

Summer Academic, Enrichment Program  
California State University, Northridge  
**Beginning Spanish (8:00-10:00)**  
Instructor: **Sally Forehand**  
Email: Sally.Forehand.05@csun.edu

This course will help the student acquire basic Spanish pronunciation, grammar, and vocabulary to understand, speak, read, and write simple Spanish, while becoming acquainted with the geography, culture, and customs of Spanish-speaking people. The class will prepare the student for further language study and should inspire interest in foreign travel, study, and work.

### **Course Goals and/or Major Student Outcomes:**

#### **Goal 1: Communication - Students communicate in languages other than English**

- **Interpersonal Mode:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- **Interpretive Mode:** Students understand and interpret written and spoken language on a variety of topics.
- **Presentational Mode:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### **Goal 2: Culture - Students gain knowledge and understanding of other cultures.**

- **Perspectives and Practices:** Students demonstrate an understanding of the relationship between the perspectives and practices of the cultures studied.
- **Perspectives and Products:** Students demonstrate an understanding of the relationship between the perspectives and products of the cultures studied.

#### **Goal 3: Connections - Students connect with other disciplines and acquire new knowledge**

- **Knowledge:** Students reinforce and further their knowledge of other disciplines through the foreign language.
- **Point of view:** Students acquire information and recognize viewpoints that are only available through the foreign language and its cultures.

#### **Goal 4: Comparisons - Students develop insight into own language and culture**

- **Linguistic Comparisons:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- **Cultural Comparisons:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

#### **Goal 5: Communities - Students participate in multilingual communities at home and around the world**

- **Use of Language:** Students use the language both within and beyond the school setting.
- **Enjoyment and Life-Long Learning:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.<sup>1</sup>

### **Course Outline:**

A. **Basic Vocabulary:** Alphabet, Numbers, Time, Weather, Days, Months, Seasons, Colors, Greetings and Salutations, Introductions, Question Words, Parts of the Body and Health, Clothes, Means of Transportation, Occupations and Professions, Nationalities, Geography (countries where Spanish is spoken), Shopping, Food and Meals, Sports and Leisure, Descriptions, Places, People and Activities, Buildings, Rooms, and Furniture

B. **Basic Grammar:** Subject-Verb Agreement, Noun-Adjective Agreement, Regular and Irregular Verbs to express ideas in the Present, Past, and Future, Affirmative and Negative Statements, Questions, and Commands, practical idiomatic Expressions for Communication

## **Texts & Supplemental Instructional Materials:**

*Cuentame mas!*, CD's, videos, songs, chants, games, transparencies, illustrations

## **Key Assignments:**

### **A. Retell mini-stories and fables and role-play situations in Spanish using picture cues:**

(Keep an illustrated dictionary notebook section of vocabulary words and phrases from the TPRS stories, fables and role-play situations to help in learning the vocabulary and also an illustrated stories and situations notebook section to use as cues to retell the stories and role-play the situations.) The purpose is to avoid translating from English and to learn to think in Spanish.

1) Students will **role play scenes**, such as on the telephone, in a restaurant, in a doctor's office, in a travel bureau, in a store, describing a dream house, the ideal friend, choosing an occupation, giving directions to a place, discussing a family reunion, introducing friends, interviewing for a job, comparing daily routines, times and activities, expressing preferences.

2) Students will **retell mini-stories and fables**, such as "The Boy Who Cried, 'Wolf!'," "Coyote and Crow," "Lion and Mouse," "Tortoise and Hare."

### **B. Sing songs, chant rhythms, and play games to learn basic vocabulary and Spanish culture:**

(i.e., Months, Days, Seasons, Prepositions, Question Words, Numbers, Weather, Parts of the Body)

### **C. Present an oral report about some aspect of the culture of Spanish-speaking people. (with visual, auditory, and/or kinesthetic props).**

### **D. Ask and answer oral questions** memorized from a list of conversational topics used in communicating with native speakers and other learners of Spanish and the instructor in class.

## **Instructional Methods and/or Strategies:**

Total Physical Response Storytelling (TPRS), Cooperative Learning, Communicative Approach (immersion in the target language simulating first-language acquisition), Combination of Multimodalities (Visual, Auditory, Kinesthetic), Videos, CD's, Songs, Games, Listening, Speaking, Reading, Writing, Culture, Geography.

## **Assessment Methods and/or Tools:**

Total points for daily aural, oral, and written assessments, classwork, homework, class participation, attendance, and punctuality

**A=90-100%**

**B=80%-89%**

**C=70%-79%**

**D=60%-69%**

## **Policies and Requirements:**

I want you to enjoy learning Spanish! You will work hard and I will do everything I can to help you do well. Be rested and prepared daily to do your best. Class starts promptly at 10:25. You will need a binder with ten dividers, white lined paper (no ragged edges), and pens with blue and black ink. (We correct work in class with contrasting ink.) Dress comfortably and modestly. Be attentive, courteous, and honest! (Cheating, giving or taking information, on assignments or tests will result in a zero on that assignment or test and a parent conference.) No eating or drinking or chewing gum is permitted in class, but you may bring water in a clear plastic bottle. We will speak Spanish in class, but I will make sure that you understand!

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**Student/Parent Agreement**

Please return this page portion to me with all the necessary signatures.

We have read and understand the contents of this syllabus.

Student name \_\_\_\_\_

Student signature \_\_\_\_\_

Parent name \_\_\_\_\_

Parent signature \_\_\_\_\_

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<sup>1</sup> National Standards in Foreign Language Education. A Special Project of [ACTFL](#) (American Council on the Teaching of Foreign Languages). The 1999 draft of the California Foreign Language Curriculum Framework, K-12 specifies these goals and standards.