SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. **Course Title: Spanish for Spanish Speakers 1B** **If Title Change, State Old**	7. **Action** ▢New Course ▢XCourse Revision ▢ Title Change Only
2. Date Submitted: **March, 2015**	8. **Grade Level**(s) ▢ 6 ▢9 ▢11 X 7 ▢10 ▢12 X 8
3. Transcript Title/Abbreviation(s)	**9. Prerequisites** (Please list.) ▢ Required ▢ Recommended
4. Transcript Course Code/Course Number :	**10. Seeking Program Distinction?** ▢ YES (Check one below.) XNO ▢Honors ▢ AP ▢Other
5. Subject Area World Language	11. **Is this a CTE course?** ▢ YES X NO **If YES, complete Section C**
6. **Department** Elective or World Language	12. **Previously approved by UC?** X YES ▢ NO ▢ NA for 6th-8th Year approved Year removed
13. UC ELIGIBILITY Meets the "a-g" requirements in the a-g university/college entrance requirement. Approval date: "UC-approved high school courses taken in the seventh and eighth grades may be used to fulfill part or all of this requirement if the high school accepts them as equivalent to its own courses." http://admission.universityofcalifornia.edu/freshman/requirements/a-g-requirements/	14. **Unit Value/Course Credit/Length of Course** ▢ 0.5 (semester or half-year X1.0 (one year equivalent) ▢ 2.0 (two-year equivalent) ▢ Other
15. School Contact: School Contact Information Name: Bancroft Middle School Title/Position: Spanish Instructor Phone: 510 618-4380 EXT. 3633 Fax: _____ E-Mail: lrosenberg@slusd.us	

16. Signatures: Department Chair Lu Rosen Principal:	DISTRICT OFFICE USE ONLY Date approved by Board Curriculum Committee 5-11-15 Date approved by Board

SECTION B. COURSE CONTENT

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17. Course Description:

Spanish for Spanish Speakers 1B is a yearlong world languages course designed to develop and challenge students' ability in speaking, reading, writing, listening, and culture development in Spanish. This course offers Spanish-speaking students an opportunity to study Spanish formally in an academic setting in the same way native English-speaking students study English language arts. The course allows students to reactivate the Spanish they have learned previously and develop it further, to learn more about their language and cultural heritage, to acquire Spanish literacy skills, to develop or augment Spanish academic language skills, or to enhance career opportunities. Students develop strategic Spanish academic vocabulary, learning to critically analyze a text, write poetry, and acquire new information in different academic content areas.

This yearlong course is taken in the 8th grade after completing Spanish for Spanish Speakers 1A and continues to expand their bilingual range and moves learners beyond basic language development up to expressive and receptive language abilities and a broader command of the language. Native/heritage students will develop strategic Spanish reading skills, while investigating the literary genres of expository essay, myths, fables, legends, poetry, short stories, and novels. Extended reading and literary selections are taken from adopted texts and recommended reading. Students will produce writing in various formats and genres including well-developed paragraphs, literary response items, expository essays, short stories (narrative), historical documents, and technical documents, while continuing to develop skills in the correct use of grammar, spelling, punctuation, and capitalization.

This course is an alternative to Spanish as a Foreign Language for credit purposes and prepares students for Spanish for Spanish Speakers 2 at the High School level.

18. Course Goals and/or Major Student Outcomes:

1.1 To develop reading and writing skills commensurate with oral skills.
1.2 To employ vernacular and standard Spanish appropriately.

1.3 To understand humanistic and cultural beliefs essential to a perceptive, educated human being.
1.4 To develop intellectual acuity and multicultural understandings critical to the harmony of the interdependent global community.
1.5 To appreciate the cultural richness of their language and heritage and those of others.
1.6 To transfer language literacy skills to other academic endeavors.

19. Course Objectives (standards):

Alignment with the Common Core Standards Both the World Language Content Standards and Common Core Standards describe expectations that ensure that all students are college-, career-, and world-ready. The four strands in the Common Core Standards, Reading, Writing, Listening and Speaking and Language are captured in California's Communication standards. Progress within the four strands of the Common Core Standards is captured in the stages of proficiency in California's standards. Students will also demonstrate 21st Century Learning Skills: ***Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration***

2.1 Writing
The students will:
2.1.1 Write in complete sentences and compose simple paragraphs free from gross errors in conventions
2.1.2 Utilize the steps of the writing process
2.1.3 Organize their ideas in written form to prepare for academic assignments.
2.1.4 Compose short expository and narrative essays
2.1.5 Compose creative works.
2.1.6 Research and compile a report on a specific topic.
2.1.7 Write personal and formal letters with appropriate formatting
2.1.8 Correctly fill out applications and write resumes related to school-careers and post secondary education
2.1.9 Practice the above listed skills in other disciplines

2.2 Reading
The students will:
2.2.1 Develop the skills necessary to read actively for comprehension
2.2.2 Expand their vocabularies through academic reading
2.2.3 Utilize a variety of strategies to read for a purpose
2.2.4 Read and comprehend works of literature and poetry
2.2.5 Formulate questions about the text, supply answers, and support with textual evidence
2.2.6 Connect current understandings and knowledge with information found in or inferred from the text

2.2.7 Practice the above listed skills in other disciplines

2.3 Communication Skills
The students will:
2.3.1 Speak clearly, fluently, and thoughtfully in the appropriate register
2.3.2 Communicate effectively in cooperative learning environments
2.3.3 Comprehend and develop oral presentation skills in academic Spanish
2.3.4 Initiate dialog on presentation content
2.3.5 Develop and apply the skills necessary to participate in class or group discussions
2.3.6 Respond appropriately to information in lectures and other oral presentations
2.3.7 Practice the above listed skills in other disciplines
2.4 Cultural Understandings
2.4.1 Appreciate the sharing of diverse beliefs, practices, customs, and traditions of people around the world
2.4.2 Apply multicultural learning to develop a sense of empathy for others.
2.4.3 Synthesize knowledge of diverse peoples to build an interest in further study of the global community
2.4.4 Understand and internalize the knowledge of one's culture to learn how to maneuver in other cultures
2.4.5 Develop knowledge and appreciation of their personal history and heritage as well as those of others.

20. Course Outline:

CONTENT COMPONENTS
3.1 Writing
3.1.1 Sentence and paragraph development and composition
3.1.2 The steps of the writing process
3.1.3 The use of outlining, graphic organizers, clustering, etc.
3.1.4 Expository and narrative essays
3.1.5 Creative writing
3.1.6 Research reports
3.1.6.1 Works cited
3.1.6.2 Library use
3.1.6.3 Internet use
3.1.7 Personal and formal letters

3.2 Reading
3.2.1 Reading comprehension strategies
3.2.1.1 Skimming, scanning, note taking, summarizing
3.2.2 Academic vocabulary expansion

3.2.3 Reading for purpose strategies
3.2.4 Literature and poetry comprehension
3.2.5 Interaction with the text
3.2.5.1 higher level thinking questions
3.2.6 Connection between current knowledge and text.

3.3 Communication Skills
3.3.1 Appropriate registers
3.3.2 Collaborative communication in small groups
3.3.3 Oral presentation skills in academic Spanish
3.3.4 Dialog on oral presentation content
3.3.5 Participation in class discussions
3.4 Cultural Understandings
3.4.1 Appreciation of cultural diversity
3.4.2 Multicultural learning and empathy
3.4.3 Further study of the global community
3.4.3.1 reports on different countries and cultures
3.4.3.2 Past and present Hispanics figures of importance
3.4.3.3 Exploration of career opportunities
3.4.4 Using knowledge of one's culture to understand how to maneuver in other cultures.
3.4.5 Histories and heritages

21. Instructional Materials:
Board approved required text:

Tu Mundo, McDougal Littell, Houghton Mifflin Harcourt Publishing (current adoption)



Supplementary materials:

- Other resources and relevant tools and materials, including: literature, grammar practice, novels, poetry, internet media resources, internet applications, educational materials from Spanish-Speaking countries,
- Tu Mundo Workbook
- Writing and Audio Activities
- Tu Mundo CD's for audio tracks and assessments
- Tu Mundo Videos

- Tu Mundo Quizzes and Tests
- Communication tools such as chrome books, audio recording devices, headphones
- Classzone.com, Interactive Quizzes, Houghton Mifflin Harcourt Publishing Company
- Classzone.com, Internet Practice, Houghton Mifflin Harcourt Publishing Company

22. Instructional Methods and/or Strategies

- Activities that incorporate a high level of interaction among students, teachers, and the community.
- Instruction that draws from problem-posing method.
- Ethnography in which language is an essential tool.
- Interviewing native speakers in the local community who can provide an account of specific topics. Students must ask descriptive questions that will give them practice in becoming creative listeners in an authentic setting.
- Acquisition of the prestige variety; as in, teach students the prestige or standard variety.
- Develop metalinguistic awareness about the differences between the standard and other varieties, teaching traditional grammar.
- Teaching when it is appropriate to use more or less formal Spanish.
- Transfer of literacy skills.
- Emphasize the need for Spanish-speaking students to develop not only their oral language but also their literacy skills in Spanish.

23. Assessment and Evaluation

- Classwork practice, including performance and participation
- Workbook, including writing, narratives, poetry, reading comprehension
- Quizzes and examinations
- Written presentations and projects, incorporating art and technology
- Oral presentations with rubric for grading
- Essays, Poems, and Compositions

24. Grading Policy

- 8^{h} Grade students must earn an average of C or higher over the course of the year in order to continue to Spanish for Spanish Speakers 2 at the High School level.
- Grading will follow the San Leandro Unified School District's policy. It is expected that assignments will be turned in on time. Late assignments will be accepted if student has communicated to teacher the reasons and actions taken to complete the work in a timely manner.

SECTION C. OPTIONAL INFORMATION

25. Context for offering the course:

Heritage language students are students who speak another language (in this case Spanish) as their first language either because they were born in another country or because their families speak another language at home. Spanish-speaking students have been referred to as "native speakers, quasi-native speakers, residual speakers, bilingual speakers, and home-background speakers". The literacy skills of this population vary widely, ranging from extremely fluent to receptive to only partially receptive. The degree of oral Spanish proficiency also varies widely among these students. While the Spanish speakers may be able to discuss day-to-day topics related to home and community, they may have difficulty communicating about more complex topics, such as politics, literature, or careers, and with the mechanics of Spanish writing, such as spelling, syntax, and use of accents. Many are unfamiliar with the formal grammar of Spanish and do not read or write it. Educators realize that these students need courses tailored to their specific needs. These Spanish for native speakers courses offer Spanish as an academic subject to students who have some level of exposure to Spanish from their home environment.

In the article "What works? What Should Long Term English Learners Be Getting in School?" from the book Reperable Harm, by Laurie Olsen, states *"Long Term English Learners should be enrolled in an articulated, high quality program of primary language development. These courses should be designed for native speakers, and include explicit literacy instruction aligned to the literacy standards in English and designed for skill transfer across languages. Such a series of courses provides solid preparations and a pathway into AP Language and Literature, and can include cultural focus and empowering pedagogy.....Escondido Union High School District has won a Golden Apple Award for their Spanish for Native Speakers series which has increased their Latino college-going rate (through success in getting students into and through AP classes). Their model includes tools for assessment and placement, and articulation with feeder middle schools."*

Spanish-speaking eighth-grade students who participate in a Spanish for Spanish Speakers program earn qualifying scores on the AP Spanish exam and increase their sense of belonging at school, self-efficacy, and academic aspirations. Spanish for Spanish Speakers courses honor the students' home-language, builds students' sense of self-confidence, academic aspirations, and sense of belonging in school.

26. History of Course Description:

Spanish for Spanish Speakers 1A and 1B are currently yearlong Elective Courses which are taken over a two-year period in the 7th and 8th grades at Bancroft Middle School. These students continued their studies at SLHS in Spanish for Spanish Speakers 2, 3 and AP Spanish, many scoring a 5 on the AP Exam! Some of these same students were

accepted to UC Berkeley, in part due to their high AP Spanish scores. They received their first two years (Grades 7/8) of Secondary Level instruction at Bancroft Middle School with Mr. Rosenberg, which laid the foundation for these students' to reach higher levels of Spanish proficiency. Spanish for Spanish Speakers courses at the Secondary level should be clearly defined, adopted and given titles and descriptions, all of which are included in this proposal document.

Proposed Course Titles for the Spanish for Spanish Speakers Elective Program taken for two years ***at the Secondary Level (Grades 7/8)*** are:

- **Spanish for Spanish Speakers 1A**
- **Spanish for Spanish Speakers 1B**