



**TEXT:** *Exploring Spanish*, 3<sup>rd</sup> edition EMC Publishing **WORKBOOK:** workbook companion to above textbook.

Website: <http://deborazeneri.weebly.com/>

Numerous videos and songs from paid sites such as [senorashby.com](http://senorashby.com) and [senorwooly.com](http://senorwooly.com)

**COURSE DESCRIPTION:**

Exploratory Spanish is a one semester novice level course offered to students in sixth grade. The DIS world language program is skills based. Through a thematic, communicative approach to the language, the instructional units develop balanced skills, communicative proficiency, critical thinking and cultural awareness. Grade 6 Exploratory Spanish builds on the foundation set in the elementary exploratory program, however it is taken into consideration that all students may not have a previous background in Spanish.

**OBJECTIVES:**

The student will acquire increased ability to communicate in Spanish language through active use of the vocabulary in oral and aural practices and in written communication.

**COURSE OUTLINE:**

In thematically organized units, students learn to communicate about their own lives and how to interact with Hispanic cultures. The principal themes include: introductions, school, family, calendar, health, foods, personal description and free time activities.

**MATERIALS:**

- **Pencils, erasers, pens.**
- There are many handouts to keep track of. It is important to have an exclusive **folder** to keep track of them.
- Students need a **notebook** to be used only for Spanish vocabulary notes and assignments. Loose sheets in a binder are **not** acceptable. The notebook is collected for grading overnight. It should be the same notebook used all semester.
- We will use the internet often in class. There are a few computers available for general use but students may use their own **laptops**. Phone use is not allowed during class.
- The teacher will use the internet to post assignment and to communicate with students. All students need reliable Internet access and **their school Gmail account** in order to reach the homework calendar, Google drive folders and class webpages.

**GRADING:**

Classroom engagement	10 %	Independent preparation	10%
Formative assessments	20 %	Summative assessments	60%

The best ways to learn language are to hear, read and repeat frequently the same vocabulary in varying contexts. Online practice, games, oral practice, storytelling, classroom worksheets, etc. are considered classroom interaction. Each student’s engagement and cooperation in these activities is part of the overall grade.

Please review the DIS tardy and make-up work polices in the Student/Parent Handbook (page 11)

Students are expected to complete all **homework** on time and without copying a classmate or using any sort of assistance. Use of a translation site is not acceptable unless suggested by the teacher. Completion of the unit activities in the workbook counts as a ten point homework assignment. Other homework assignments are given 5 points for fully completed with thought, 3-4 for incomplete, excessive errors or lateness. A zero holds the spot until the work is submitted. For extremely delayed work, students will be required to meet with the teacher and parents will be contacted. Zeros must be completed before the end of the quarter.

Students with an excused **absence** are expected to check assignments on the class calendar on the website and make up the work within two calendar days, not two class days. For excused absences longer than three days, arrangements will be made through administration. The responsibility for completion of missed assignments and/or tests lies entirely with

the student. Students absent for sports and field trips are responsible for meeting their teachers before tournaments to discuss and collect all work for that missed day of school.

**Mystery assignments** will not be graded. It is your job to make sure that **your English name** is on your notebook, workbook and worksheets that you submit. All assignments sent to the teacher digitally should be saved in the proper format. The title should include the student’s name and the name of the specific task. “Project” is not a specific enough. Ex of good title= “ FamilyProject\_MartaLopez”

Each unit will have at least a **vocabulary quiz as a formative assessment and a project as a summative assessment**. Formal assessments are performance based. Retests may be requested for failing formative assessment grades on a contract basis; both grades will be averaged to indicate the final grade for that assessment. There are no retakes summative assessments.

**Email** – students must provide the teacher with a Gmail address **in English** in order to be able to access the homework calendar and Google drive folder. If there is a problem, please talk to Sra. Zerner. Mystery emails will not be opened. All email correspondence between the teacher and students should be written formally. This means with a salutation, a body, a closing and a name that the teacher can understand. No one word or one line chatty formats. Please do not send emails in Korean. Do not expect the teacher to recognize your email address especially if they are in Hangul. Sign your mails with your full name in English in case there are other students with the same first name as you. Please do not email the teacher late at night and expect an answer.

Model:

Dear Sra Z|,  
Please check my homework grades in Power School.  
Sincerely,  
Marta Lopez

**Classroom behavior**

Exploratory Spanish Grade 6 is a communicative class but not a social period. Students are expected to show self-control in their behavior. Students should raise their hand to talk to the teacher or to respond to oral activities. Voices should be appropriate to the activity. Loud voices are for outside. Shouting out to your classmates, expressing your opinion out loud, commenting on the topic out loud, talking to the teacher without raising your hand and being recognized are examples of unacceptable behavior.

**Please sign and return this letter.** It will be kept in your class grading folder along with all your assessments.

**Signatures :**

Parent ..... Date.....

Student..... Date.....

*(Señora) Debora Zerner*

Debora Zerner  
[dzerner@dis.sc.kr](mailto:dzerner@dis.sc.kr) Room 209



# Three Modes of Communication



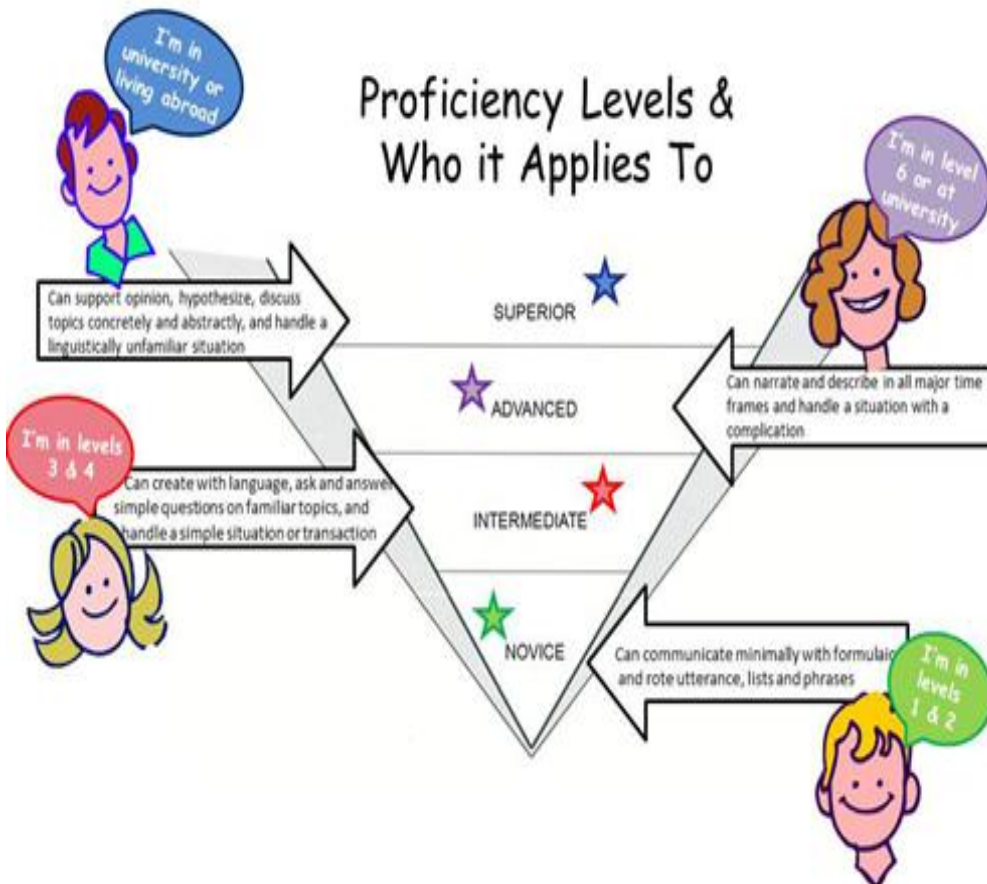
**Interpretive**  
 one-way receptive  
 communication,  
**listening/reading/viewing**



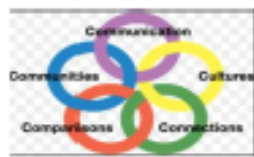
**Presentational**  
 one-way, drafted, edited,  
 productive communication  
**speaking/writing**



## Proficiency Levels & Who it Applies To



Daegu International School uses the Maine Foreign Language Standards for Foreign Language which are based on the nationwide standards created by the American Council on the Teaching of Foreign Languages. The information below is taken from *Teaching World Languages: A Practical Guide*, Shirley W. Cockney, editor



The *Standards for Language Learning in the 21st Century*, (2006) provides the guidelines for foreign language instruction in the United States. The standards are organized into Communication, Cultures, Connections, Comparisons and Communities. Exploratory courses in the elementary school at DIS are focused at the novice level. In Spanish class the students show development in the standards by performing tasks and fulfilling "I can" statements. The standards for elementary novice learners are mainly focused on the first standard, Communication, which includes three parts:

- ☑ the interpersonal mode of communication (conversational communication),
- ☑ the interpretive mode of communication (reading, listening and viewing), and
- ☑ the presentational mode of communication (speaking in a presentation and writing).



Fig. 7-1-1 ©SWCockey

The goal of the **Interpersonal Communication** standard is to enable students to engage directly with other speakers in real-life situations from the early stages of language learning. Interpersonal communication is the continued negotiation of meaning through language. It can take place in a conversation (speaking and listening) or in written form (writing and reading). Conversations can be held in person, on the phone, via Skype, or even across multiple media, such as telephone messages. Written exchanges can occur through letters, emails, text messages (SMS), or chatting on the Internet. In all cases, each message has an effect upon the next message, and the dialogue evolves throughout the exchange.

**Interpretive communication** includes listening, viewing, or reading a text, such as listening to an announcement on a public address system, listening to a song, watching a movie, or reading an article. The listener, viewer, or reader does not have any way to question the author of the text, ask for repetition, or negotiate meaning. This type of communication is referred to as *one-way communication*.

**Presentational communication** is speaking or writing from the student to an audience. It requires students to strategically formulate how best to make themselves understood, using their full proficiency to convey their ideas, concepts and information. Presentational communication may take many forms such as performing skits and monologues, writing a narrative or story or creating a poster. The common element in all of these activities is that they involve one-way communication. The listener, viewer, or reader does not have any way to question the sender of the message, ask for repetition, or negotiate meaning. The student, who is the sender of the message, must therefore make sure that the message itself is clear and accomplishes its goals before it is sent.

		Meaning	
A. ----- 93-100	Exceeds the standard	Meets standards of excellence; exemplary performance; shows creativity.	
B. ----- 85-92	Meets the standard	Acceptable, solid performance/understanding.	
C. ----- 77-84	Meets the standard with support	Just meets acceptable standards. Emerging understanding, errors present, grasp is not thorough.	
D. ----- 70-76	Not meeting the standard	Not meeting acceptable standards, makes attempts but has serious errors or misconceptions.	

**A. Communication** Students communicate in the target language.

**A1 Interpersonal**

Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and *intonation* patterns or use appropriate *non-manual markers* (ASL), which are comprehensible to speakers accustomed to interacting with language learners.

Modern and Classical

a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing.

Modern only

b. Participate in conversations on a variety of everyday topics to meet personal needs.

c. Give and respond to directions and commands, orally or in sign language, and in writing.

**A2 Interpretive**

Students comprehend brief conversations, *narratives*, and recorded material in *familiar contexts*.

Modern only

a. Identify main ideas, topics, and details from simple oral/signed and written texts.

**A3 Presentational**

Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.

Modern only

a. Write/sign messages using a prescribed, *culturally-appropriate* format.

b. Produce and present simple creative works orally or in sign language, and in writing.

c. Convey personal preferences or information pertaining to everyday life orally or in sign language, and in writing.

**A4 Language Comparisons**

For both modern and classical languages, indicators may be accomplished in the target language or English. Students compare the *target language* with English in order to better understand *language systems*.

Modern and Classical

a. Compare basic grammatical structures and *syntax* between languages.

b. Compare *idiomatic expressions* between languages.

**B. Cultures** Students demonstrate an understanding of a culture(s) in which the target language is spoken.

**B1 Practices and Perspectives**

Students describe *practices of a culture(s)* and *perspectives of a culture(s)* in which the *target language* is spoken.

Modern and Classical

a. Describe examples of common beliefs of a culture(s) in which the *target language* is spoken.

b. Describe common attitudes of a culture(s) in which the *target language* is spoken.

c. Describe common similarities and differences related to *practices of a culture(s)* in which the *target language* is spoken.

**B2 Products and Perspectives**

Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the *perspectives of a culture(s)* in which the *target language* is spoken.

No performance indicator.

**B3 Comparisons with Own Culture**

Students recognize and compare *perspectives* related to *products and practices* of a culture(s) in which the *target language* is spoken to the cultural perspectives of the culture in which the student lives.

Modern and Classical

a. Compare verbal and non-verbal communication in a culture(s) in which the *target language* is spoken to communication in the culture in which the student lives.

b. Recognize contributions of a culture(s) in which the *target language* is spoken to life in the United States including foods, celebrations, dress, and/or architecture.

**C. Connections**

Students expand their knowledge by connecting their study of a world language(s) with other content areas.

**C1 Knowledge of Other Learning Results Content Areas**

Students apply information acquired in other *Learning Results* content areas to further their knowledge and skills in the *target language*.

Modern and Classical

a. Use the *writing process* learned in English Language Arts when writing for the *target language* class.

b. apply research skills to further knowledge in the *target language*.

c. Apply knowledge from other *Learning Results* content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.

**C2 Distinctive Viewpoints**

Students locate *authentic* resources, available only through sources in the *target language*, and identify ideas about a culture(s) in which the *target language* is spoken.

Modern and Classical

a. Locate media or other *authentic sources* from the *target language* and a culture(s) in which the *target language* is spoken and identify a *perspective and/or practice of a culture(s)* different from the students' own viewpoints and/or behaviors.

**D. Communities** Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.

**D1 Communities** Students demonstrate an understanding and use their knowledge of the *target language* to communicate with *target language* speakers, obtain information on familiar topics, and gain understanding of another culture(s).

Modern and Classical

a. Participate in and summarize school/community events related to the *target language* or associated culture(s).

b. Identify community and online resources that can be used to gain information about the *target language* or associated culture(s).

c. Communicate with students in the *target language*.

d. Describe language skills and cultural insights gained through real or *virtual travel*.