HOLISTIC   AUTHENTIC   PURPOSE DRIVEN   ENTREPRENEURIAL   GLOBAL

SPANISH PROGRAMMING

Philosophy OVERVIEW - Alberta Program of Studies:

Over 300 million people in the world speak Spanish. It is the official language of the following countries: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial, Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay and Venezuela. It is also spoken in many other countries in which it is not the official language, including the United States of America and the Philippines. It is one of the most widely spoken languages in the world.

The value of Spanish programming for Alberta society as a whole is enormous, given the important economic role the Spanish-speaking countries are playing in the international market and their increasing trading partnership with Alberta and Canada. Apart from the common advantages related to the learning of an international language, it permits an insight into the rich and varied cultures developed in the Spanish-speaking world and bestows more opportunity to communicate directly with Spanish-speaking people. As well, for some students with prior knowledge of the language and cultures, it offers an opportunity for renewed contact. It contributes to maintaining and developing literacy for those whose first language is Spanish.

There is also significant evidence to suggest that learning another language contributes to the development of increased grammatical abilities in the first language and enhances cognitive functioning. Learning a second language increases the ability to conceptualize and to think abstractly; and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

Overview

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Student progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular vocabulary expressions, learning strategies or cultural skills and knowledge, for example, are revisited at different points in the Spanish language arts program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.

General Outcomes

The general outcomes are broad statements that form the basis of this program of studies. Each general outcome outlines the key learnings that each section of the program is designed to support. The general outcomes describe the common goals that all students in the Spanish Language Learning sequence are expected to achieve. Spanish core programming is designed to promote all-around personal development by fostering social, emotional, moral, intellectual and creative growth. To support this growth and development, the Spanish program is built upon the following seven general outcomes.

Important Links

- https://education.alberta.ca/media/160449/spanish-lnguage-arts-kindergarten-to-grade-6.pdf
- https://education.alberta.ca/media/381142/spanish-language-and-culture-10-3y-20-3y-30-3y.pdf

General Learner Outcomes:

On Learner Competence -

LC–1 attend to form - Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity of communication;

LC–2 interpret and produce oral texts - Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond to oral, visual, and multimedia contexts;

LC–3 interpret and produce written texts - Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to print, visual and multimedia texts;

LC–4 apply knowledge of the sociocultural context - Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world;

LC–5 apply knowledge of how text is organized, structured and sequenced in Spanish - Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information;

On Applications -

A–1 to receive and impart information

A–2 to express emotions and personal perspectives

A–3 to get things done

A–4 to extend their knowledge of the world

A–5 for imaginative purposes and personal enjoyment

A–6 to form, maintain and change interpersonal relationships

On Strategies -

S–1 language learning

S–2 language use

S–3 general learning

On Global Citizenship -

GC–1 historical and contemporary elements of Spanish-speaking cultures

GC–2 affirming diversity

GC–3 personal and career opportunities

Mastery Based Spanish Program

FLCA FILE LINK for Teachers: https://drive.google.com/drive/folders/1M-GZWelqywsovVlzDngKbT8y_vJ75WxH

100 Most Common Spanish Verbs LINK:
https://www.linguasorb.com/spanish/verbs/most-common-verbs/

Overview: This program has two components; *TPRS Learning* and traditional *Grammar Study*. The key of this program is that the focus is on conversational fluency, sentence structure and the fluent use of the top 100 high-frequency Spanish verbs. Although nouns and adjectives will be included throughout the learning process, as they are necessarily needed for conversational Spanish, they generally should be picked up by students naturally and should not be the focus of the lessons or the assessments.

Timeline: This is a Mastery Based program. This means that the teacher does not go onto the next unit until they are confident the class is ready and has truly mastered the tenses, verbs and sentence structures of the applicable unit. Teachers must ensure both the TPRS section and Grammar section (in accordance with the below outline) are taught to the students each week. With four Spanish Blocks each week it is recommended that they spend 1 full block each week on Grammar study. The remainder should be TPRS (which of course includes Grammar study but not formally). Teachers may decide to spend 15 minutes per class studying Grammar, instead of a full block once a week. Do what works for your class.

Components for Teacher Preparation with a Backwards by Design Approach:

- Identify WORD GLOSSARY already mastered with possible need for REVISION
- Create scaffolded list of NEW ESSENTIAL VERBS for each Unit/Cycle
- Identify NEW LIST (of VERBS and other key words) for students with translation and body language cues for Unit/Cycle

- Use verbs in oral drills with QUESTIONING of Who What Where When How
- Use verbs in oral drills with different SUBJECT PRONOUNS
- Use verbs in oral drills if possible with new TENSES (simple past and future)
- Use verbs with limited grammar lessons embedded
- Use new and old glossaries for SIMPLE STORY READING AND BUILDING for writing, reading, and acting
- Use Composition Books for Timed Writings with new and old glossary
- Create simple Portfolio Projects (e.g. cartoons, recipes, etc.)
- Assess for Mastery

Assessment Outline:

Engagement orally	**20%**
Engagement written	**20%**
Dictionary Word Work	**10%**
Portfolio Projects	**20%**
Timed Writings	**20%**
Summative Tests	**10%**

TPRS Cycle in Summary:

NOTE: Units/Cycles should use a Backwards by Design Lesson Template to identify words and stories to be incorporated with each Unit/Cycle in the scope and sequence for the year, and for every year after.

Step 1: Establish meaning with reference to previous vocabulary in small new sets of verbs with additional glossary as necessary

- Use images, stories,, mini video clips, dialogue, drama, and translation to establish meaning.
- Record words formally in a Student Dictionary or Word Book.

Step 2: Ask the Story - Build the component usage around a single or small series of stories

- Circling and other Questioning Drills to establish understanding and usage of key words for cycle
- Personalization (asking questions that connect students to the story) and change subject pronouns (adjectives/adverbs)

- Checking for comprehension with portfolio tasks

Of course, there are many other essential skills needed to make input truly comprehensible for all students in your class (going slow, point and pause, etc.), but mastery of these three segments is a great starting point to maximize the potential of student learning.

Step 3: Read and discuss - Providing students with short texts and have students construct short text based on cycle glossary

- Now, you can extend it–and what better way than with reading and writing. Create additional stories with small variations. Have students read the story chorally, translating throughout, and then modifying for variation in the storyline and identifying key words as verbs, adjectives, pronouns, etc..
- Ask students to do likewise with reference to their Dictionary. Students work in groups on mini portfolio projects (e.g. cartoons) or work together as a class on the board or screen.
- Finally, have students work individually in Timed Writings to be recorded and graded in their Composition Book.

Step 4. Summative Testing - **Have students list, translate, and use the words from their completed cycles.**

- Mastery Tests or Quizzes can be made at the end of each Term with both written and oral components.

Reference *- 100 Most Commonly Used Verbs in Spanish*

- *Ser Conjugation (To be)*
- *Estar Conjugation (To be)*
- *Haber Conjugation (To have)*
- *Tener Conjugation (To have)*
- *Venir Conjugation (To come)*
- *Ir Conjugation (To go)*
- *Dar Conjugation (To give)*
- *Ver Conjugation (To see)*
- *Saber Conjugation (To know)*

- *Nacer Conjugation (To be born)*

- *Abrir Conjugation (To open)*

- *Cerrar Conjugation (To close)*

- *Acostarse Conjugation (To go to bed)*

- *Sentirse Conjugation (To feel)*

- *Sentarse Conjugation (To sit)*

- *Despertarse Conjugation (To wake up)*

- *Vestirse Conjugation (To get dressed)*

- *Gustar Conjugation (To like)*

- *Interesar Conjugation (To interest)*

- *Encantar Conjugation (To love)*

- *Doler Conjugation (To hurt)*

- *Parecer Conjugation (To seem)*

- *Hablar Conjugation (To speak)*

- *Llevar Conjugation (To take)*

- *Buscar Conjugation (To look for)*

- *Tocar Conjugation (To touch)*

- *Llegar Conjugation (To arrive)*

- *Esperar Conjugation (To wait, to hope)*

- *Escuchar Conjugation (To listen)*

- *Comprar Conjugation (To buy)*

- *Pagar Conjugation (To pay)*

- *Mirar Conjugation (To look at)*

- *Tomar Conjugation (To take)*

- *Llamar Conjugation (To call)*

- *Estudiar Conjugation (To study)*

- *Trabajar Conjugation (To work)*

- *Preguntar Conjugation (To ask)*

- *Viajar Conjugation (To travel)*

- *Terminar Conjugation (To finish)*
- *Ayudar Conjugation (To help)*
- *Cambiar Conjugation (To change)*
- *Olvidar Conjugation (To forget)*
- *Ganar Conjugation (To win, to earn)*
- *Usar Conjugation (To use)*
- *Andar Conjugation (To walk)*
- *Necesitar Conjugation (To need)*
- *Intentar Conjugation (To try)*
- *Levantar Conjugation (To lift)*
- *Entrar Conjugation (To enter)*
- *Enseñar Conjugation (To teach)*
- *Cantar Conjugation (To sing)*
- *Bailar Conjugation (To dance)*
- *Pintar Conjugation (To paint)*
- *Beber Conjugation (To drink)*
- *Comer Conjugation (To eat)*
- *Deber Conjugation (Must)*
- *Correr Conjugation (To run)*
- *Aprender Conjugation (To learn)*
- *Vender Conjugation (To sell)*
- *Responder Conjugation (To answer)*
- *Meter Conjugation (To put in, to place)*
- *Prometer Conjugation (To promise)*
- *Vivir Conjugation (To live)*
- *Discutir Conjugation (To argue)*
- *Decidir Conjugation (To decide)*
- *Compartir Conjugation (To share)*
- *Existir Conjugation (To exist)*

- *Partir Conjugation (To leave)*
- *Recibir Conjugation (To receive)*
- *Permitir Conjugation (To allow)*
- *Subir Conjugation (To climb, to go up)*

Appendix - Verb Tense Development

Level 1, for complete beginners:
Learn the Present Tense of regular verbs and the most important irregular verbs (ser, ver, etc.)

Level 2, for beginners who already know the present tense fairly well, know a few dozen of the most common verbs, and know essential definite/indefinite articles ("el/la" means "the", "un/una" means "a/an", etc.):
Learn the Preterite and Imperfect Tenses of regular and the most common irregular verbs

Level 3, for intermediate-beginners who understand most Spanish verb tenses covered in levels 1 & 2 above:
Learn how to use the compound tenses in Spanish as well as how to form the past participles of regular verbs and the most important irregular ones

Level 4, for advanced beginners who have covered all material in previous levels:
Learn the conditional and future tenses along with the imperative mood

Level 5, for advanced beginners who know all the previous material and really need just this to tip them over the edge into "Intermediate" territory:
Learn the Subjunctive Mood