an overview of the Iberian impact on Indigenous Americans and connects it to language teaching giving practical ideas that are tied to language learning standards Each chapter finishes with a list for further reading inviting teachers to dig deeper The book ends with a set of ten conclusions and an extensive list of resources organized by topic to help teachers find accurate information about Indigenous America to enrich their teaching Fountain includes illustrations that relate directly to teaching ideas Hard to find resources and concrete teaching ideas arranged by level as well as a glossary of important terms make this book an essential resource for all Spanish language teachers

Teaching Writing With Latino/A Students Cristina Kirklighter, Diana Cardenas, Susan Wolff Murphy, 2007-08-09 Engages the complexities of teaching Latino students at Hispanic Serving Institutions

Socallt '04 Ute S. Lahaie, 2005 SOCALLT 04 is the sixth publication of the series documenting the sessions presented during the annual conferences of the South Central Association for Language Learning Technology SOCALLT This publication is a record of the sessions presented during the 2004 conference held at the San Jacinto College Central in Pasadena TX on 6 7 February 2004 All authors are current members of the organization The articles of these proceedings focus on a variety of issues such as new technologies for language learning the integration of technology into the foreign language curriculum the role of technology in the teaching and learning process language materials development and web enhanced language instruction

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