

Course of Study - Spanish 7-8

1. Introduction/ Course Description:

Spanish 7-8 is a 2 semester course in the World Languages Department that 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. Advanced 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 advanced 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 Instructional Programs and Practices, students are guaranteed access to rigorous, relevant, and engaging courses. In addition, under Curriculum and Assessment, this course ensures student growth in 21st Century Skills.

2. Prerequisite skills and knowledge: Spanish 5-6 is the prerequisite course for automatic entrance into Spanish 7-8. In some cases, especially with native and heritage speakers, students may demonstrate sufficient competency of the prerequisite skills listed below to be deemed prepared to enter 7-8. Following is the Spanish 5-6 Guaranteed and Viable Curriculum (GVC) document, as outlined by TUHSD teachers.

TUHSD World Language Department – Spanish 5-6

All students will develop increasing competence in manipulating multiple components of the language in order to comprehend and communicate successfully. This table represents the essential curriculum that all students will learn as a result of Spanish 5-6 in TUHSD.

Structures/Grammar	Vocabulary	Language- Learning Skills/Strategies	By the end of this year, I will be able to...
Review - o Interrogatives o Present and Past Perfect o Pretérito vs. Imperfecto Major Tenses: - Conditional - Futuro - Present Perfect - Subjunctive · Exposure to – o Imperatives o Past Imperfect Other Grammar: o Comparatives o Direct/Indirect Object Pronouns	Specific Vocabulary related to texts: · Travels (description) Puerto Rico· El Viaje Perdido: - Descripciones de personas y lugares - La casa Spain· Viva el toro: - Comida - La familia - Los toros (corridas) - La escuela Ecuador· Los ojos de Carmen: - Los mercados - La familia · TPRS – Native/ idiomatic expressions	· Vocabulary acquisition · Comprehension – various tenses · Number and gender agreement · Noun-adjective agreement · Subject pronoun – verb agreement · Re-telling for a reading – both orally and written	Listening · Understand the time of events (present, past and future) Reading · Understand the time of events (present, past and future) Speaking – Interpersonal · Have a real-life conversation (open-ended questions, pair dialogue with prompt) Speaking – Presentational · Presentations - cultural Writing · 100 words with targeted grammar/structures Cultural Awareness · Discuss similarities and differences between my cultural background and the variety of cultural traditions in the Spanish-speaking world

3. List of Program Goals/ Learning Outcomes

When communicating, students in Spanish 7-8 will meet the following course goals, which correspond to the **TUHSD World Language Program Goals**.

- Demonstrate an understanding of culture(s), recognize and be aware of differences, diversity and richness in cultural practices and products among regions and speakers of the target language. (Culture)
- Incorporate interdisciplinary topics and reinforce their knowledge of other areas of study. (Connections)
- Gain insight about their own culture and language through learning and making comparisons between the cultures and languages of others and their own. (Comparisons)
- Use the target language in real-life settings, both within and beyond the school setting, and participate in multilingual communities at home and around the world in a variety of mediums and contexts. (Communities)
- Address a wide variety of topics that are age and stage appropriate. As students develop their ability to communicate in the target language, they are able to more fully participate in topics and tasks that increase in complexity. Students will develop increasing competence in manipulating multiple components of the language in order to comprehend and communicate successfully. (Content)

To meet these program goals, students will engage in the following **3 modes of communication**:

- **Interpersonal Communication:** Engage in culturally appropriate conversations and ask and respond to questions in a variety of mediums and settings to express feelings and emotions, provide and obtain information and express opinions.
- **Presentational Communication:** Present information, concepts, and ideas to an audience of listeners or readers on a variety of cultural topics in a variety of cultural contexts.
- **Interpretive Communication:** Understand and interpret diverse written and spoken target language on a variety of cultural topics and in a variety of cultural contexts.

4. Proficiency Scales. Below are 3 Proficiency Scales which address the 3 modes of communication, each within a cultural context and of a cultural topic.

Program Goal	Novice 1	Emerging 2	Proficient (Target) 3	Advanced (Transfer) 4
Interpersonal Communication: Engage in culturally appropriate conversations and ask and respond to questions in a variety of mediums and settings to express feelings and emotions, provide and obtain information and express opinions.	-Very limited detail. Attempts unsuccessfully to complete task. -Very limited vocabulary unless provided with help. -No attention to grammar. Lack of understanding.	·Partially or incompletely addresses and completes the task, with limited detail. · Limited vocabulary, able to use some target. Few synonyms and antonyms used. English interference occurs. · Frequent grammatical errors, even in basic structures.	· Appropriately addresses and completes the task. ·Uses all vocabulary learned in class and some idiomatic expressions. (Limited to classroom vocab. list) · Grammar, occasional errors, but without a pattern.	· Fully addresses and completes the task, rich details. · Use of rich, precise, idiomatic vocabulary, correctly uses target vocabulary, as well as appropriate idiomatic expressions. · Recycles previously learned terms and words learned beyond the classroom · Uses correct and target grammatical structures.

Program Goal	Novice 1	Emerging 2	Proficient (Target) 3	Advanced (Transfer) 4
<p>Writing, Essay submission: Presentational Communication: Present information, concepts, and ideas to an audience of listeners or readers on a variety of cultural topics in a variety of cultural contexts</p>	<p>-Attempts unsuccessfully to complete task. Very limited detail. -Very limited vocabulary unless provided with help. -No attention to grammar. Lack of understanding. -No attention to spelling, paragraphing and punctuation, which impedes comprehensibility.</p>	<p>·Partially or incompletely addresses and completes the task, with limited detail. · Limited vocabulary, able to use some target. Few synonyms and antonyms used. English interference occurs. · Frequent grammatical errors, even in basic structures. · Frequent errors in orthography, paragraphing and punctuation.</p>	<p>· Appropriately addresses and completes the task. · Uses all vocabulary learned in class, as well as some idiomatic expressions and some transition words. (Limited to classroom vocab. list) · Grammar, occasional errors, but without a pattern. · Few errors in orthography, paragraphing and punctuation.</p>	<p>· Fully addresses and completes the task, rich details. · Use of rich, precise, idiomatic vocabulary, correctly uses target vocabulary and appropriate idiomatic expressions and effective transition words. · Recycles previously learned terms and words learned beyond the classroom · Uses correct and target grammatical structures. · Excellent spelling, sentence structures, paragraphing and punctuation.</p>
Program Goal	Novice 1	Emerging 2	Proficient (Target) 3	Advanced (Transfer) 4
<p>Interpretive Communication: Understand and interpret diverse written and spoken target language on a variety of cultural topics in a variety of cultural contexts.</p>	<p>- Attempts unsuccessfully to interpret the text/ audio - Limited understanding of meaning of text. -Limited use or lack of knowledge of interpretative strategies. -Not able to access prior knowledge.</p>	<p>- Partially or incompletely interprets the text/ audio. - Partial understanding of meaning of text, yet some misunderstanding in terms of message, tone, author and audience. -Some use of interpretative strategies, yet not at the target level. -Limited prior knowledge, and unable to apply it successfully to interpret the topic at hand.</p>	<p>-Appropriately interprets the text/ audio. - Proficiently understands meaning, including audience, author, tone, message, etc. -Uses interpretative strategies, including contextual clues, cognates, common roots and logic/ inference to successfully guess at meaning of unknown words and structures -Accesses and transfers prior knowledge on a wide variety of cultural topics.</p>	<p>- Fully interprets the text/ audio. -Fully understands the meaning of the text, and can also analyze it to infer the greater context, identify literary devices, and author bias. -Effortlessly uses interpretative strategies to interpret nuanced language use. - Accesses wide base of prior knowledge to help interpret meaning at a high level.</p>

5. Suggested textbook(s), materials, equipment and resources:

- “Imagina” Textbook and ancillary materials, by Vista Publishing
- “Situaciones” Textbook, by Valette and Valette
- Blaine Ray TPRS Novels: “*Vida o Muerte en el Cusco*,” “*En Busca del Monstruo*”

A variety of Web Resources, such as:

- Authentic news sites in the target languages (such as CNN, Yahoo en español, Univision, BBC Mundo)
- Online grammar support, (such as Studyspanish, Colby , Quia, Rosetta Stone)
- Videos in the target language (songs, commercials, interviews, news reports, cultural events)-

6. Requirements satisfied:

This course meets the “e” requirement for UC/ CSU, is considered an elective for TUHSD graduation requirements, and the Honors version of Spanish 7-8 receives a weighted GPA.

7. Appendices

List of Units of Study

- Personal Relationships: emotions, personality, relationships, feelings
- Modern Life: Urban living, public places, common activities
- Mediums of Communication: cinema, press, social networking, effect on lifestyle
- Family: generations, stages of life, family life, customs
- The environment: ecology, animals, natural phenomenon, resources, challenges
- Identity: Personal beliefs, politics, rights, safety, community and society
- Professional Life and Future Pathways: economy, employment, school, volunteerism
- Science and Technology: inventions, astronomy, changes, morality
- Fun: hobbies, pastimes, vacation, travel, the outdoors
- Global challenges: our future, changes, problems and solutions
- Cultural Perspectives: entertainment, literature, performing arts, food, music
- The Hispanic World: demographics, traditions, history and heroism

Sample Unit: Personal Identity - “Somos lo que somos”

Skills (students will know and be able to do):

1. Students will practice speaking about themselves and others: personality and routines, appropriately using reflexive and non-reflexive verbs.
2. Students will gain experience about styles of communication and relationships with friends and family.
3. Students will design and collect data about students’ personal identities and compare and contrast results...
4. Students will express an opinion about what has happened and improve their ability to make organized arguments.
5. Students will make predictions and describe what had happened before or will have happened by some time in the future.

Activities:

- Students are presented with a survey to find out what type of personality they have. Are you imaginative, intuitive or analytical? (interpretive)
- Students are presented with vocabulary to be able to describe themselves and others. Students compare and discuss survey results in pairs. Students talk about their personality types and others. The following question is asked: Do you agree or disagree with the results? Explain why?
- Students are presented with reflexive and non-reflexive constructions in order to talk about their daily routine and the routine of others.
- Students write sentences using both reflexive and non-reflexive forms. Students will write sample sentences on the board for a whole class discussion.
- Students watch music video by Bebe, “Ella.” Students will write a list of reflexive verbs as they listen to the song. (interpretive) Students will write a description of the personality described in the song and will compare it to their own.

Assessments: Interpersonal Communication & Presentational Writing (Using Proficiency Scales)

- After writing 10 questions about personality and routines, students will interview classmate using questions previously written. (interpersonal communication)
- Students will write an essay to describe their classmate's routine, their personality and as a conclusion they will review the results from test done in class to see if it accurately describes their classmate. (presentational writing)