



La Escuela de Ross

El Corazón



La Mente



La Acción

Ross Middle School Spanish Program

"Our language is the reflection of ourselves. A language is an exact reflection of the character and growth of its speakers."

- César Chávez

OVERVIEW

Competency in languages other than one's own is an essential part of communication and cross-cultural understanding in today's global community. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes, but also provides them with access to perspectives and knowledge that are only available through the language and culture. Language learning offers academic, social and cultural benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies, including English, History, Art and Music.

The Spanish program provides a safe, fun and active learning environment that aligns with the mission of Ross school by engaging students using a multitude of learning modalities, offering diverse perspectives and providing opportunities for students to demonstrate their learning in a variety of ways. By encouraging choice and autonomy in their learning, students are able to access the rigorous curriculum as well as extend their learning beyond the classroom.

This program supports the vision of Ross School HEART ~ MIND ~ ACTION.

The following are examples of curriculum supporting the 5 C's of Ross School.



CONTENT KNOWLEDGE SKILLS – Students will communicate effectively in the target language through verbal and written communication

CONFIDENCE IN LEARNING (Demonstrating Resilience, Grit and Perseverance) – Students are encouraged to take risks and mistakes are celebrated. Progress over perfection.

COMPASSION – Students will be exposed to a variety of cultures and perspectives different than their own in order to understand appropriate behaviors, such as what to do and when, while engaged with a culture other than their own (i.e. travel, meeting new people, etc.)

COLLABORATIVE PRACTICES – Students will engage with each other through communication practices, group projects and peer support.

CREATIVE PROBLEM SOLVING SKILLS – Students will use knowledge of cognates and context clues to analyze fictional, informational and authentic texts written in the target language.



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"Language is the blood of the soul into which thoughts run and out of which they grow."
 - Oliver Wendell Holmes

PROGRAM GOALS

The goals of the Spanish program are based on ACTFL's World – Readiness Standards for Learning Languages incorporating the 21st Century Skills to prepare students for success beyond the classroom.

The five "C" goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.

GOAL AREAS	STANDARDS		
<p>COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>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.</p>
<p>CULTURES Interact with cultural competence and understanding</p>	<p>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.</p>	<p>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.</p>	
<p>CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p>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.</p>	<p>Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	
<p>COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>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.</p>	<p>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.</p>	
<p>COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>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.</p>	<p>Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	



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*"Language is the road map of a culture. It tells you where its people come from and where they are going."
Rita Mae Brown*

From the Five C's for World Languages Content Standards:

Communication: Students engage in oral communication in the target language.

Culture: Appropriate behaviors, such as what to do, when, where and why are addressed. Additionally, students explore common products, beliefs and values.

Connections: Students study interdisciplinary relationships and use authentic sources in target languages.

Comparisons: Students make comparison between studied culture and their own. Additionally, students will be exposed to extension opportunities to deepen their knowledge of cultures (perspectives, practices and products).

Communities: Students will use the target language within and beyond school setting. Additionally, students will experiment with using the target language for personal enjoyment, enrichment, social purposes, travel, and living abroad.

Cross-curricular skills: Reading, listening, communicating, presenting and writing are cross-curricular skills, which inform our program goals. In addition, history, culture, literature, cuisine and geography are just a few examples of the cross-curricular content addressed in World Languages.

LEARNING OUTCOMES

Learning outcomes are explained using "I can" statements. These learning outcomes are achieved through a variety of instructional strategies focused around the TPRS and CI learning models. Teaching Proficiency through Reading and Storytelling (TPRS) and Comprehensible Input (CI) engages students to learn a new language in an organic way. Much like a child learns their first language from their parents speaking to them, and improving their language skills through reading, TPRS mimics the way students have naturally learned their first language. This not only provides opportunities for creativity and fun content, it also takes away the pressure and awkwardness of learning a new language that those non-native speakers frequently experience.

For further information please visit www.tprsbooks.com/what-is-tprs and <http://adrianaramirez.ca>

The following learning outcomes are designed to maximize students' language acquisition to not only have them gain confidence in their interpersonal communication skills, but also prepare them for further learning in high school and beyond. A student who successfully completes all three years of the program will be ready to transfer directly into Spanish 3 – 4 / Second Year Spanish upon entering high school.

Students will be evaluated on a proficiency scale of 1 – 4.

1 – Does Not Meet Expectations

2 – Nearly Meets Expectations

3 – Meets Expectations

4 – Exceeds Expectations



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*"A different language is a different vision of life."
Federico Fellini*

LEARNING OUTCOMES Continued...

The following chart outlines the expectations for students to reach Target / Grade Level Competency

Learning Outcome	6th Grade (Level 3 - Meets Expectations)	7th Grade (Level 3 - Meets Expectations)	8th Grade (Level 3 - Meets Expectations)
<i>Student can communicate with others, converse and exchange information in the target language</i>	I can communicate on some very familiar topics using words and phrases that are sometimes supported by memorized language.	I can handle short social interactions in everyday situations by asking and answering a variety of questions. I attempt spontaneous conversations.	I can participate in spontaneous spoken, conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
<i>Student can orally present information to others in the target language about various topics.</i>	I can present basic information on familiar topics using language using practiced or memorized phrases and simple sentences.	I can present information on both very familiar and everyday topics using a variety of practiced words, phrases, and simple sentences.	I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences.
<i>Students can write effectively in the target language.</i>	I can write lists and learned phrases on familiar topics. I can write simple summaries of stories I have heard or read.	I can write brief paragraphs about familiar topics using connected sentences in the present and future tenses. I can write multi-paragraph summaries of stories I have heard or read in the present tense.	I can write about familiar topics using connected sentences in the present future and past tenses. I can write multi-paragraph summaries of stories / paraphrase what I have heard or read in the past tense.
<i>Student can effectively interpret what they hear</i>	I can usually understand the main idea and flow of events in stories, conversations and discussions. I can recognize and understand pieces of information, and understand the main topic of what is being orally communicated.	I can understand many familiar words, phrases, and simple sentences. I can recognize and understand pieces of information, and understand the main topic and details of what is being orally communicated.	I can negotiate the meaning, understand the main idea and contextualize what I hear in a variety of contexts.



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*"To learn a language is to have one more window from which to see the world."
Chinese Proverb*

LEARNING OUTCOMES Continued...

Learning Outcome	6th Grade (Level 3 – Target)	7th Grade (Level 3 – Target)	8th Grade (Level 3 – Target)
Student can comprehend and interpret text in the target language	I can understand familiar words, phrases and sentences within short and simple texts. I can often understand the main idea of what I have read within the subject and theme of a unit. I understand target level vocabulary.	I can understand words, phrases and sentences in fictional and informational texts. I can understand the main idea and key information in straightforward and descriptive paragraph length texts. I understand target level vocabulary.	I can comprehend short and simple text related to everyday life in various timeframes and can manage inferences. I can understand the main idea/theme of what I have read. I can navigate the meaning of authentic sources. I understand target level vocabulary.
Student can identify cultures, make comparisons and connections, and use language within and beyond school community.	I can identify some target language countries, products, practices and perspectives. I can make short statements describing the target culture and my own culture. I attempt to make basic connections in target language about other disciplines. I can sometimes use target language outside of the classroom. I can identify an authentic resource and look for cultural information and pull out specific information with teacher support. * In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.	I can identify most/all target language countries, their products, practices and perspectives. I can make comparisons between my culture and the cultures of target-language countries. I can make statements about my own culture and the cultures of target-language countries. I can use target language outside of the classroom. I can make connections to other disciplines in target language. I can identify and interact with authentic resources with limited teacher support. * In my own and other cultures I can suspend judgment while critically examining products, practices, and perspectives.	I can identify all target language countries, products, practices and perspectives. I can make comparisons between my culture and the cultures of target-language countries. I can make statements about own culture and the cultures of target-language countries. I frequently use target language outside of the classroom. I can make connections to other disciplines in target language. I can independently identify and interact with authentic resources. * In my own and other cultures I can objectively evaluate products and practices and mediate perspectives and make comparisons between my own and other cultures.

For further information please visit <https://www.actfl.org/resources/ncssfl-actfl-can-do-statements>



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"Speak a new language so that the world will be a new world."

Rumi, Persian Poet

UNITS OF STUDY

Throughout their three years studying Spanish at Ross Middle School, students will build their language acquisition through daily immersion (story telling, reading, writing, listening, speaking), repetition, real-world practice, project based learning and collaboration. Each year of the program creates a solid foundation for success at the next level, and ultimately high achievements in their high school courses and beyond. Content learned at the very beginning of their language learning will continue to be repeated over the three-year program to ensure student confidence in their Spanish abilities and encourage fluency.

Year One – 6th Grade

Students Will

- ◆ Determine who or what the subject of a sentence is using their knowledge of pronouns and verb endings
- ◆ Recognize elements of syntax – noun/adjective/article order, object pronouns, two verbs together
- ◆ Learn the proper use of noun/adjective/article agreement
- ◆ Learn subject/verb agreement (conjugation) of regular present tense verbs
- ◆ Learn subject/verb agreement (conjugation) of high frequency irregular verbs
- ◆ Practice simple future (*ir + a + infinitivo*)
- ◆ Recognize the difference between SER and ESTAR and when to use each one
- ◆ Practice using the present progressive tense
- ◆ Use simple possessive adjectives
- ◆ Learn the verb gustar and verbs like gustar
- ◆ Tell simple stories orally and in writing using pictures in the target language

Course Content Highlights

- ◆ The alphabet and proper pronunciation
- ◆ Greetings and introductions
- ◆ Numbers, dates and telling time
- ◆ Months, days of the week, seasons and weather
- ◆ Clothing, colors and shopping
- ◆ Family members and personal descriptions
- ◆ School subjects, supplies and vocabulary
- ◆ Body parts in relation to clothing (ex. Llevo una gorra encima de mi cabeza.) and physical descriptions
- ◆ Hobbies and activities
- ◆ Interrogatives
- ◆ High frequency phrases and verbs



Culture Focus: Geography, Country profiles, food, music, arts, religion, etc indigenous people and Spanish explorers



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*"Learning another language is not only learning different words for the same things,
but learning another way to think about things."*

Flora Lewis

Year Two – 7th Grade

Students Will

- ◆ Review all Year One grammar structures
- ◆ Reinforce the correct use of the elements of syntax – noun/adjective/article order, object pronouns, two verbs together
- ◆ Demonstrate mastery of noun/adjective/article agreement
- ◆ Solidify subject/verb agreement (conjugation) of regular present tense verbs
- ◆ Learn subject/verb agreement (conjugation) of additional irregular verbs
- ◆ Develop a deeper understanding of the difference between SER and ESTAR and when to use each one
- ◆ Phrases with TENER
- ◆ Practice using the future tense
- ◆ Use possessive adjectives (mine, yours, etc.)
- ◆ Begin to learn reflexive verbs (daily routines) and direct/indirect objects in the context of who is doing what to whom in a sentence (le dice, te doy, le vs. se, etc.)
- ◆ Use context clues to decipher meaning/main ideas in fictional, informational texts and authentic sources
- ◆ Be introduced to past tense (preterite and imperfect), learn grammar rules
- ◆ Recognize present vs. past vs. future tense based on context and verb endings
- ◆ Improve telling stories orally and written using pictures in the target language

Course Content Highlights

- ◆ Review of all vocabulary learned in Year One
- ◆ Practical application of previous year's learned vocabulary
- ◆ Extended family, ancestors and detailed personal descriptions
- ◆ Body parts and health
- ◆ Comparisons and more descriptive words
- ◆ Routines and interests
- ◆ Neighborhood and Community and local nature
- ◆ Intro to helping the community
- ◆ Describing climate and the environment
- ◆ Traveling basics, asking for directions, interacting with native speakers
- ◆ Food and ordering food



Culture Focus: Country profiles, practices, perspectives and influences, Mexican Revolution and Independence



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*"Language is not a genetic gift, it is a social gift. Learning a new language is becoming a member of the club
– the community of speakers of that language."*

Frank Smith

Year Three – 8th Grade

Students Will

- ◆ Continue to reinforce all grammar structures and vocabulary from Year One and Year Two
- ◆ Demonstrate increased and more complex oral proficiency through formal and informal speaking in the target language
- ◆ Develop higher comprehension levels through access to authentic native speakers in audio clips, videos, and in person
- ◆ Learn subject/verb agreement (conjugation) of additional high frequency irregular verbs in the present, past and future tenses
- ◆ Continue learning SER and ESTAR in the present and the past
- ◆ Write longer and more grammatically complex samples of text in the target language
- ◆ Use reflexive verbs (daily routines) correctly in the present and past tenses with the appropriate pronoun
- ◆ Be able to have spontaneous conversations about known topics, speaking in complete sentences and asking clarifying/descriptive questions

Course Content Highlights

- ◆ Review of all vocabulary learned in Year One and Year Two
- ◆ Reinforce high-frequency vocabulary from Year One and Year Two, and teach vocabulary that aid students in communicating their childhoods, hobbies, personal lives, community, families, traditions, beliefs, opinions, and future possibilities
- ◆ Learn additional vocabulary to support students communicating more complex ideas and opinions.
 - Helping the community, community service, and volunteering, cultural differences within the community.
 - Local social and environmental issues (problems, causes solutions).
 - Global environment issues (problems, causes and solutions)
 - Comparing community with other communities.)
 - Comparisons between self and others
 - Traveling Abroad



Culture Focus: Country profiles, domestic and global environment, political and social issues, The Chicano Movement and Immigration



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Flora Lewis

RESOURCES

Alignment of the World-Readiness Standards for Learning Languages w/ Common Core Standards

<https://www.actfl.org/sites/default/files/resources/CCWRSbranded%20-%20CCSS%20and%20WRSLL%20Alignment%20-%20Aug%202016%20updated.pdf>

American Council on the Teaching of Foreign Language (ACTFL) 21st Century Skills

<https://www.actfl.org/sites/default/files/resources/21st%20Century%20Skills%20Map-World%20Languages.pdf>

American Council on the Teaching of Foreign Language (ACTFL) Can Do Statements

<https://www.actfl.org/resources/ncssfl-actfl-can-do-statements>

California State Board of Education World Language Standards

<https://www.cde.ca.gov/be/st/ss/worldlanguage.asp>

Ross Middle School Spanish Program Website

<https://www.rossspanish.com>

World Language Content Standards for California Public Schools

<https://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf>