

AnchorageSchoolDistrict CurriculumChangeProposal

I. Recommendation (Proposed Curriculum Change)

The Anchorage School District World Languages Program recommends the addition of a new course, Pacesetter's Spanish. This course was developed by College Board to prepare students for advanced placement coursework at an accelerated rate. Spanish-speaking students, immersion program students and other students who studied Spanish in an uninterrupted sequence beginning in the elementary or middle school will benefit from this course.

II. Rationale (Identify the Need for Change)

What is the reason for this proposal?

The numbers of students enrolled in Spanish courses has more than doubled in the past ten years, both nationally and locally. Students realize the importance of learning the fastest-growing second language in the United States. In order to gain high levels of second language proficiency, research shows that it takes time. In the Anchorage School District there are increasing numbers of native Spanish-speaking students. In addition, there are two elementary Spanish immersion programs that now articulate students into the middle and high school level at Romig-West and Mirror Lake-Chugiak. Pacesetter's Spanish supports challenging, rigorous curriculum to prepare students for Advanced Placement Spanish Language and Literature Courses.

How this proposal differ from existing courses?

This course is an accelerated Spanish course that will prepare students for Spanish Advanced Placement coursework. It is a challenging high-school-level course designed for students who are native speakers of Spanish, immersion program students, or Spanish II students who studied Spanish in an elementary or middle school program, are highly motivated and prefer to work at an accelerated pace to achieve higher levels of proficiency in Spanish. For placement in the course it is recommended that each student be interviewed to determine

his or her level of fluency/conversational skills and literacy skills in the Spanish language.

How does this proposal address the School Board Goal(s)?

Pacesetter’s Spanish emphasizes student achievement, demanding curriculum and respect for diversity.

How does this proposal meet the reading, writing and math state performance standards?

Students enrolled in this course will meet these reading and writing performance standards:

Reading (Ages 15-18)

apply knowledge of syntax, roots, and word origins, and use context clues and reference materials, to determine the meaning of new words and to comprehend text; (E.B.1)

summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics of information; (E.B.3)

read and follow multi-step directions to complete complex tasks: (E.C.2)

express and support assertions, with evidence from the text or experience, about the effectiveness of a text; (E.D.4)

analyze and evaluate themes across a variety of texts, using textual and experiential evidence; (E.B.3)

Writing (Ages 15-18)

write a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion; (E.A.1)

cite sources of information using a standard method of documentation. (E.D.3)

III Course Description (Describe the following)
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Course Objectives

The Course Objectives are aligned with the Alaska State Content Standards for World Languages:

Objectives for Unit 1- ¿Nos conocemos? (Do we know each other?):

- Students will continue developing their proficiency in the language through simple activities using previously studied vocabulary and structure. They will

also begin to realize the importance of keeping a perspective on themselves and the world around them.

- Students will gain clearer insight into the demographics of the Hispanic population in the United States and into what it means to find a new home, possibly in a new country; they will also read about the issue of "ethnic labeling."

Alaska State Content Standards for World Languages

- A. A student should be able to communicate in two or more languages, one of which is English.
 - A.1. understand written and oral communication in two or more languages
 - A.2. write and speak understandably in two or more languages
- B. A student should expand the student's knowledge of peoples and cultures through language study.
 - B.1. understand the relationship between languages and cultures;
 - B.3. learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior.
 - B.4. improve the student's understanding of the student's language and culture through experiences with other languages and cultures.
 - B.6. recognize through language study that all cultures contribute to the global society.

Objectives for Unit 2-Legado y diversidad del mundo hispano (Legacy and diversity of the Hispanic world):

- Students will discuss aspects of the geography, climate, and people of the Hispanic world.
- Students will be introduced to major artists and art of the Spanish-speaking world within historical contexts.
- Students will gain information on the blending of cultures in both the Americas and Spain.
- Students will gain information on the blending of cultures in both the Americas and Spain.

Alaska State Content Standards for World Languages

- B. A student should expand the student's knowledge of peoples and cultures through language study.
 - B.2. learn about and experience surface characteristics of the culture, including art, cuisine, dance, dress, geography, history, music, and learn about and experience deep characteristics of the culture, including literature.

B.3. learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior.

B.4. improve the student's understanding of the student's language and culture through experiences with other languages and cultures.

B.6. recognize through language study that all cultures contribute to the global society.

Objectives for Unit 3-Lideres y heroes (Leaders and heroes)

- Students will explore their own views and ideas of heroes, leaders, and idols. They will discuss similarities and differences, as well as cultural influences.
- Students will study various famous figures of the Hispanic world and consider their qualities as heroes and/or leaders.

Alaska State Content Standards for World Languages

B. A student should expand the student's knowledge of peoples and cultures through language study.

B.3. learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior.

B.4. improve the student's understanding of the student's language and culture through experiences with other languages and cultures;

Objectives for Unit 4-La juventud y el futuro: El debate ecologico (Youth and the future: ecological debate)

- Students will show what they know about environmental issues and suggest solutions.
- Students will learn about environmental issues affecting Latin American, Spain, and the Caribbean.
- Students will explore ecological problems in the Americas, possible solutions, and the possible ramifications of those solutions.

Alaska State Content Standards for World Languages

B. A student should expand the student's knowledge of peoples and cultures through language study.

B.6. recognize through language study that all cultures contribute to the global society.

Objectives for Unit 5-Perspectivas de la juventud (Perspectives of youth)

- Students will explore the concept of youth as it pertains to them and to their parents' (and perhaps grandparents') generations.
- Students will reflect on what it means to be a teenager in the United States today.
- Students will reflect on what it's like to be young in the Hispanic world. They will also compare this Hispanic experience with their own experience as teenagers in the United States.

Alaska State Content Standards for World Languages

C. A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace.

C.1. interact appropriately in multilingual communities through various means, including printed and electronic media, audio and visual sources, face-to-face conversations, penpals, and travel.

Objectives for Unit 6-Reflexiones para un futuro mejor (Reflections for a better future)

- Students will discuss the types of professions and occupations they are interested in, as well as the requirements necessary.
- Students will discuss some of the problems faced by their communities and how Hispanic countries deal with similar problems, and offer some possible solutions.

Alaska State Content Standards for World Languages

B. A student should expand the student's knowledge of peoples and cultures through language study.

B.6. recognize through language study that all cultures contribute to the global society.

C. A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace.

C.2. use experiences with language and culture to explore the student's personal interests and career options.

Course Description

Pacesetter's Spanish (Novice high to Intermediate high)

Grade Level: 9-12 Two Semesters

Prerequisite: Native speaker of Spanish; immersion or other prior elementary or middle school elective program

This course is a full year (two semesters) Spanish language course for high school students which was developed in collaboration with the American Council on the Teaching of Foreign Languages, College Board and Educational Testing Service. Students in this course are actively engaged in the use of Spanish from the very beginning in studying, gathering, synthesizing, and discussing information about the Spanish-speaking world, including the United States. Students work both collaboratively and independently, using a variety of resources in Spanish to develop and expand their knowledge of the Hispanic world, and, in turn, gain a better understanding of themselves and the world in which they live.

Course Location

Pacesetter's Spanish Course is proposed for those schools with students from feeder elementary/middle school immersion program (Chugiak and West High Schools); high populations of Spanish speakers (West High School); or students from a feeder two-year elective middle school program and high numbers of students enrolled in Advance Placement Spanish courses.

Course Content

The key characteristics of the Pacesetter's Spanish curriculum are the integration of culture, language, and literature based on a central theme; focus on the use of language to explore, investigate, describe, discuss, and analyze cultural information and an interdisciplinary approach to the acquisition of knowledge. The six "Units" of the course define the way in which the course goals may be achieved:

Students who have successfully completed this course at the third level or above during their high school academic program will have followed a curriculum that has enabled them to realize the three major course goals. The Course goals are: to use Spanish to acquire new knowledge; to develop an understanding of the cultures of the many people who speak Spanish; and to use Spanish for effective day-to-day communication.

The Course Curriculum and Expectations for Student Performance are aligned with the local and national World Languages Standards:

COMMUNICATION: to communicate in languages other than English

Standard 1.1 Interpersonal: *Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.*

At the intermediate performance level:

- Students compare, contrast and express opinions and preferences about self, school, and daily life.
- Students gather information, develop ideas and propose solutions to problems related to their school or community.

Standard 1.2 Interpretational: *Students understand and interpret written and spoken language on a variety of topics.*

At the intermediate performance level:

- Students comprehend main themes and significant details from media and live presentations.
- Students gather more detailed information from target culture realia.
- Students transfer knowledge from other settings to help them comprehend spoken and written messages in the target language.

Standard 1.3 Presentational: *Student present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.*

At the intermediate performance level:

- Students present short plays and skits for school-related events (PTA talent show).
- Students prepare audio or video projects to share with peers or members of the target culture.
- Students prepare stories or brief written reports about personal or school topics.
- Students summarize plot and identify main characters in literature.

CULTURE: to gain knowledge and understanding of other cultures

Standard 2.1 *Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.*

At the intermediate performance level:

- Students comprehend and use simple cultural practices, customs and phrases.
- Students compare and contrast common social conventions, courtesies and nonverbal cues between their own culture and the target culture.

Standard 2.2 *Students demonstrate an understanding of the relationships between the products and perspectives of the cultures studied.*

At the intermediate performance level:

- Students identify and discuss the cultural significance of everyday objects of the target culture.

CONNECTIONS: to connect with other disciplines and acquire information

Standard 3.1 *Students reinforce and further their knowledge of other disciplines through the target language.*

At the intermediate performance level:

Students discuss topics from other disciplines in the target language. Students comprehend information from the media of the target language and use this information to further their understanding of other disciplines.

Standard 3.2 *Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.*

At the intermediate performance level:

- Students use authentic sources from the target culture to prepare presentations on vocabulary, gestures and customs unique to the target culture.

IV. Assessment

Embedded instructional assessments and suggested activities accompany each of the six course units. All instructional assessments and teaching assignments are placed in a portfolio, which, along with a culminating, end-of-course assessment, will form the basis for evaluating the students' performance. The embedded assessments provide immediate and ongoing teacher feedback about student progress. The culminating assessment indicates how well students understand, use and speak the language. Testing materials are sent to the participating Pacesetter's Spanish teacher in the spring of the school year with instructions for administering speaking, listening, writing and reading exams. These are returned to ETS (Educational Testing Services) for scoring and students are notified of the results in August.

V. Suggested Materials/Textbooks/Equipment

Teacher's manual, individual student consumable workbooks; culminating assessment which is scored by College Board; ASD adopted HOLT Ven Conmigo Level III; VCR; overhead projector; tape recorder(s) for student use; dictionaries, both Spanish to English and Spanish to Spanish; supplementary Spanish periodicals and other authentic texts or on-line

VI. Budget

Professional development and student materials:

Teachers for Pacesetter's Spanish are required to attend the six-day summer institute and an additional mid-term training, both hosted nationally by

College Board. Teachers are required to have advanced or native speaker proficiency in Spanish and a minimum of three years classroom experience.

Travel to and from Dallas in June and December	\$1,200.00
Training institute for Spanish teacher (Cost includes teacher materials, room and board)	\$2,195.0
Student consumable text and assessment (per student) (includes testing materials/scoring by Educational Testing Services)	\$25.00

Additional/Possible Funding Sources:

The World Languages Program, through grant funds, in 2000, supported the training of one high school Spanish teacher for the Pacesetter’s course in order to review/pilot the materials and training. There is additional grant funding to support training of two more teachers in 2002. This proposal includes a request for additional funding to support the training for two more teachers.

Grant funds to train two Spanish teachers:	\$6790.00
Grant funds to purchase student texts: 50 @ \$25	<u>\$1250.00</u>
Total grant support funds:	\$8040.00
Request for District to train two additional Spanish teachers:	\$6790.00
Request for District to purchase – student texts:50 @ \$25	<u>\$1250.00</u>
Total Budget Request to support this Course Proposal :	\$8040.00

VII Implementation Timeline

Pacesetter’s Spanish is proposed FY 2002-2003.

VIII Other (Any Additional Information)

Anchorage School District
Growth in Student Enrollment for High School Spanish Electives

	<u>1979-80</u>	<u>1990-91</u>	<u>2000-01</u>	<u>2001-02</u>
Spanish I	538	750	1289	1258
Spanish II	232	525	1001	981

Spanish III	62	201	439	480
Spanish IV/V	35	22	186	145
AP Spanish Language			50	64
Spanish for Fluent Speaker			25	67

Increase in numbers of students electing to take Spanish electives reflects:

- more students in strong middle school two-year elective programs
- growing Hispanic population
- immersion program students transitioning to high school
- national trend-high interest in Spanish, the second language of the U

Increase in enrollment also indicates need for more advanced courses to:

- encourage more native speakers of Spanish to enroll in AP courses
- provide challenging, rigorous courses for incoming middle school students, immersion students and others who begin language study at an earlier age