

**FOREST LAKE AREA SCHOOLS
FOREST LAKE, MN 55025**

December 1, 2016

AGENDA ITEM: 9.4

TOPIC: Recommendation to Approve New Course: Immersion Spanish 4

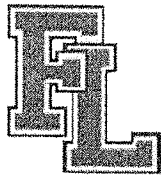
BACKGROUND:

As the Spanish immersion program has grown in Forest Lake Area Schools, we have continued to expand the immersion opportunities available to our secondary students. Over the past few years our junior high offerings have grown to include Immersion Spanish 1, 2 and 3. In order to continue the sequence of Spanish immersion courses and to expand the rich immersion experiences available to our students as they enter high school, we are proposing the addition of Immersion Spanish 4.

PROCESS:

World Language teachers and the administration, along with staff from the Teaching and Learning department, met to consider the options for Spanish immersion students in Forest Lake Area Schools. Because immersion students have unique needs and because they have already learned the content from the traditional Spanish 4 course, it was determined that a true immersion Spanish 4 course would best meet the needs of the students. Since the existing high school advanced immersion offerings, Popular Literature in Spanish and Advanced Placement Spanish Literature, have a literature focus, the Spanish department worked to develop a course that is a hybrid of a language and literature course in which the instruction, discussion, and writing are completely in Spanish. The attached course outline details the standards and learning objectives central to the course to ensure that Immersion Spanish 4 will provide a rigorous and engaging immersion experience for our high school students.

RECOMMENDATION: Approval of proposed new course Immersion Spanish 4. This course would be offered in 17-18 pending Board Approval.



Request for Curriculum Change New Course/Content Proposal

Date: 9/28/2016

Department/Subject: World Language- Spanish

Person(s) initiating the request: Megan Espe-Och

School(s): Senior High School

Grade(s): 10-12

Course Title: Immersion Spanish 4- 0.5 credit

Describe the process that led to this request for a new course/content:

As various types of immersion students attended school in the district, the Spanish department developed Immersion Spanish 1-3 at the junior high level. The grammar and literature in the Immersion Spanish 3 course parallel that which is done in the traditional Spanish 4 course. Because immersion students have unique needs and because they have already learned the content from the traditional Spanish 4 course, traditional Spanish 4 is not an appropriate placement for the vast majority of immersion students. Nonetheless, immersion students and parents have expressed the desire to have a Spanish language course for the students when they enter the High School. Since the more advanced immersion offerings, Popular Literature in Spanish and Advanced Placement Spanish Literature, have a literature focus, the Spanish department decided to develop a course that is a hybrid of a language and literature course.

Immersion Spanish 4 will reinforce grammar topics that students have learned in Immersion Spanish 1-3, focusing on grammatical topics that typically cause problems for immersion students, in addition to beginning an in depth study of peninsular Spanish literature and culture. The instruction, conversation, and writing will be entirely in Spanish, making it a true immersion course. The goal is for Immersion Spanish 4 to give students another Spanish option as sophomores (right now the only option is Immersion History) and to prepare them for more advanced study at the High School and the university.



REQUEST FOR CURRICULUM CHANGE NEW COURSE/CONTENT PROPOSAL

20 17 - 20 18 School Year

Note: To complete this form electronically, you will need to use your mouse to click in the space provided for each response.

Department/Subject: World Language- Spanish Date: 9/29/2016

Person(s) initiating the request: Megan Espe-Och

School(s): Senior High

Grades: 10-12 Course Title: Immersion Spanish 4

School year in which course/content will first be offered: 2017-2018

Describe the process that led to the request of this new course/content (attach additional pages if necessary):

In attached document

SPECIFIC INFORMATION TO ACCOMPANY REQUEST

Learner Outcomes (Elementary) / Course Outlines (Secondary)

Refer to the learner outcomes/course outline format and guidelines and attach learner outcomes/course outline to your proposal.

Budget Considerations

Textbooks – If textbooks will be necessary to teach this course, complete the New Textbook Request Form and attach this form to your proposal.

Curriculum Writing – If curriculum writing is necessary to develop this course, complete the Curriculum Writing Request Form and attach this form to your proposal.

Software – If software materials are necessary to teach this course, complete the appropriate Software Request Form and attach this form to your proposal.

AV Materials - If AV Materials are necessary to teach this course, please list required items on a separate sheet and attach it to your proposal.

Equipment/Hardware – If specific equipment and/or hardware is necessary, complete the Request & Information Sheet for New and Replacement Equipment Form and attach this form to your proposal.

Staff Development - If specific workshops or specific knowledge needs to be acquired to teach this course, complete an EGDC form.

Effects of the Learner Outcomes/New Course Proposal

Does the change affect:

- Current curriculum: none
- Programs in other departments/grade levels: none
- Building, department/district goals: Meets our goal to provide a quality immersion experience at the Senior High.
- Credit requirements: n/a
- Prerequisite requirements: Immersion Spanish 3 or native speaker
- Staffing: Depends on the number of sections, but initially I would expect 1 section.
- Space allocation: 1 room at the Senior High part of the day
- Master schedule: May need additional staffing at the Senior High
- District Technology Impact: n/a
- Other:

Comments

Please comment on learner outcomes/course outline, budget considerations and effects of the course:

Person(s) initiating this request:

Building Department Chair(s):

Thanks for all the effort & thought you put into this!


Building Media Specialist(s):

Building Principal(s):

Signatures



Century Building Department Chair



Century Principal



Southwest Building Department Chair



Southwest Principal

n/a

Area Learning Center Teacher



Area Learning Center Principal



High School Building Department Chair



High School Principal



Director of Teaching and Learning

Signatures indicate an awareness that the proposal is being made.



Secondary Course Outline Forest Lake Area Schools

Course name: Immersion Spanish 4

Grade(s): 10-12 / .5 credits

Course description:

Immersion students have unique language learning experiences and needs that are not met in the traditional Spanish 4 classroom. Therefore, Immersion Spanish 4 is designed to meet the needs of students who have completed Immersion Spanish 3 or who are native speakers. The instruction, discussion, and writing will be completely in Spanish. The course is designed to review and reinforce grammatical structures with which immersion students typically struggle as well as to continue their study of literature. The cultural focus is on peninsular Spain, with students reading a variety of Spanish literature including poetry, short stories, and a short novel. Students will also view films with cultural content related to the literature and history of Spain. Immersion Spanish 4 will prepare students for CIS Spanish 5, Popular Literature in Spanish, AP Spanish Literature, &/or further Spanish study in college.

Graduation standard(s) information: (alignment with Minnesota Academic Standards or national standards)

ACTFL WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

A) COMMUNICATION

1) COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

B) CULTURES

1) INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

C) CONNECTIONS

1) CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

D) COMPARISONS

DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

E) COMMUNITIES

1) COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Learner outcomes:

Students will:

- Students will understand the values, social norms and structure, celebrations, and culture of peninsular Spain.
- Students will become familiar with the various genres of Spanish literature including, poetry, plays, shorts stories, romances, and short novels.
- Students will develop an understanding of how history and culture are intertwined.
- Students will continue to refine key grammar points that typically cause immersion students problems, specifically pronouns, present and past tense verb structures, and the subjunctive versus the indicative mood.
- Students will be prepared for success in CIS Spanish 5, Popular Literature in Spanish, and A.P. Spanish Literature.

Course content: (Write this in outline format.)

For the reading assignments we will be following the Senior High Reading Strategies Template:

Before Reading: Identify genre, purpose for reading, essential questions, and key vocabulary for understanding the text.

While Reading: Complete comprehension questions, study guide, note-taking

After Reading: Complete multiple choice / true- false quiz, vocabulary quiz. Discuss essential questions.

I. The Modern Era

Essential questions: What were the key historical events in Spain during the last century and how were they reflected in Spanish literature, art, and film? What are the different types of pronouns in Spanish and how do I use them correctly?

How do I use the present indicative and subjunctive to describe current events correctly?

- A. Non-fiction overview of the key events in Spanish history: particularly the civil war, dictatorship, and democracy in the 20th century. *In small groups, students will investigate a key historical event during the last century and the 2000s and will either create a dramatization or non-fiction presentation about the event to present to the class.*
- B. Rosa Montero- "Como la vida misma" (modern prose poem). *Students will write an email in the present tense with a similar tone to the poem.*
- C. Antonio Machado- 3 poems (p. 399 Abriendo Puertas, Tomo 1)- "Soledades, II", "Galerías", XXV, "Proverbios y Cantares, XXIX." *Students will read, answer questions, and discuss the poems.*
- D. Pablo Picasso painting- Guernica. *Students will view and discuss the painting and how art can reflect history.*
- E. The film El Laberinto de Pan (Pan's Labyrinth). *Students will be introduced to the concept of magical realism and will watch and discuss the film.*
- F. Carlos Ruiz Zafon- prelude "El Cementario de los libros olvidados" to La Sombra del Viento. *Students will read the chapter and be asked to recall the first book that they remember Reading and how it impacted their experience with the books that they have read since.*
- G. Miguel de Unamuno y Jugo, San Manuel Bueno, mártir (short novel). *Students will read the biographical information about Unamuno and take a quiz over the key points in the story. The students will discuss and write a short essay in favor or against don Manuel's sainthood.*
- H. The structure for the present tense in Spanish.
- I. The different types of pronouns in Spanish with an emphasis on pronouns after prepositions.
- J. The conjugation of the present subjunctive mood as well as its usage.

II. The Colonial Era

Essential questions: What were the key historical events that contributed to Spain's rise as a super power during the colonial era? What were the varying attitudes of Spaniards towards the indigenous people in the

colonies? What was life like in Spain for royalty and for common people during this time period? How do I correctly conjugate and use the preterit and imperfect tenses in Spanish when describing past events.

- A. Non-fiction overview of the key events in Spanish history during the conquest of the Americas in the 15th, 16th, and 17th centuries. *In small groups, students will investigate a key historical event during the Spanish colonial era and either will create a dramatization or non-fiction presentation about the event to present to the class.*
- B. Alvar Nunez Cabeza de Vaca Naufragios: Capítulos XII, XX, XXI, & XXII. Students will read, answer questions, and reflect upon the text. *Students will write a short essay on Cabeza de Vaca's relationship with the native peoples he encountered when he was ship wrecked in America, contrasting it with the relationship of later explorers.*
- C. Diego Velazquez painting- Las Meninas. Students will view the painting and discuss its artistic merit as well as how it reflects the lifestyle of the Spanish royalty during this era.
- D. Goya Painting- ¡Qué valor! Students will view the painting and analyze how it represents a specific moment during Napoleon's invasion of Spain.
- E. Emilia Pardo Bazan- "Las medias rojas" (short story). Students will read questions and reflect upon the limited opportunities for Spanish women during the colonial era.
- F. Choice between Lazarillo de Tormes: Tratados I, II, III, y VII or El ingenioso hidalgo don Quijote de la Mancha: Primera parte, capítulos I, II, III, IV, V, & VIII (excerpts from novels). *Students will work in literature circles, answering questions about their novels.*
- G. The appropriate use of the preterit and imperfect past tenses in Spanish as well as their conjugations. *Students will write either a fiction or non-fiction comparison of modern life to life during the colonial era comparing their experiences to those of a character from the readings (Lazarillo de Tormes / Don Quijote). They will need to incorporate the present and past tenses in their writing.*
- H. The students will review learn the usage and conjugations of the imperfect subjunctive.

III. The Pre-Colonial Era

Essential questions: How did Moorish and Christian influences shape Spain? How did the eventual creation of a unified Christian Spain, created by expelling Muslims and Jews who refused to convert, lead to the establishment of the inquisition and an intolerant view towards different religions and cultures? What countries were super powers, intent upon conquering and dividing the rest of the world?

- A. Non-fiction overview of the key events in Spanish history: the invasion of Spain by the Moors of North Africa and the "reconquista" from the 700s-1400s. *In small groups, students will investigate a key historical event during the Spanish colonial era and either will create a dramatization or non-fiction presentation about the event to present to the class.*
- B. "Romance del rey moro que perdió Alhama" (romance). The students will read the poem and analyze it as a reflection of a moment in history.
- C. The film El Cid. *Students will learn about Spain's most famous medieval hero, as well as the history of the Christians and the Moors (Muslims) in Spain. After viewing the film El Cid, students will write a reaction analyzing the story and the idea of hero.*

Notes: (This section should contain information regarding textbooks, technology integration, films, videos and various resources used in teaching the course. Any additional notes that are useful to teachers should be included.)

- Abriendo puertas: Tomo I & II, McDougal Littell (anthologies)
- La Sombra del Viento by Carlos Ruiz Zafón (novel)
- DVD Pan's Labyrinth (film)
- Nuevas vistas, Curso avanzado 2- Advanced Placement Literature Preparation Book
- DVD El Cid (film)