LYME SCHOOL

6th Grade Spanish

Teacher/Contact Information:
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Spanish Language at the Lyme School

Lyme School uses the Acquisition-Driven Language Instruction, which is based on years of research on brain development. We emphasize a developmental approach to the acquisition of a new language, which mirrors acquisition of our first language. When learning how to speak a first language, it is acquired naturally by listening to other people speak it for a long time; not by studying its parts. Caregivers repeat words and phrases used often in daily life (high-frequency words) and children learn to recognize these words and phrases and start to respond to these "inputs" long before they are able to actually speak the words and phrases with accuracy. In the same manner, K-8 students at Lyme School experience Spanish language acquisition similar to how they learned to speak their first language at home with their parents. Therefore, our focus on skills and what we expect for "output" from students changes greatly over our time with them. Almost all of Spanish class time will be spent using Spanish--not using English to talk about Spanish --in order to create an organic language-learning environment.

The Lyme School K-8 Spanish program is based on ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines for interpersonal, interpretive and presentational modes of communication. This tracks students' skills in communicating with others, listening and reading, and speaking and writing in a variety of contexts. Proficiency in the K-8 program flows as follows: "Novice Low" → "Novice Mid" → "Novice High" → "Intermediate Low" → "Intermediate Mid." ACTFL guidelines tell us what to expect from students at each level of proficiency.

Course Overview

In 6th grade, students work with the *Somos* curriculum, a comprehensive, proficiency-oriented curriculum for Novice and Intermediate learners of Spanish. Students will read 1-3 short novels in Spanish.

In Trimester 1, students learn core vocabulary such as: *dice, este/esta es, se llama, hoy es/ayer fue, corre, camina hacia, no puede, hay, va a , lleva, toma, habla, le gusta, quiere ser*. Cultural topics include: Songs, Northern vs. Southern hemispheres, La carrera de San Silvestre, El encierro de toros, Cumbia and the cultural diversity of Latin America, and El

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canal de Panamá. A focus of instruction is on English cognates in Spanish.

In Trimester 2, students learn core vocabulary such as: *toma, quieres ser, país, idioma, tiene, esta enojado, se hermano va a, nunca cierra, abre la puerta, son las (#), se sienta, se levanta, le grita, siempre, lo ayuda, simpatico, tienes que, no puede, busca, encuentra, sabes.* Cultural topics include: Bullfighting, biographies of Spanish speaking individuals, La Republica Dominicana, Felipe VI King of Spain, Los castells de Tarragona and Bolivia. Grammar lessons introduce: subject pronouns, possessive adjectives, -ar present indicative verbs, 'de' for possession, 1st person plural verb conjugation in present tense.

In Trimester 3, students learn core vocabulary such as: *tiene miedo de, mira, hacia, voy, vas, vamos, van, days of the week, sale, avion, a las (time), son las (time), tienen hambre, está triste y llora, come, vive, tiene calor (frio, razón, sueño), baila, eres, juega, un deporte, quiere jugar, agarra, no conoce, sale de, saber vs. conocer.* Cultural topics include: traditional Latin American foods, Puerto Rico, El Cucuy, legends, TV programming/España, idiomatic expressions, Amazonian animals, Gazpacho, merengue en La Republica Dominicana, Sports in Spanish speaking countries, and Quinceaneras. Grammar lessons introduce: -er present indicative verb and direct object pronouns.

Assessment

In Middle School, students are assessed on all language skills - speaking, listening, writing and reading. Each assignment also falls under one of the three modes of language use: 1) interpretive - interpreting texts and audio that is in Spanish, 2) interpersonal - communicating with others in an authentic setting in Spanish, and 3) presentational - students producing their own writing and speaking in Spanish.
Assignments are graded using the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines. Generally, students who are "Meeting Expectations" in 6th grade are proficient at the "Novice High" ACTFL level.

LYME SCHOOL

7th Grade Spanish

Teacher/Contact Information:
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Spanish Language at the Lyme School

Lyme School uses the Acquisition-Driven Language Instruction, which is based on years of research on brain development. We emphasize a developmental approach to the acquisition of a new language, which mirrors acquisition of our first language. When learning how to speak a first language, it is acquired naturally by listening to other people speak it for a long time; not by studying its parts. Caregivers repeat words and phrases used often in daily life (high-frequency words) and children learn to recognize these words and phrases and start to respond to these "inputs" long before they are able to actually speak the words and phrases with accuracy. In the same manner, K-8 students at Lyme School experience Spanish language acquisition similar to how they learned to speak their first language at home with their parents. Therefore, our focus on skills and what we expect for "output" from students changes greatly over our time with them. Almost all of Spanish class time will be spent using Spanish--not using English to talk about Spanish --in order to create an organic language-learning environment.

The Lyme School K-8 Spanish program is based on ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines for interpersonal, interpretive and presentational modes of communication. This tracks students' skills in communicating with others, listening and reading, and speaking and writing in a variety of contexts. Proficiency in the K-5 program flows as follows: "Novice Low" → "Novice Mid" → "Novice High" → "Intermediate Low." ACTFL guidelines tell us what to expect from students at each level of proficiency.

Course Overview

In 7th grade, students work with the *Somos* curriculum, a comprehensive, proficiency-oriented curriculum for Novice and Intermediate learners of Spanish. Students will read 1-3 short novels in Spanish.

In Trimester 1, students learn core vocabulary such as: *la mujer comienza a , el hombre piensa que, su verdadera pasión, escucha, lo que hace, debe hacer, me gustas, vive solo, trabaja en.* Cultural topics include: Piropos, Los niños prisioneros/Bolivia, the rights of children, Los gauchos, El mate, Argentina. Grammar lessons practice: singular vs. plural, -er

verbs, subject pronouns.

In Trimester 2, students learn core vocabulary such as: *necesitan, miente, dice la verdad, fui, fuiste, fue, le cree, se lleva, llega, regresa, le da, devuelve.* Cultural topics include: Las abuelas de Plaza de Mayo/Argentina, La migracion y inmigracion/Estados Unidos, España, Selena, Superstitions in Spanish speaking countries. Grammar lessons practice: Direct object pronouns, negative verbs, masculine vs. feminine words and articles.

In Trimester 3, students learn core vocabulary such as: *le parece, viene, toda la gente, pone, encima de, conduce, deja, lleva, mismo, tienda.* Cultural topics include: Biblioburro, El desfile de Yipao/Colombia, las botas picudas/Mexico. Grammar lessons practice: -ar present indicative verbs, -er present indicative verbs, possessive adjectives.

Assessment

In Middle School, students are assessed on all language skills - speaking, listening, writing and reading. Each assignment also falls under one of the three modes of language use: 1) interpretive - interpreting texts and audio that is in Spanish, 2) interpersonal - communicating with others in an authentic setting in Spanish, and 3) presentational - students producing their own writing and speaking in Spanish.

Assignments are graded using the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines. Generally, students who are “Meeting Expectations” in 7th grade are proficient at the “Novice Mid” ACTFL level.

LYME SCHOOL

8th Grade Spanish

Teacher/Contact Information:
Mo Chandler
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Spanish Language at the Lyme School

Lyme School uses the Acquisition-Driven Language Instruction, which is based on years of research on brain development. We emphasize a developmental approach to the acquisition of a new language, which mirrors acquisition of our first language. When learning how to speak a first language, it is acquired naturally by listening to other people speak it for a long time; not by studying its parts. Caregivers repeat words and phrases used often in daily life (high-frequency words) and children learn to recognize these words and phrases and start to respond to these "inputs" long before they are able to actually speak the words and phrases with accuracy. In the same manner, K-8 students at Lyme School experience Spanish language acquisition similar to how they learned to speak their first language at home with their parents. Therefore, our focus on skills and what we expect for "output" from students changes greatly over our time with them. Almost all of Spanish class time will be spent using Spanish--not using English to talk about Spanish --in order to create an organic language-learning environment.

The Lyme School K-8 Spanish program is based on ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines for interpersonal, interpretive and presentational modes of communication. This tracks students' skills in communicating with others, listening and reading, and speaking and writing in a variety of contexts. Proficiency in the K-5 program flows as follows: "Novice Low" → "Novice Mid" → "Novice High" → "Intermediate Low." ACTFL guidelines tell us what to expect from students at each level of proficiency.

Course Overview

In 8th grade, students work with the *Somos* curriculum, a comprehensive, proficiency-oriented curriculum for Novice and Intermediate learners of Spanish. Students will read 1-3 short novels in Spanish.

In Trimester 1, students learn core vocabulary such as: *se duerme, durante, la noche, oye, algo, se despierta, empieza, tira, teme, construye, con cuidado, toca, feroz, dejame, termina sopla.* Cultural topics include: El monstruo del armario by Pablo Conde/España, La Tomatina/Bunol, hurricanes in the Caribbean, Colombia, Puerto Rico, Cuba, la República

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Dominicana. Grammar lessons introduce: reflexive verbs, reflexive vs. transitive verbs.

In Trimester 2, students learn core vocabulary such as: *quiere ir, se queda, sigue, disfrutan, protegieron, viajaron, se hicieron, cuesta, demasiado, compra, vende, fue el primer, viajo.* Cultural topics include: El Camino de Santiago/España, el ecoturismo y la sostenibilidad/Costa Rica, tourism, El sorteo extraordinario de navidad/España. Grammar lessons practice: reflexive verbs, reflexive vs. transitive verbs.

In Trimester 3, students learn core vocabulary such as: *se da cuenta de, fue el primero en, esta decidido a, logra su meta, hay que, poco a poco, se aburre, vuelve a estudiar, no olvides que.* Cultural topics include: Astronauts, la siesta/España. Grammar lessons practice: accents, indirect/direct objects, verb conjugations: present, preterite and imperfect.

Assessment

In Middle School, students are assessed on all language skills - speaking, listening, writing and reading. Each assignment also falls under one of the three modes of language use: 1) interpretive - interpreting texts and audio that is in Spanish, 2) interpersonal - communicating with others in an authentic setting in Spanish, and 3) presentational - students producing their own writing and speaking in Spanish.

Assignments are graded using the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines. Generally, students who are “Meeting Expectations” in 6th grade are proficient at the “Intermediate Mid” ACTFL level.