

Course of Study - Spanish 5-6

1. Introduction/ Course Description:

Spanish 5-6 is a novice high to intermediate low level course (based on the ACTFL standards - http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf) and is taught over two semesters in the World Languages Department. It is open to 9th -12th graders who possess the necessary prerequisite skills and knowledge (see #2 below) and wish to further develop their Spanish language proficiency. Competency in languages other than one's own is an essential part of communication and cross-cultural understanding in today's global community. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes, but also provides them with access to perspectives and knowledge that are only available through the language and culture. Language learning offers academic, social and cultural benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies, including English, History, Art and Music. In these ways, this course clearly supports the TUHSD Mission Statement. Students with developing linguistic skills are enabled to communicate more effectively and address the challenges of a dynamic and diverse community. This course also supports the **TUHSD Strategic Priorities** in that, under the heading “**Instructional Programs and Practices**”, students are “guaranteed access to rigorous, relevant, and engaging courses”. In addition, under the heading “**Curriculum and Assessment**”, this course ensures student growth in “21st Century Skills”.

2. Prerequisite skills and knowledge: Spanish 1-2, 3-4, and 5-6 are sequential courses that are skill-based, fully articulated and aligned. This means in order for a student to attain proficiency at level 5-6, the student must first demonstrate proficiency in Spanish 1-2 and 3-4 program goals, which are the foundation on which Spanish 5-6 is built on. For details on program goals for these levels, please see their courses of study.

3. List of program goals/learning outcomes for Spanish 5-6:

Interpersonal Communication:

PROGRAM GOAL 1: I can participate in conversations about familiar topics that go beyond my everyday life, including descriptions of people, places and things, events and experiences, with some detail and in various time frames.

Presentational Speaking

PROGRAM GOAL 2: I can deliver organized presentations appropriate for my audience on a variety of topics. I can present information about events and experiences in various timeframes.

Presentational Writing:

PROGRAM GOAL 3: I can write on a variety of topics inside the unit we are studying. I can write simple paragraphs about events and experiences in various timeframes.

Interpretive Listening:

PROGRAM GOAL 4: I can understand the main idea of what I hear on a variety of topics related to everyday life and personal interests and studies. I can mostly follow what I hear about events and experiences in various timeframes.

Interpretative Reading:

PROGRAM GOAL 5: I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.

Culture:

PROGRAM GOAL 6:

At each level in our language program, students address three major themes within culture: *Self, Community and World*. At each level, these themes will be integrated, and aligned with student levels of proficiency. As students progress from beginner to intermediate to advanced, interactions with the theme and language will become increasingly nuanced and sophisticated (cognitively and linguistically).

SPANISH 5-6

Self	Experience and interests, higher level descriptive words, describe relationships with family and friends, quality of relationships, how people get along, differences and similarities. Comparisons between student and others.
Community	Helping the community, community service, volunteering, cultural differences within the community. Local social and environmental issues (problems, causes solutions). Comparing community with other communities.
World	Daily life in other countries, homestays, working/community service abroad, traveling for enjoyment. Practices, perspectives and products from specific countries of study (see country focus below), global environment issues (problems, causes and solutions)
Country focus* (Spanish)	Spain, Ecuador (Peru, Inca Empire, Amazon)

*based on TPRS novels, subject to change

From the Five C’s for World Languages Content Standards:

Communication: Students engage in oral communication in the target language.

Culture: Appropriate behaviors, such as what to do, when, where and why are addressed. Additionally, students explore common products, beliefs and values.

Connections: Students study interdisciplinary relationships and use authentic sources in the target language.

Comparisons: Students make comparisons between the studied culture and their own. Additionally, students will be exposed to extension opportunities to deepen their knowledge of cultures (perspectives, practices and products).

Communities: Students will use the target language within and beyond school setting. Additionally, students will experiment with using the target language for personal enjoyment, enrichment, social purposes, travel, and living abroad.

References: ACTFL Standards for Foreign Language Learning

Cross-curricular skills : Reading, listening, communicating, presenting and writing are cross-curricular skills which inform our program goals. In addition, history, culture, literature, cuisine and geography are just a few examples of the cross-curricular content addressed in World Languages.

21st century skills addressed: Pedagogically, we incorporate the *ACTFL 21st Century Skills*. See the official ACTFL (American Council on the Teaching of Foreign Languages - National Standards for Foreign Language) website for information on how 21st century skills are integrated instructionally by level.

https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

4. PROFICIENCY SCALES FOR SPANISH 5-6

	Program Goal/Proficiency Scale	Level 1	Level 2	Level 3 (target)	Level 4
1	Student can orally communicate with others, converse and exchange information in the target language	I can communicate on some very familiar topics using words and phrases that are sometimes supported by memorized language.	I can handle short social interactions in everyday situations by asking and answering a variety of questions. I attempt spontaneous communication.	I can participate in conversations about familiar topics that go beyond my everyday life, including descriptions of people, places and things, events and experiences, with some detail and in various time frames.	I can express myself not only on familiar topics, but also on some concrete social, academic and professional topics. I can talk in detail and in an organized way about events and experiences in various time frames.
2	Student can present information to others in the target language	I can make presentations on a wide variety of	I can make simple presentations in a generally organized	I can deliver organized presentations appropriate for my	I can deliver well-organized presentations on concrete social, academic,

	about various topics.	familiar topics using connected sentences with transitional words.	way on familiar topics. I can make presentations on some events and experiences in various timeframes.	audience on a variety of topics. I can present information about events and experiences in various timeframes.	and professional topics. I can present detailed information about events and experiences in various time frames.
3	Students can write effectively in the target language.	I can write briefly on some familiar topics using a series of connected sentences.	I can write some simple paragraphs about events and experiences, using connected sentences and in various timeframes.	I can write on a wide variety of topics, including concrete social, academic and professional topics. I can write well-organized detailed paragraphs in various time frames.	I can write extensively with precision and detail on concrete social, academic and professional topics in various time frames.
4	Student can effectively interpret what s/he hears	I can understand words, phrases, and simple sentences. I can recognize and understand pieces of information, and understand the main topic of what is being orally communicated.	I can negotiate the meaning, understand the main idea and contextualize what I hear in a variety of contexts.	I can understand the main ideas of what I hear on a variety of topics. I can mostly follow what I hear about events and circumstances in a variety of time frames.	I can understand the main idea and some supporting details of what I hear. I can follow information in various time frames and in a variety of genres and lengths even when something unexpected is expressed.
5	Student can comprehend and interpret text in the target language	I can understand familiar words, phrases and sentences within short and simple texts that are related to everyday life. I can often understand the main idea of what I have read within the subject and theme of a unit.	I can comprehend short and simple text related to everyday life in various timeframes and can manage inferences. I can understand the main idea/theme of what I have read. I understand target-level vocabulary.	I can mostly understand the main idea of texts related to social, academic and professional topics. I can follow stories and descriptions of some length and in various timeframes and genres. I can comprehend the target level narratives and articles with little to some support.	I can understand the main idea and most supporting details what I read on most topics and can sometimes understand texts on unfamiliar topics. I can follow stories and descriptions of considerable length and in various timeframes and genres. I can synthesize what I read at target-level and sometimes infer complex meaning.
6	Student can identify cultures, make comparisons and connections, and use language within and beyond school community.	I can identify some target-language countries, products, practices and perspectives. I can make short statements describing the target culture and own culture. I attempt to make basic connections in target language about other disciplines. I can sometimes use target language outside of the classroom. I can identify an authentic resource and look for cultural information	I can identify several target-language countries and their practices and products. With teacher support I can make comparisons between my culture and culture of target-language countries. I can make statements about my culture and the culture of target-language countries. I can use target language outside of the classroom. I can make some connections to other disciplines in target language. I can	I can identify most practices, products and perspectives of target language countries. I can sometimes independently make comparisons between cultures in the target language. I can use the target language to make comparisons between cultures. I can make connections in target language to experiences in other classes and outside of the classroom. I use target language outside of the classroom. I can	I can identify many practices, products and perspectives of target language countries. I can independently make comparisons between own and cultures in the target language. I can use the target language to make independent comparisons between cultures. I often include connections in target language to experiences in other classes and outside of the classroom. I use target language outside of the classroom. I can use authentic resources and

		and pull out specific information with teacher support.	independently identify and interact with authentic resources.	sometimes independently use authentic resources and make connections and comparisons.	independently make connections and comparisons.
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5. Suggested textbook(s), materials, equipment and resources:

- All TPRS Publishing novels and student books (i.e. Look I Can Really Talk) have already been Board approved. We use these resources as well as online web resources to teach our program goals.

Some of the Web Resources we currently use for level 5-6 are:

- Authentic news sites in the target languages (such as CNN, Yahoo en español, Univision, BBC Mundo)
- Online grammar support, (such as Study Spanish, Colby , Quia, Rosetta Stone, Quizlet)
- Videos in the target language (songs, commercials, interviews, news reports, cultural events)-
- In addition to using the TPRS novellas and student books, this year (2015-2016) we are in the process of piloting a textbook called Realidades 3 across all sites for Spanish 5-6.
- ACTFL “Can do” statements” support our program goals. See the following link for further details. http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf

6. Requirements satisfied:

This course meets the “e” requirement for UC/ CSU and is considered an elective for TUHSD graduation requirements.

7. Appendices

Units of Study/ Spanish 5-6 - The content below is addressed at this level.

Students will:

- Review second year grammar structures
- Solidify preterit/imperfect, all verb forms (conjugations) and difference between the tenses
- Reinforce reflexive verbs and direct/indirect objects in the context of who is doing what to whom in a sentence
- Reinforce pronoun/syntax learned in level 3-4
- Continue reviewing “ser” and "estar”
- Learn present and past perfect tenses
- Introduction to: Future, Conditional tenses and Imperfect Subjunctive through “if clauses”

- H. Introduction to the Subjunctive Mood vs. Indicative Mood
- I. Reinforce high-frequency vocabulary from past years, and teach vocabulary that aid students in communicating their childhoods, hobbies, personal lives, community, families, traditions, beliefs, opinions, and future possibilities

Language-Learning Skills/Strategies -

Students will:

- A. Increase their reading comprehension skills by accessing more complex texts and authentic resources, using contextual clues to infer meaning
- B. Demonstrate increased and more complex oral proficiency through formal and informal speaking in the target language
- C. Develop higher comprehension levels through access to authentic native speakers in audio clips, videos, and in person
- D. Write longer and more grammatically complex samples of text in the target language

SAMPLE UNIT

Program Goal: Presentational Writing (Program Goal #3)

I can write on a variety of topics inside the unit we are studying. I can write simple paragraphs about events and experiences in various timeframes.

Content:

- **Grammar: Subjunctive**
- **Vocabulary/Theme: opinions and advice**

Title of Activity: Dear Abby

Critical Elements:

Knowledge of:

1. Formation of the subjunctive mood
2. Knowledge of when to use subjunctive vs. indicative
3. Formation of irregular subjunctive mood
4. Recognition of dependent clauses that initiate subjunctive mood

21st Century Skills:

1. Critical thinking/Problem Solving
2. Creativity
3. Media literacy
4. Technology literacy

Assessment Tool:

WRITING	
4	My writing is comprehensible, organized, and fully developed with rich detail. I write complex sentences that are consistently grammatically and structurally sound (my sentence structures, grammar, and word order are consistently accurate). I show extensive use of present and past vocabulary and my spelling and accents are accurate.
3.5	All aspects of 3.0 and some aspects of 4.0
3	My writing is comprehensible, and is written in complete and developed sentences with some detail. I show consistent use of complex sentences and have a good amount of learned present and past vocabulary in my writing. My spelling and accents are accurate. My sentence structures, grammar, and word order are mostly accurate with few minor errors.
2.5	All aspects of 2.0 and some aspects of 3.0
2	My writing is somewhat comprehensible and simple, and sentences are complete. My writing is not very organized and lacks development. My writing exhibits some variety of basic vocabulary though lacks variety and has several problems with spelling or accent use. I might have some Spanglish present for words I should know or could have looked up. My writing exhibits inconsistencies and several errors in grammar structures that have been taught in class and taught in previous years. Word order issues are still a problem for me.
1.5	All aspects of 1.0 and some aspects of 2.0
1	My writing is hard to comprehend and/or lacks organization. It may not be in complete sentences, might lack development and may not meet minimum length requirements (not enough to adequately assess). My writing exhibits little knowledge of learned vocabulary, and lacks variety and/or spelling and accent use impedes comprehension. There might be a lot of Spanglish present for words that I should know or could have looked up. Excessive use of translation devices and/or native speaker to complete work. I have so many inconsistencies and errors in word order and sentence/grammar structures that have been taught in class and over the past years, that the meaning of my story may be unclear.

Lesson details:

This unit is focused on combining the elements of the newly introduced grammar structure with various issues/events related to the students' lives. The initial components of this unit are:

- a. introduction to the subjunctive mood
- b. reading samples from various texts (novellas, TPRS story-books, Realidades, authentic resources such as Spanish-speaking newspapers, online video clips, etc.) to develop recognition skills of when to use subjunctive vs. indicative
- c. various speaking prompts, such as a "question of the day" that requires use of the subjunctive mood
- d. practice writing journal entries and reactions to controversial themes

- e. debates about controversial issues as a whole class while modeling the correct use of the subjunctive tense
- f. Play games to reinforce understanding of when and how to form the subjunctive mood

After ample time of exposure and practice to the subjunctive, students will apply and demonstrate their knowledge of it by writing an anonymous letter online via QUIA.COM and submitting it to the teacher. This letter will explain a problem that the student is dealing with at the time. It can be a true problem or a made-up one. The teacher will then choose one problem per class for the students to respond to on an ongoing basis using the vocabulary and the subjunctive tense. The teacher will post the anonymous “problem” on Edmodo/Moodle, and students will first have the opportunity to write down their response and peer-edit with a partner. Then the student will post their response to the problem in blog form. All students will be graded on their written responses using the rubric provided.