

COURSE TITLE: HABLA ESPANOL: Spanish Basics For Educators, PT II

WA CLOCK HRS: 30

NO. OF CREDITS: 3 QUARTER CREDITS
[semester equivalent = 2.00 credits]

OREGON PDUs: 30

PENNSYLVANIA ACT 48: 30

INSTRUCTOR: DEBORAH RICHTER
ctwichel@thewiredcity.net

COURSE DESCRIPTION:

This course is designed to further build on the skills obtained from Part I Habla Español in order to be able to positively connect with Spanish-speaking students & parents and to be able to relay specific information to Spanish-speaking parents regarding the progress and success of their children. The ultimate goal is to relate to Spanish-speaking students and their parents through basic communication in their native language. Not only will this assist in building a positive rapport between the staff member and student but it is also useful in supporting and encouraging the student to not be afraid of learning English.

The focus of the course will be on building basic fundamentals of verbs conjugations and basic sentence structure, with the overall goal of learning to say necessary vocabulary and phrases for communicating with Spanish-speaking students and parents. Participants will also learn further phone conferencing strategies for dealing with a Spanish-speaking parent as well as more practice with "Spanish Progress Reports".

Required course materials include the "Practice Makes Perfect" workbook, a 26-page Part II handout packet, and audio material that will guide you through the lessons.

This course is appropriate for all staff members K-12 with limited or no Spanish language skills who have taken the Part I Habla Español: Spanish Basics for Educators, required.

- \$30 fee for the purchase of the course packet, workbook and audio material is payable to the instructor after registration.
- Once the instructor has received registration confirmation, she will email a course packet invoice directly to you.

The Co-Instructor for this course is Danielle Twichel, M.A.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

- The fundamentals of conjugations of regular verbs.
- The fundamentals of conjugations of common irregular verbs.
- The constructions "To have to" and "To be going to".
- "When" things occur and places a student may go.
- To convey and solicit specific information to or from the Spanish-speaking student.
- To convey and solicit specific information to or from the Spanish-speaking parent.
- Further phone conversation expressions.
- Over 100 specific helpful phrases in Spanish to build positive communication skills with Spanish-speaking parents & students.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalent on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

Required course materials include the "Practice Makes Perfect" workbook, a 26-page Part II handout packet, and audio material that will guide you through the lessons.

This course is appropriate for all staff members K-12 with limited or no Spanish language skills who have taken the Part I Habla Español: Spanish Basics for Educators, required.

None. All reading is online.

MATERIALS FEE

• \$30 fee for the purchase of the course packet, workbook and audio material is payable to the instructor after registration. • Once the instructor has received registration confirmation, she will email a course packet invoice directly to you.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1: Review Exercises

- Follow the review instructions from page 1 of the Part II materials and check off the items as you complete them.
- Complete the review exercises on pages 1-2 of the Part II materials

Assignment #2: The Present Tense

- Thoroughly study "The Present Tense" Chapter 1, pages 1-17 from Practice Makes Perfect.
- Go back and complete all of the exercises in this chapter, then check your answers in the back.
- After you have completed the exercises, listen to tracks 1-3 on your cd and conjugate out loud along with the audio material.
- Review and practice the four paragraph exercises.
- Be sure to use the dictionary in the back.
- Listen and practice along with tracks 4-7.

Assignment #3: Study Ser & Estar

- Thoroughly study “Ser and Estar” Chapter 2, pages 19-30 from Practice Makes Perfect.
- Go back and complete all of the exercises in this chapter then check your answers in the back.
- After you have completed the exercises, listen and practice out loud along with track #8 of your audio material.
- Read pages 3 & 4 from your Part II materials and then listen and practice out loud along with tracks #9 & #10.
- Review and practice the three paragraph exercises.
- Be sure to use the dictionary in the back.
- Listen and practice along with tracks #11-13.

Assignment #4: Study Hay

- Thoroughly study “Hay” Chapter 3, pages 31-33 from Practice Makes Perfect.
- Go back and complete all of the exercises in this chapter then check your answers in the back.
- After you have completed the exercises, listen and practice out loud along with tracks #1&2 of audio material #2.

Assignment #5: Study Tener

- Thoroughly study “Tener” Chapter 4, pages 35-41 from Practice Makes Perfect.
- Go back and complete all of the exercises in this chapter then check your answers in the back.
- After you complete the exercises, listen and practice out, loud along with track #3 of audio material #2.
- Review and practice the paragraph and p.41. Listen & practice out loud along with track #4.
- Communicate with instructor:
- After you complete assignments 1-5:

Email the instructor: ctwichel@thewiredcity.net for instructions on which items to submit.

Assignment #6: Study “The Personal a”

- Thoroughly study “The Personal a” Chapter 5, pages 43-45.
- Complete the exercises and check the answers in the back.

Assignment #7: Common Irregular Verbs

- Thoroughly study “Common Irregular Verbs” Chapter 6, pages 47-55 from Practice Makes Perfect.
- Go back and complete all of the exercises in this chapter then check your answers in the back.
- After you have completed the exercises, listen and practice out loud along with tracks #5 & 6 of audio material #2.
- Review & practice pages 5 & 6 in the Part II materials along with tracks #7 & 8 of audio material #2.
- Review & practice pages 7 & 8 in the Part II materials along with tracks #9 & 10 of audio material #2.
- Study & practice the paragraph on page 55 from Practice Makes Perfect along with track #10 of audio material #2.

Assignment #8: Phone Conferencing

- Study & practice page 9 “Phone Conferencing” from the Part II materials along with track #12 of audio material #2.
- Using page 9 of the Part II materials and p. 20 of the Part I material as a guide, write and practice your own phone-conference script.
- When writing the scripts, try to think of an actual student (current or past).
- This script needs to be different from what you wrote in Part I and should incorporate a minimum of 3 new phrases from the Part II “Las Frases” segment.
- Find either a Spanish-speaking student or colleague to help you practice this script out loud.
- Practice a minimum of five times.
- If you find the script applicable, use it for an actual phone-call to the Spanish-speaking parent.
- Write a 1-page summary of your experience with this script.

Send to the instructor: ctwichel@thewiredcity.net. Subject line to read, ‘Habla II, #8’

Assignment #9: Practice “Las Frases”

- Review and practice pages 1-17 in the “Las Frases” section from your Part II materials along with tracks #1-17 on cd #3.
- Write and practice a minimum of 15 questions or phrases (from this section) that you would find most useful when addressing a Spanish-speaking student in your class.
- Practice these phrases several times until you feel you have committed them to memory.
- When ready, use them with one or more of your Spanish-speaking students (or at least with a student at your school if you do not have any in your class).
- Write a one-page summary of how you felt when you spoke to your student in Spanish, what did or did not work well and why, how the student(s) reacted, and how they replied to your questions.

Send to the instructor: ctwichel@thewirecity.net. Subject line to read, ‘Habla II, #9’

Assignment #10: Communicate with Instructor

- Communicate with instructor after you have completed assignments 6-10.
Email the instructor: ctwichel@thewirecity.net for instructions on which items to submit.

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher’s summer classroom in session.

Assignment #11: Event Invites

- Using page 25 of the part I workbook as a guide, write and practice two of your own Event Invites.
- These invites need to be different from what you wrote in Part I and should incorporate a minimum of 3 new phrases from the Part II “Las Frases” segment.
- When writing the script, try to think of an actual Spanish-speaking parent to invite to a conference or event.
- Find either a Spanish-speaking student or colleague to help you practice this Invite out loud. Practice a minimum of five times.
- If you find the Invite applicable, send it as an actual invite to the Spanish-speaking parent.
- Write a 1-page summary of your experience with these invites.

Send to the instructor: ctwichel@thewirecity.net. Subject line to read, ‘Habla II, #11’

Assignment #12: Creating Questions

Assignment #12-A:

- Using both Part I & Part II course materials create a minimum of 15 of your own questions or phrases that you would find most useful when addressing a Spanish-speaking student in your class or a Spanish-speaking parent.

Send to the instructor: ctwichel@thewirecity.net. Subject line to read, ‘Habla II, #12-A’

AND

Assignment #12-B:

- After you have received the corrections, practice these phrases several times until you feel you have committed them to memory.
- When ready, use them with one or more of your Spanish-speaking students (or at least with a student at your school if you do not have any in your class).
- Write a one-page summary of how you felt when you spoke to your student in Spanish, what did or did not work well and why, how the student(s) reacted, and how they replied to your questions.

Send to the instructor: ctwichel@thewirecity.net. Subject line to read, ‘Habla II, #12-B’

Assignment #13: Spanish/English Progress Reports

- Using page 24 of the part I workbook as a guide, write and practice two (2) of your own Spanish/English Progress Reports.
- These reports need to be different from what you wrote in Part I and need to incorporate a minimum of 4 new phrases from the Part II “Las Frases” segment.
- When writing the reports, try to think of an actual student (current or past).
- Find either a Spanish-speaking student or colleague to help you practice the report out loud.
- Practice a minimum of 5 times.
- If you find the report applicable, send it to the Spanish-speaking parent.
- Write a 1-page summary of your experiences with these reports.

Send to the instructor: ctwichel@thewiredcity.net. Subject line to read, ‘Habla II, #13’

Assignment #14: Lesson Plan

Assignment #14-A:

- Create a lesson reflecting what you’ve learned in this course.
- Use The Heritage Institute [lesson template](https://www.hol.edu/about/lesson-template/) or one from your district. (<https://www.hol.edu/about/lesson-template/>)
- Implement your lesson with students in your classroom.
- Write a 250-500 word commentary on what worked well and what could be improved.
- Include any student feedback on your lesson.
- We encourage you to share what you’ve learned with other teachers taking our courses by also contributing your Lesson Plan to The Heritage Institute Lesson Plan Library [here](https://www.hol.edu/lesson-plan-library). (<https://www.hol.edu/lesson-plan-library>)
- Send your lesson plan and your commentary via email to your instructor.

Send to the instructor: ctwichel@thewiredcity.net. Subject line to read, ‘Habla II, #14-A’

OR

Assignment #14-B:

- Create a lesson reflecting what you’ve learned in this course. (Do not implement it.)
- Use The Heritage Institute [lesson template](https://www.hol.edu/about/lesson-template/) or one from your district. (<https://www.hol.edu/about/lesson-template/>)
- We encourage you to share what you’ve learned with other teachers taking our courses by contributing your Lesson Plan to The Heritage Institute Lesson Plan Library [here](https://www.hol.edu/lesson-plan-library). (<https://www.hol.edu/lesson-plan-library>)
- Write a 500+ word article concerning any noteworthy success you’ve had as a teacher with one or more students.
- Please refer to the guidelines on our blog [What Works: Teaching at its Best](https://www.hol.edu/blog) prior to writing your article. (<https://www.hol.edu/blog>)
- When you submit your article to your instructor, please also email a copy to [Renee Leon](mailto:Renee@hol.edu) THI blog curator and media specialist. (Renee@hol.edu)
- Indicate whether or not you are OK with having your article considered for publishing on our website.

Send to the instructor: ctwichel@thewiredcity.net. Subject line to read, ‘Habla II, #14-B’

Assignment #15: (500 Level ONLY) Script in Spanish

Option A)

- Write a 1-2 page script in Spanish that addresses the following situation: A new Spanish-speaking student is placed in your class.
- Make this student feel welcome by doing the following in Spanish: Greet him/her and welcome him/her to class.
- Find out personal information (name, age, where he/she is from, who he/she lives with, how he/she is doing, what grade he/she is in, what subjects he/she likes, when is his/her birthday).
- Direct him/her to his/her seat and introduce him/her to the students around him/her.
- Include at least three more phrases from the Part II materials and two more phrases of your own anywhere in the script.
- Use the script on page 21 (of the Part I) as a guide to help you.
- Also, be sure to look up the phrase and vocabulary in the workbook to assist with proper spelling. Practice this situation at least 3 times out loud with a Spanish-speaking student or colleague.
- Write a 1-page summary describing your experience with your partner’s feedback of this practice.

Send to instructor: ctwichel@thewiredcity.net, Subject line to read ‘Habla II #15-A’.

OR

Option B)

Another assignment of your own design with the instructor’s prior approval

Send to instructor: ctwichel@thewiredcity.net, Subject line to read ‘Habla II #15-B’.

Assignment #16: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments.)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when, and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"

INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Deborah Richter is an accomplished Spanish Instructor who has been teaching Spanish for more than 30 years. She holds degrees in Spanish Literature, Education, and Physical Education from Whitman College.

Deborah frequently travels to Spain, where she has studied at La Universidad de San Agustín and at Saint Luis University Madrid. Other Spanish-speaking countries that she has visited and leads groups include Panamá Puerto Rico, Mexico, Perú, Colombia, Argentina, Guatemala, Ecuador, Cuba, Costa Rica, and Venezuela.

After teaching Spanish in the Tacoma School District for twelve years, Deborah founded La Única Spanish Instruction Center, which has, over the course of 19 years, offering many wonderful and popular general-public and field-specialized courses as well as amazing cultural trips to various Spanish-speaking countries. Understanding that students absorb and learn information more effectively when they are simultaneously having fun, Deborah concentrates on making her classes active, enjoyable, and entertaining. Additionally, she offers training and workshops for educators which emphasize strengthening and bridging communication and cultural gaps between teachers and their Spanish-speaking students, parents, and ethnically-diverse communities.

It is a tremendous joy to teach and connect with such wonderful and highly motivated members of the community!

Co-Instructor:

Danielle Twichel, M.A., is a passionate Spanish instructor with additional teaching experience in Art and English. She graduated from our local Pacific Lutheran University in 2018 with degrees in Hispanic Studies and Fine Art. During her university days, she studied abroad in Spain and Ecuador, two countries that taught her the joys of speaking a foreign language and allowed her to explore more profound cultural connections. After graduating, she instructed painting at a studio in Puyallup, where she encountered both skill and interest in teaching. She later lived abroad in Chile on two separate occasions in 2019 and 2021 where she worked as an English as a Second Language teacher at a university and taught online classes. Danielle has recently obtained her Master's Degree in Global Higher Education from La Universidad de Alcalá, España. Her experience has led her to become a creative and encouraging teacher who loves to help her students feel confident and capable when communicating Spanish.

BIBLIOGRAPHY

HABLA ESPANOL: Spanish Basics For Educators, PT II

Harvey, William C. Spanish for Educators. Barron's Educational Series, Inc., 2006.

An informal introduction to conversational Spanish for teachers, counselors, administrators, and other educators who have no previous knowledge of Spanish.

Harvey, William C. *Spanish for Gringos Level 1*. Barron's Educational Series, Inc., 2007.

This quick-learning method helps you understand spoken Spanish and enables you to speak the language so that you can be understood. A great alternative for those who do not have the time to attend courses.

Tardy, William T. *Easy Spanish Reader*. McGraw Hill, 2004.

A 3-part text for beginning students. A progressive book that a good tool for learning vocab and practicing reading and speaking

Stein, Gail. *Intermediate Spanish for Dummies*. Wiley Publishing, Inc.. 2008

This book is a good refresher of Spanish basics. It provides great practice activities with verbs and other points of grammar.

Stein, Gail. *Working Spanish for Teachers and Educational Professionals.* Wiley Publishing, Inc.. 2007.

An on the job phrasebook designed to assist with every aspect of communicating Spanish in the school setting.

Richmond, Dorothy. *Practice Makes Perfect – Spanish Verb Tenses.* Passport Books, 2010

Learn when and why each tense is used in Spanish. Practice with more than 200 entertaining and useful exercises.