**Spanish for Spanish Speakers**

**Middle School Spanish 6-8th**

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**Course Description**:

This course is designed for students who speak Spanish at home and/or students with previous experience in the TWI program (K-5). This course is conducted entirely in Spanish and explores the cultural, social, and political aspects of the Spanish speaking world, both historical and contemporary. Through the use of authentic materials, including primary source documents such as: songs, music videos, pictures, poetry, documentaries and articles, students will expand their knowledge of the Spanish language and learn about various issues throughout the Americas and Spain. Grammar will be studied in context and will be reinforced through the students’ own writing/speaking as an integral part of the revision process. Communicating in Spanish, comprehending spoken Spanish, as well as interpreting authentic material, will be the foundation of this course. Grading is based on homework; classroom participation; in-class work and discussions; interpretive, interpersonal and presentational assessments, and a final portfolio review. Students are encouraged to set realistic language goals at the beginning of the year, and demonstrate their achievements via work samples selected for their portfolios.

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**Suggested Instructional Strategies:**

Instructional strategies will include viewing, listening and/or reading various authentic materials and other media (including magazine articles, newspaper articles, testimonials, news programs, game shows, movies and songs), interpretation of song lyrics, short writing activities, whole class and small group discussions centered around issues in the Spanish speaking world. Students will also analyze, compare and contrast the Spanish language and the culture of Spanish-speaking countries.

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**Course Rubric:**

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| **Essential** | **Important** | **Familiar with** |
| Be able to “negotiate the language” to communicate in Spanish. | Be able to “negotiate the language” to communicate in Spanish with the use of circumlocution skills to improve effective communication. | Be able to “negotiate the language” to communicate in Spanish and use circumlocution skills to avoid leaving the target language in formal discussion. |
| Be able to listen to and read authentic material several times and understand the general meaning of it. | Be able to listen to and read Spanish authentic material several times and understand the author/creators message/perspective. | Be able to listen to Spanish authentic material several times and understand the intentions of the author/creator and explain what their purpose was. |
| Interpret authentic material in Spanish using previous knowledge and a dictionary when necessary. | Interpret authentic material in Spanish using previous knowledge, inferring the meaning of new words and using a dictionary when necessary. | Interpret authentic material in Spanish using previous knowledge and inferring the meaning of new words. |
| Be able to compare, contrast, analyze, discuss and write about various issues in the Spanish speaking world. | Be able to compare, contrast, analyze, discuss and write about various issues in the Spanish speaking world and compare them to issues in our country, while using a variety of tenses with increasing accuracy. | Be able to compare, contrast, analyze, discuss and write about various issues in the Spanish speaking world and compare them to issues in our country, while also using a variety of linguistic complexity and formal discourse. |

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**Thematic Units - Scope and Sequence**

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| **6th Grade Units** | **7th Grade Units** | **8th Grade Units** |
| August-September  **Hispanic Heritage Month**  - Spanish throughout the world   * Establishing course routines and procedures * Lingua-Folio - Language Inventory * Language Goal Setting * Intake Writing Assessment:   *Escribir acerca de un país en Latinoamérica que te gustaría visitar y ¿por qué?*   * Presentational Assessment: Guía de Viaje   Sept-December  **El ‘Descubrimiento’…?**   * ¿Cual es la diferencia en decir conquista / invasión / colonización? * ¿Quien decide si alguien es héroe o malvado?   January -February  **El Medio Ambiente**   * ¿Por qué existen problemas del medio ambiente en Latinoamérica?   February- March  **Gastronomía mundial**   * ¿Qué impacto tiene la ubicación geográfica en la comida de una cultura/un país? * ¿Cómo se refleja la comida la cultura de cada país?   March-April  **Ser adolescente**   * ¿Los dificultades que enfrentan los adolescentes son universales? O depende de otros factores? * ¿Cómo impacta la ubicación geográfica o cultura en cuanto los retos que enfrentan los adolescentes?   May-June  **Poetry Slam** | August-September  **Hispanic Heritage Month**  - Spanish in the U.S.   * Establishing course routines and procedures * Lingua-Folio - Language Inventory * Language Goal Setting * Intake Writing Assessment:   *Es importante, poder hablar español en los Estados Unidos? ¿Por qué?*   * Presentational Assessment: Proyecto de Estadounidismos   Sept-December  **La guerra y paz en Latinoamérica**   * ¿Puede ser un dictador bueno? Explica…   January -February  **Movimientos Estudiantiles – La educación no se puede quitar**   * ¿Es la educación gratuito un derecho humano? * ¿Quiénes tienen acceso a la educación en ciertos países?     February- March  **Perspectivas de Salud**   * ¿Que es lo que necesito para sentirme mejor y como lo consigo? * ¿Como doy consejos sobre la llevar una vida saludable? * ¿Es la farmacéutica siempre la mejor receta? * ¿Es la comida más cara, siempre la más sana?   March-April  **Cuentos Folklóricos**   * ¿Como seria distinto, si yo re-escribiera un cuento popular para reflejar mis valores y cultura? ¿Como seria una reflexión de mi generación?   May-June  **Poetry Slam** | August-September  **Hispanic Heritage Month**  - Linguistic Identity   * Establishing course routines and procedures * Lingua-Folio - Language Inventory * Language Goal Setting * Intake Writing Assessment:   *¿Cómo te ha influido tu vida, el hecho de ser bilingüe*?   * Presentational Assessment: Nos Conocemos   Sept-December  **La Presencia Latina en EEUU**   * The latino experience has been charactirized by struggles, determination, and perseverance.   January -February  **Inmigración**   * ¿Por qué dicen que EEUU es un país hecho ‘por inmigrantes’? * ¿Cómo es migración en el resto del mundo? ¿Es tan común como aquí? * ¿Es posible ser, un ser humano ‘ilegal’?   February- March  **La tecnología en el mundo /**   * ¿Que quiere decir el dicho, “la tecnología hace el mundo más pequeño” y cuales son evidencias de esto? * ¿Quien en Sugata Mitra y estas de acuerdo con sus ideas?   March-April  **Arte como voz del pueblo: Movimiento Muralista en México y Movimiento de Arpilleras en Chile**   * ¿Como nos da voz el arte? * ¿Hay símbolos universales en el arte?   May-June  **Poetry Slam** |

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**Course Objectives**

* Students will be able to discuss and write about various issues in the Spanish speaking world, in the target language.
* Students will understand the main ideas contained in authentic materials on a variety of topics in the target language.
* Students will understand the difference between interpreting the meaning of something in Spanish and the act of translating something from Spanish to English.
* Students will create personalized language goals and work towards achieving them as life-long language learners.

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**GRADE**

Assessments will be ongoing and utilize the **3 modes of communication**:

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| **Interpretive** | The ability to understanding something that is read/heard and summarizing the meaning, as well as inferring meaning beyond the stated. |
| **Interpersonal** | Speaking and listening to another person about a relevant topic. Asking questions and probing for more information to ensure a conversation is rich and extensive. This is spontaneous and not rehearsed. |
| **Presentational** | Researching a topic and sharing new ideas with classmates, as well as the broader school and surrounding community. This is refined and rehearsed speaking with a formal lexicon. |

Students will be assessed in each of these modes of communication, routinely with informal and formal feedback from the teacher and from peers.

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**LINGUAFOLIOS**

Students will use the Linguafolio “I can” statements to determine their own level of linguistic proficiency in the five language domains determined by the National Language Learning Standards.

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| **Interpersonal: Communication** |
| **Interpretation: Listening** |
| **Interpretation: Reading** |
| **Presentation: Speaking** |
| **Presentation: Writing** |
| **Culture: Practices and Products** |

Students will then identify areas where they need improvement, set goals, and work towards achieving their goals.

Students will be responsible for collecting evidence of linguistic achievement in their Linguafolios which will house the students’ language inventory, self-assessments, goals, and supporting artifacts. At the end of each semester there will be a formal portfolio review.

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|  | **By the end of 6th grade students will be able to…..** | **By the end of 7th grade students will be able to…..** | **By the end of 8th grade students will be able to…..** |
| **Speaking** | Present information and maintain simple conversations on familiar topics such as Spanish speaking countries, the arrival of Columbus, environment, Latin American cuisine, and adolescence. | Present information and maintain conversations on a variety of topics such as language identity, governments of L.A., student movements, healthy living, and traditional folklore and legends. | Present information and maintain conversations on a variety of topics such as Latino presence in the U.S., popular art movements in Latin America, immigration, and technology. |
| **Writing** | Write short, well-organized texts and correspondence on familiar topics. Suggested text types include dialogues, e-mails, familiar and formal letters, posters, short compositions, etc. | Write well-organized texts and correspondence on a variety of topics. Suggested text types include brochures, dialogues, e-mails, factual reports, familiar and formal letters, journal entries, posters, short compositions, etc. | Write well-organized texts and correspondence on a variety of topics. Suggested text types include book and film reviews, brochures, e-mails, factual reports, persuasive essays, familiar and formal letters, journal entries, posters, short stories, etc. |
| **Reading** | Comprehend the main idea and some details of short authentic texts on familiar topics. Suggested text types include advertisements, letters, maps, menus, news articles, poems, websites, short stories, etc. | Comprehend the main idea and details of authentic texts on a variety of topics. Suggested text types include advertisements, brochures, letters, news and magazine articles, poems, recipes, websites, blogs, short stories, etc. | Comprehend the main idea and details of authentic texts on a variety of topics. Suggested text types include brochures, cartoons, letters, news and magazine articles, poems, short stories, websites, blogs, novels, etc. |
| **Listening** | Comprehend the main idea and some details of short authentic audio and video clips on familiar topics. Suggested text types include commercials, conversations, news clips, recipes, songs, etc. | Comprehend the main idea and details of authentic audio and video clips on a variety of topics. Suggested text types include commercials, interviews, news clips, movies, songs, music-videos, etc. | Comprehend the main idea and details of authentic audio and video clips on a variety of topics. Suggested text types include commercials, film clips, interviews, news reports, songs, TV shows, documentaries, music-videos, etc. |
| **Culture** | Demonstrate awareness of products, practices, and perspectives of the target cultures such as:   * Products—exports, geography, famous landmarks, foods, lodging * Practices—childhood customs, family celebrations and holidays, environmental issues * Perspectives—views about adolescence, teenage expectations | Demonstrate awareness of products, practices, and perspectives of the target cultures such as:   * Products— foods, housing, typical lifestyles, traditional exports and agriculture * Practices—treatment of social and political concerns, healthy living * Perspectives—what are the causes and solutions for social issues, what role does education play in and how accessible is it? | Demonstrate awareness of products, practices, and perspectives of the target cultures such as:   * Products—contribution of Hispanics to the U.S., Art, contributions to technology * Practices—Employment and migration, technology and the future * Perspectives—views regarding current issues related to the target cultures, value of art, role/effects of migration in mainstream culture |
| **ACTFL**  **Proficiency**  **Goal** | **Novice high - Intermediate Low** | **Intermediate Mid - High** | **Intermediate High – Advanced Low** |