

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## SPANISH FOR SPANISH SPEAKERS

**Date:** May 2014

**Subject Area/Credits:** Electives/IB MYP

**Proposed Grade Level(s):** 6, 7, 8

**Course Length:** One-year

**Grading:** A-F

**Prerequisite:** Spanish Speaking

### **BRIEF COURSE DESCRIPTION:**

Spanish for Spanish Speakers is an elective course, conducted in Spanish, designed to help students acquire the literacy skills to be effective bilingual or multilingual communicators by engaging them in thoughtful writing, reading, and discussion. Because the course is designed to integrate thinking, reading, writing, and speaking, students will become aware of Spanish language mechanics and deepen their communicative abilities in Spanish. Students will learn skills necessary to conduct research, deliver an original speech, and write on demand with an awareness of structure, organization, mechanics and word choice in Spanish.

The curriculum for this course correlates to the California World Languages Content Standards for stage 4, as well as the Common Core State Standards for English Language Arts. It includes instruction in research, argumentation, reading literary texts and informational texts, writing, communication, and language.

### **GENERAL GOALS/ESSENTIAL QUESTIONS:**

This course is designed for all students that already speak the Spanish language. The Spanish speakers class will primarily focus on achieving biliteracy for those that are bilingual in Spanish-English, or multilingual speaking Spanish, English and other languages. It is designed to equip students with the skills needed to be proficient writers, researchers, and communicators in Spanish. The course uses *¡Aventura!* and *Materiales para hispanohablantes nativos* (*Materials for native Spanish speakers*). According to the writing strand in the Common Core Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary to syntax to the development and organization of ideas. *¡Aventura!* and *Materiales para hispanohablantes nativos* curricula materials support student acquisition of the skills and knowledge to meet Common Core standards by:

- Providing engaging and relevant activities that allow students to develop the essential skills needed for success.
- Providing a framework for students to see writing as a process with the end goal of articulating their ideas into words.
- Developing literacy strategies that can be applied to Spanish and English literature and expository works.
- Designing the program around evidence of what works in the classroom: research-based practices such as designing instruction with the end in mind, scaffolding activities to prepare students for increasing levels of rigor, integrating learning strategies that help students “learn how to learn”.

Essential Questions:

1. How can I effectively communicate in response to spoken, written, and visual text?
2. What can I learn about my own language and culture from the study of others?

3. How do I use my knowledge of language and culture to enrich my community and broaden my opportunities?

### **CCSS READING COMPONENT:**

The Common Core State Standards (CCSS) for reading are equally divided between literary and informational texts. The reading strand asks students to move beyond reading comprehension and analyze both literary and informational texts for content, stylistic technique, and organizational structure. The units of instruction created from EMC Publishing's *¡Aventura!* continue to develop critical thinking, close reading skills and awareness of writing structure.

The CCSS explicitly emphasize the examination of key reading concepts like determining central ideas or themes of a text and analyzing the structure of texts.

The units of instruction will include resources from *¡Aventura!*, *Materiales para hispanohablantes nativos* as well as other supplemental materials. The learning activities provide multiple opportunities for students to conduct a comparative analysis of texts to examine integrated knowledge and ideas, organizational structure, theme, and authors' developments of style.

### **CCSS WRITING COMPONENT:**

*¡Aventura!* contains a writing program that engages students with written and oral activities specifically geared toward middle school learners. These writing skills practiced allow Spanish speakers, who might otherwise struggle in their classes taught in English, to make connections between English and Spanish writing, thus transferring their Spanish writing abilities into English speaking classes. Also, the transfer of writing skills prepares Spanish speaking students to meet if not exceed the writing performance expectations outlined in the writing strand of the CCSS.

### **CCSS LISTENING AND SPEAKING COMPONENT:**

The communication strand of the CCSS outlines the oral literacy and technology skills pertinent to success in the 21<sup>st</sup> century. *Materiales para hispanohablantes nativos* contains a sophisticated progression of oral literacy for specifically for Spanish speakers and multimedia skills designed to develop students' ability to speak, listen, and collaborate with others (as they make meaning from, create, and present texts) in a variety of media.

### **CCSS LANGUAGE COMPONENT:**

*¡Aventura!* and *Materiales para hispanohablantes nativos* from EMC Publishing, support the CCSS for the use of language, conventions, vocabulary acquisition and use. This approach ensures that students' grammar and vocabulary use in Spanish are developed through strategic reading and writing practices so that new concepts learned can be employed when students engage in writing and speaking tasks that are based on collaborative learning.

### **DETAILED UNITS OF INSTRUCTION:**

Units have been designed based on the International Baccalaureate Middle Years Programme Unit Planner and incorporate the International Baccalaureate Learner Profile (LP)

IB Learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers

- Communicators
- Principles
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Unit Title & Focus	IB MYP Area of Interaction	Unit Question & Objective
<p>Families: Cultural Sensitivity</p> <p><u>-vocabulary</u>: family, adjectives, possessive adjectives,</p> <p><u>-structure</u>: expressing possession, to live (<i>vivir</i>) conjugations, using <i>gustar</i> to state likes and dislikes</p> <p><u>-families</u>: Puerto Rico, Dominican Republic, our students family structures.</p> <p><u>-strategies</u>: students identify family members based on visuals and share their family through visuals and oral presentation.</p>	<p>approaches to learning, human ingenuity, community and service, and environments</p>	<p>What is the 'text message'?</p> <p>Obj. - engage with a spoken and visual text by identifying ideas, opinions, and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.</p>
<p>Sharing Cultural Norms</p> <p><u>-vocabulary</u>: jobs, school, feelings</p> <p><u>-structure</u>: expression feelings with <i>Qué</i> (+ adjective/noun) and direct object pronouns</p> <p><u>-strategies</u>: reading comprehension and scanning for details before reading, recognizing community connections.</p> <p>-the difference between gender roles in the Latino culture and other cultures.</p>	<p>approaches to learning, community and service, and environments</p>	<p>How can I express strong feelings in a culturally sensitive way?</p> <p>Obj. - express ideas and feelings and communicate information in simple and complex texts and in a wide range of situations.</p>
<p>Linguistic Diversity</p> <p>-Spanish speakers connect to their language roots, analyze the image of a Spanish speaker in the US, and identify their role in the Spanish speaking community.</p> <p><u>-vocabulary</u>: cognates, different languages, simple AR verbs, and different countries.</p> <p><u>-structure</u>: Formal/ informal, present tense of AR verbs.</p> <p><u>-strategies</u>: anticipating special vocabulary, combining images to build word pictures, and skimming and creating an outline.</p>	<p>approaches to learning, community and service, human ingenuity</p>	<p>What are my linguistic responsibilities?</p> <p>Obj. – organize information and ideas into a structured text; use a wide range of cohesive devices.</p>

## **TEXTBOOKS AND RESOURCES MATERIALS:**

Bonilla, Alejandro. *¡Aventura!*. Saint Paul: EMC Publishing, LLC, 2013. Print.

Bonilla, Alejandro, et al. *Materiales para hispanohablantes nativos*. Saint Paul: EMC Publishing, LLC, 2013. Print.

## **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

CA World Language Standards (2009) and the CA Common Core State Standards (2010) for grades sixth, seven and eight.

## **DISTRICT ESLRs TO BE ADDRESSED:**

**Students will be:**

- **Self-directed Learners** who will be able to use notes and a textbook to assist them in continuing their learning outside of the classroom setting.
- **Efficient Communicators** who can explain mathematical concepts to others and use mathematics to organize and explain data.
- **Quality Producers** who understand the importance of neat, organized work that demonstrates their thinking and understanding of the solution they've formed to solve a problem.
- **Constructive Thinkers** who are able to attack problems with organization, logic, and mathematical skills they've developed in a systematic fashion.
- **Collaborative Workers** who can work in a variety of settings in culturally diverse groups. They will be able to form and use study groups to strengthen their own understanding in addition to providing the same service for classmates.
- **Responsible Citizens** who accept the consequences of their actions and who demonstrate their understanding of their role in the learning process.

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