|  |
| --- |
| **COURSE DESCRIPTION:** *This is an overview of the course. The course should be committed to the following culturally relevant, empowering, and coherence-driven tenets:* *-has students learn valuable and engaging ideas about themselves and about others. (Identity)* *-covers skills/standards that support college/career preparation, creative, and personal development. (Skills)* *-has students become smarter about academic challenges, their lives, and the world around them. (Intellect)* *-engages students about power, discrimination & oppression personally, locally, and nationally/globally (Criticality)**-allows for access, success and support both in-school and remotely (Coherent Methodology)**-allows for success and support collaboratively and independently (Diverse Platforms & Methodology)* |
| Spanish I is an introductory level course to Spanish language and culture. Throughout this course, students will make comparisons between themselves and the diverse communities of native-language speakers around the world. In addition, students will navigate various digital platforms in order to engage with authentic texts and demonstrate their language proficiency. Furthermore, students will explore how marginalized Spanish-speaking people are fighting against oppression and systems of oppression. Finally, students will learn tools to advocate for themselves and their communities and how to implement them. |
| **ENDURING UNDERSTANDINGS:** *Please state the most important ideas for the course. Please name valuable and empowering ideas about themselves and about others. (Identity) Critical and valuable ideas about power, discrimination, oppression and authority in the material, in their lives, and in communities and the world. (Criticality) (May we ask enduring questions, what are the continuous questions we keep wanting students to come back to?)* |
|

|  |
| --- |
| * You have the capacity to transform your community.
 |
| * Language is a powerful tool that can foster positive relationships between people with different backgrounds.
 |
| * The decisions you make have consequences; some are for your welfare while others lead to destruction. So, be discerning.
 |
| * Seek understanding first.
 |
| * Reflection is a necessary component of growth.
 |

 |

|  |
| --- |
| **SPECIFIC ACADEMIC SKILLS**: *These are the most important skills for the course, including: those that support college/career preparation, creative, and personal development (Skills); and those that help students become smarter about academic challenges, their lives, and the world around them. (Intellect)* |
| * Interpreting Texts
 |
| * Defending a Position
 |
| * Using Context Clues
 |
| * Self-Reflection
 |
| * Decision-Making
 |

|  |
| --- |
| **ACTFL WORLD READINESS STANDARDS:** *These are the important Common Core Learning Standards (in short form) that will drive the currculum and connect to units of study and academic skills. No need to list every one!* |
| * **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.
 |
|  |

|  |
| --- |
| **ASSESSMENTS OF SKILLS/STANDARDS**: *These are the major formative and summative measures that will be used to assess student progress on the specific skills, understandings and standards listed above. Please be specific!*  |
| * Interpretive Tasks
 |
| * Interpersonal Tasks
 |
| * Presentational Tasks
 |
|  |

**UNITS OF STUDY:** *These are the titles/descriptions of the primary units covered during the course. These units should develop identity, skills, intellect, and criticality, as described above.*

|  |  |  |
| --- | --- | --- |
| 1. Identity |  | 5. Fashion/Clothing |
| 2. Healthy Body, Healthy Mind |  | 6.Pastimes |
| 3. My Neighborhood |  | 7. Getting Around |
| 4. Let’s Go Shopping |  | 8. Future Aspirations |

|  |
| --- |
| **TEXTS/MEDIA:** *This is a sampling of texts, media, materials covered/utilized in the course. These resources are diverse, relevant, empowering and easily accessible and usable both in-school and remotely.*  |
| YouTube videos, memes, songs, poetry, articles, posters, surveys, infographics, digital puzzles |

|  |
| --- |
| **COURSE RULES AND GUIDELINES:** *These are the mechanisms that will manage the class and if followed result in student success for this course. These rules/guidelines should be fair, democratic, coherent, sustainable and able to be implemented both in-school and remotely, collaboratively and independently.*  |
| * CAMERAS ON!
 |
| * Be on time.
 |
| * Communicate clearly, consistently and respectfully.
 |
| * Be willing to take risks.
 |
| * Practice! Practice! Practice!
 |
| * Give maximum effort EVERY DAY!!!
 |

|  |
| --- |
|  **COURSE HOMEWORK POLICY:** *This is an overview of homework distribution schedule and the process for completion and collection. This policy is consistent with the school-wide policy (to-be-finalized) and hold students accountable but also supports them, and does so both in-school and remotely.*  |
| School-wide policy |