

## **Board of Education Curriculum Committee Meeting**

Thursday, November 7, 2024 6:00 PM

Board of Education Conference Room E, Live Stream:

<http://devos2.bethel.k12.ct.us/show?video=763ff4de0370> Materials can be viewed at: <https://meetings.boardbook.org/Public/Organization/2425> The opportunity for members of the public wishing to make comments can attend and comment in-person or may send public comments to the Board via email or letter and it will be included as part of the record of the meeting., 1 School Street, PO Box 253, Bethel, CT 06801

1. **Spanish Curriculum 12, 21 Honors, 22, 31 Honors, 32, 41 Honors, 42, & Spanish Film**

2. **Bridges 3rd Edition Materials Update**

3. **New Business**

4. **Public Comment**

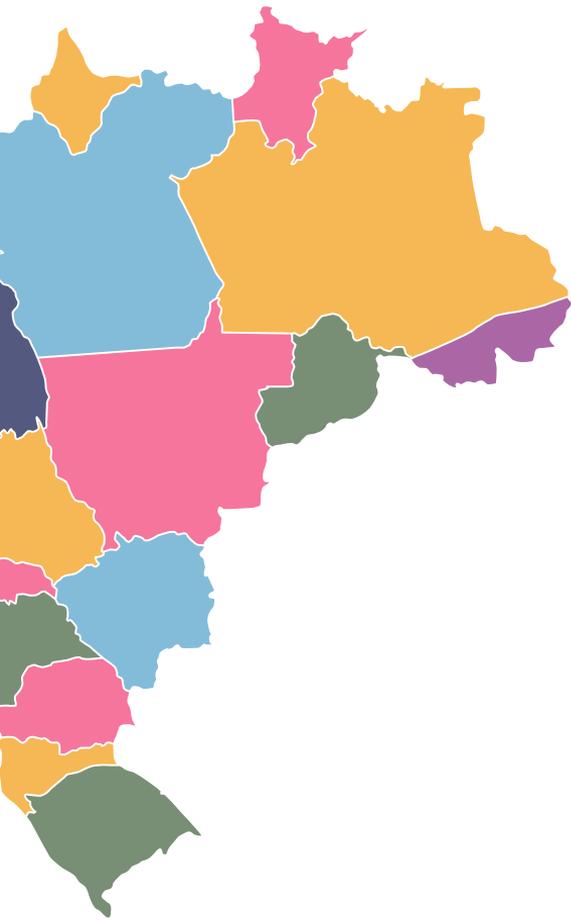
(Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)

5. **Adjourn**



# Spanish Curriculum Presentation

Spanish 1, 2, 3, 4 (Honors and College Prep)  
Spanish Film and Conversation



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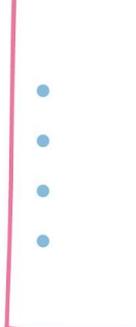
## Curriculum Development

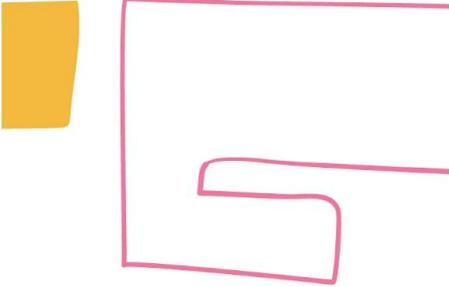
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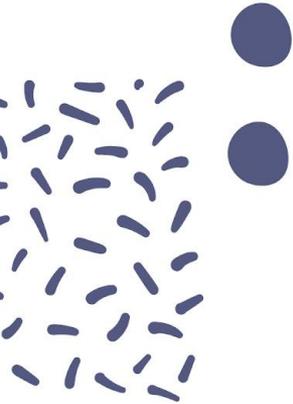
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01



# Overview

# World Language Department



Spanish



French



Arabic

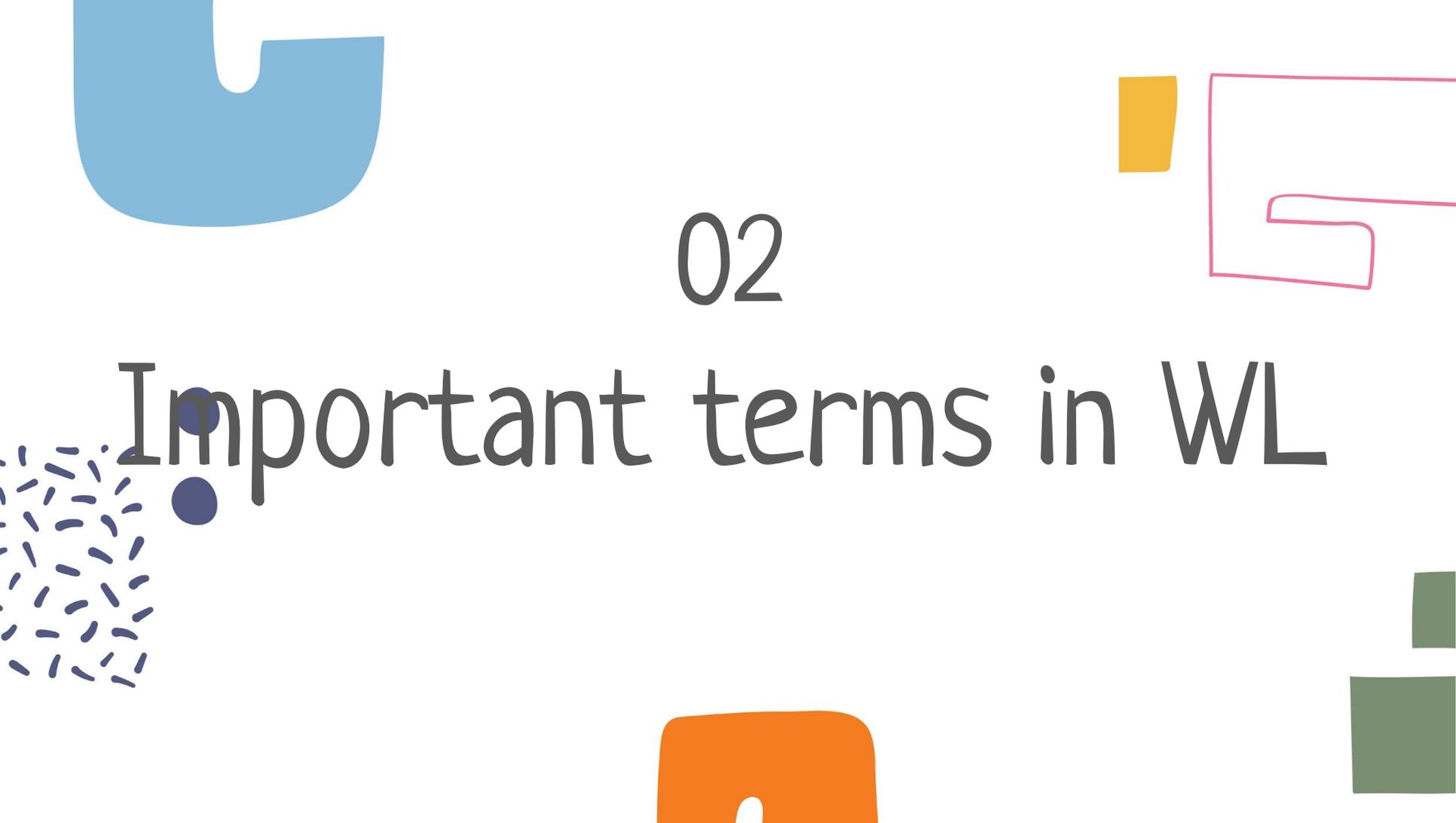
We are here today to present to you the curriculum for Spanish, levels 1, 2, 3 and 4 (both College prep and Honors levels)  
Spanish Film and Conversation

# Our department believes

## An education in world languages fosters a population that:

- Comprehends and interprets authentic materials at their appropriate levels of proficiency.
- Presents relevant written and oral material at appropriate proficiency levels using multiple media.
- Communicates effectively with diverse audiences in various real-world situations in diverse environments.
- Makes connections between their world and other cultures and civilizations. -- Becomes aware of self and others.
- Takes a place in the global community and the global marketplace.
- Attains sufficient skills to use the world language as an effective research/career tool for their future.





02

# Important terms in WL

# Important terms to know about World Language learning



## Interpersonal

The process that we use to communicate our ideas, thoughts and feelings to another person. It involves negotiating meaning through the exchange of ideas and thoughts.



## Presentational

The presentation of information through rehearsed written, spoken or visual means; an essential function is the ability to create with language.



## Interpretive

Listening, reading and viewing; a key function is to comprehend main ideas and identify some supporting details



## Authentic Materials

Authentic materials are those created for some real- world purpose other than language learning, and often, but not always, provided by native speakers for native speakers.



## Fluency

Fluency The flow in spoken or written language as perceived by the listener or reader.



## Proficiency

The ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. (ACTFL, 2012)

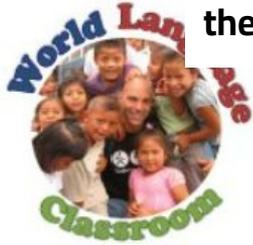
# ACTFL - Levels of Proficiency

Parrot

Survivor/Creator

Reporter

What students can do throughout the proficiency levels... for some students going from one level to the other takes months or even years...



Novice Low	Novice Mid	Novice High	Inter. Low	Inter. Mid	Inter. High	Advanced Low	Advanced Mid	Advanced High
<ul style="list-style-type: none"> <li>Speak in lists &amp; memorized phrases</li> </ul>	<ul style="list-style-type: none"> <li>Speak in lists &amp; memorized phrases</li> <li>25-50 words</li> <li>No language creation</li> <li>Introduce self and others</li> </ul>	<ul style="list-style-type: none"> <li>Speak in phrases</li> <li>Limited to memorized chunks</li> <li>Ask &amp; answer simple questions</li> </ul>	<ul style="list-style-type: none"> <li>Speak in complete sentences</li> <li>Simple conversation about common topics</li> </ul>	<ul style="list-style-type: none"> <li>Create language with some memorized phrases</li> <li>Topics related to self</li> <li>Create &amp; respond to information questions</li> </ul>	<ul style="list-style-type: none"> <li>Use language to do multi-step task</li> <li>Handle a complication</li> <li>Present opinion with reason and support</li> <li>Speak in present, past &amp; future with errors</li> </ul>	<ul style="list-style-type: none"> <li>Formal &amp; informal conversation</li> <li>Narrate &amp; describe in paragraphs</li> <li>Circumlocute occasionally</li> <li>Some speech hesitant and irregular</li> <li>Narrate in present, past &amp; future with infrequent</li> </ul>	<ul style="list-style-type: none"> <li>Narrate in present, past &amp; future with limited errors</li> <li>Speak well on concrete topics &amp; familiar topics</li> <li>Handle unanticipated language</li> </ul>	<ul style="list-style-type: none"> <li>Speak with ease on a variety of topics</li> <li>Hesitant with abstract topics</li> <li>Speak very well on concrete topics</li> <li>Paraphrase &amp; circumlocute with ease</li> </ul>





03

# Curriculum Development

# Timeline of courses



AP or Spa. Film  
Goal:



Meet the Requirements  
to Receive the Seal of  
Biliteracy  
**Requirement: Achieve  
Intermediate Mid**

## What are the differences between Academic and Honors classes?

Foreign Language Honors Courses have distinctive features that set them apart from College Prep Foreign Language courses. In addition to being engineered to meet the objectives established for regular courses, honors courses are deliberately more challenging and academically enriched. The courses are designed with self-motivated individuals in mind as greater independence and responsibility are expected from the students; the material is covered at a faster pace, more in depth, and with higher academic rigor. The level of proficiency and fluency in the language is much dominant in an Honors Course.

The differences between Academic and Honors are as follows:

- o There is an expectation to communicate the target language in both courses.
- o The grammar in Honors is more detailed than in Academic.
- o There is twice the amount of vocabulary in Honors than in Academic.
- o Different assessments are given to students
- o The Honors program uses some different resources than the Academic program, proficiency based.
- o Teacher recommendation is required to take the Honor's track.

# Increasing Proficiency through the different levels

## Level 1

- \* Vocabulary recognition
- \* Simple present tense
- \* Short guided speakings/writings
- \* Sentence starters
- \* Short listenings with exact vocabulary used
- \* Students have projects based on unit themes

## Level 2

- \* Build Vocabulary
- \* Build on present tense and learn past tenses, and future tense
- \* Build on 4 skills with vocabulary and grammar in context
- \* Introduce in moderation authentic materials
- \* Students have projects based on unit themes

## Level 3

- \* Build Vocabulary
- \* Learn compound tenses and more advantages grammatical structures
- \* Build on 4 skills with vocabulary and grammar in context and start introducing non contextual strategies
- \* Use authentic materials
- \* Students have projects based on unit themes

## Level 4

- \* Build Vocabulary
- \* Grammatically fluent (review tenses learned in the past)
- \* Critical thinking skills:
  - analysis and interpretation of text
  - reasoning
- \* Mostly authentic materials used
- \* Students watch movies based on unit themes

## Spa Film

- \* Build Vocabulary
- \* No Grammar lessons
- \* Comprehensive Input only
- \* Analysis and interpretation of the movie
- \* Have discussions of teams within the movies
- \* ONLY authentic material

# Increasing Proficiency through the different levels - Sample work

Level 1

Level 2

Level 3

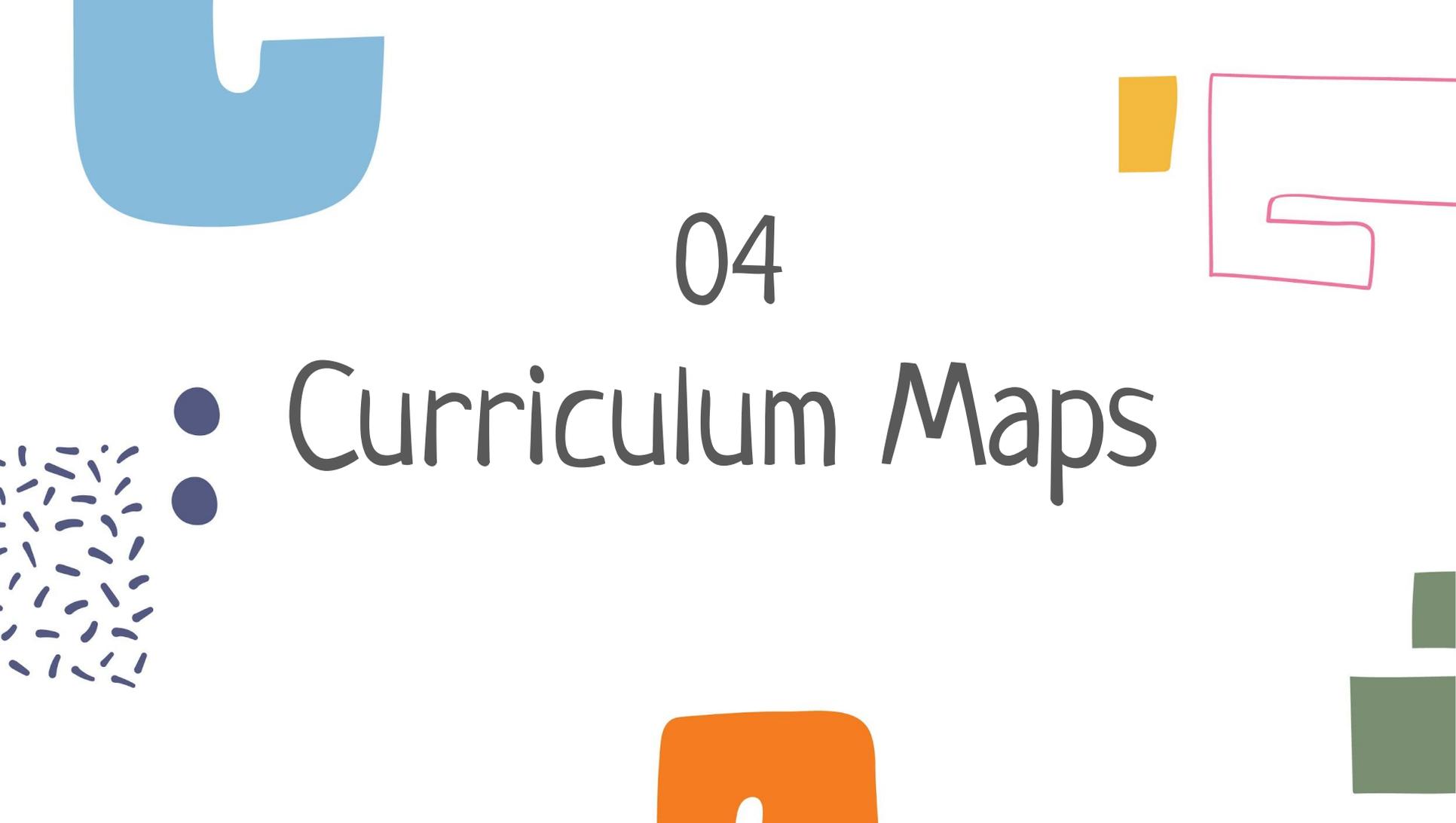
Level 4

\* Task / Rubrics  
\* Student sample work

\* Task / Rubrics  
\* Student sample work

\* Task / Rubrics  
\* Student sample work

\* Interpersonal Tasks  
\* Task (a) \* Task (b)  
\* Student sample work #1 (a)  
\* Student sample work #1 (b)  
\* Student sample work #2 (a)  
\* Student sample work #2 (b)  
speaking



04

- Curriculum Maps

# Curriculum Maps



## UBD Format

Stages 1, 2, and 3 were well planned and thought out according to [WL ACTFL Standards](#) (Proficiency Benchmarks)



## Skills

We focus on all skills (reading, writing, listening, and speaking) using comprehensive input of the language.



## Rubrics

All World Language Assessments and projects are graded with the WL rubrics - linked in each map



## Textbook

All levels 1-4 use the Senderos Textbook and its many features



## Common Assessments

All teachers are required to use common assessments



## Approved Resources

Extra resources such as Gimkit, Quia, and Knowt are used to practice vocabulary and build proficiency

# Maps

## Spanish 1

[Map Spa 12](#)

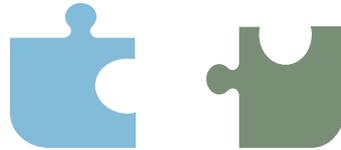


## Spanish 2

[Map Spa 22](#) / [Map Spa 21H](#)

## Spanish 3

[Map Spa 32](#) / [Map Spa 31H](#)



## Spanish 4

[Map Spa 42](#) / [Map Spa 41H](#)



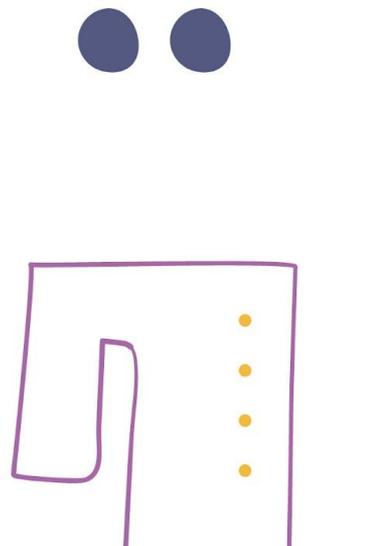
## Spanish Film and Conversation

[Map](#)



# Thank you!

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# ...and our sets of editable icons

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