

Livonia Public Schools

Academic Services Department World Languages

DATE: May 20, 2019

TO: Tony Abbate, Principal, Frost
Kevin Etue, Principal, Churchill
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FROM: Matthew Miga
World Language Facilitator

SUBJECT: Textbook Recommendation for Spanish 2

Committee Members

Kira Gulledge, Churchill
Susan Wilk, Churchill
Rosemarie Wywrot, Franklin
Maureen Mcalinden, Stevenson

Recommended Textbook:

Auténtico Level B 2018, Pearson Education, Inc.

**Lakisha Flowers, Account General Manager
Pearson Education, Inc.**

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Cost proposal attached

Estimated distribution of textbooks (Estimated total 645)

Churchill: 207

Franklin: 208

Stevenson: 230

Summary of Course

Spanish continues to introduce students to the Spanish language and Hispanic culture through the study and use of the three modes of communication (interpersonal, presentational, and interpretive). Students aim to develop proficiency in the five focus areas of second-language acquisition (communication, cultures, connections, comparisons, and communities). Students will develop an intercultural awareness of the world around them and an understanding that proficiency in a world language is a powerful tool to help them succeed in our interconnected world.

Overview

The current textbook represents an outdated mindset of how languages should be taught. Pedagogy has evolved to a more communicative approach which is well-represented by the *Auténtico* textbook. The *Auténtico* series was implemented with Level 1. Based on teacher feedback and continuation of scope and sequence, the committee wants to continue with the *Auténtico* series. This textbook was clearly designed with the Common Core State Standards and best practices in mind. It was developed with input from Spanish teachers based on current pedagogical research that will allow students opportunities for growth in interpersonal, presentational, and interpretive communication.

Evaluation Process

All world language teachers met together to review research and best practices. The committee determined that the best situation would be one in which each language adopted a series, thereby the concepts would flow coherently, and we would anticipate fewer gaps in content coverage. After reading contemporary best-practice research and second-language acquisition research, the team used the same needs assessment summary as for the Level 1 courses.

The Spanish team was composed of teachers from all the high schools, representing levels 1-5. Two teachers engaged in the process of selecting the Spanish 1 textbook also served on the Spanish 2 textbook selection committee. Two new teachers joined the committee. All teachers of Spanish 1 were invited to give insight to whether to continue with the textbook series or not. The insights of colleagues were carefully considered as the committee made its decision to continue with the textbook series.

Needs Assessment Summary

- Based on the best-practice and second-language acquisition research, the team developed the following graphic to guide our needs assessment:

BALANCED			
	Planning with Themes	Instruction via Contextualized Communication	Assessment Continuum
I N P U T	Authentic texts and materials Culturally appropriate Spiraled Age-appropriate/Engaging Cross-curricular connections	Focus on Form (Grammar) Balance (implicit vs explicit instruction, of modalities) Tasks and activities Learning continuum advancement appropriate accuracy	Rubric-based approach Focused on proficiency levels Tasks Can-do vs Knowing Feedback
OUTPUT			

Evaluation Criteria

The committee reviewed the materials, evaluations and rubric that the Level 1 committee utilized to determine that *Auténtico* as the recommended text for Spanish 1. The committee concurred with the assessment and is recommending *Auténtico* for Spanish 2.

Professional Development Needs

- Training of all online components
- Overview of print resources
- Time for collaboration and planning
- Time to create common student learning objectives
- Time for establishing new common assessments

Supplemental Materials

- *Que Tal* (Scholastic) Classroom Magazine subscription (2 years - but would like available for length of adoption) Cost proposal attached.

Additional Considerations

- Need for increased access to technology, especially to Chromebooks.
- This is for an eight-year license to the online component and e-book; in seven years, the District will need to evaluate the availability of online resources.

c Theresa O'Brien
Dan Willenborg
World Language Department Chairs