



Santa Rosa City Schools Course Proposal: Spanish Language Arts 7

Proposal Submitted By Vicki Zands, Principal at Lawrence Cook Middle School

The Spanish Language Arts 7 course aligns with the CCLA K-8 Charter to ensure students are bilingual and biliterate in Spanish and English by the end of the 8th grade; SRCS' mission to ensure equitable access to a transformative educational experience grounded in the assets of our students, staff, and community to recognize and value each student's individuality and our community's cultural wealth; and SRCS' World Languages program, which provides college and career readiness by preparing students to participate in a multilingual environment that values other cultures, with the goal of developing functional proficiency in a world language.

Graduation Requirements: Specify which requirement is met. (High School only)

n/a

UC a-g Requirements: Specify which requirement is met. (High School only)

n/a

Explain the rationale for course addition or modification. How does this fit in with district/site goals? Is this course replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

Spanish Language Arts would require a new section designed to support the Spanish Dual Language/World Language program and allow students to continue on the immersion pathway.

Explain the measurable learning outcomes

Students will demonstrate increasing bilingual proficiency.

Students will be bilingual and biliterate in Spanish and English by the end of the 8th grade, provided they have been enrolled at a dual immersion elementary school since first grade.

Students will use grade-level oral and written language skills to express themselves in written and verbal contexts, communicate with others, share opinions, entertain, and function as productive citizens as demonstrated in class.

Two-way immersion academic and linguistic proficiency outcomes will be articulated and documented to monitor students' progress by grade level toward the end of the 8th grade. In the 8th grade, all students will be assessed to determine if they meet the criteria to receive a Seal of Biliteracy.

Course Description (To be used in the course catalog)

This course is designed to support the Spanish Dual Language/World Language program and allows students to continue on the immersion pathway after exiting a K-6 dual-language program.

Taught entirely in Spanish, this is a one-period, balanced literacy course that builds on knowledge and skills acquired in an elementary dual language program and focuses on the development of Spanish literacy skills and communicative competence.

This course is designed to help students maintain their Spanish literacy on the same level as their English literacy. Through literacy and leadership units focused on the Common Core for Spanish Language Arts, students develop their bilingual, biliterate, and bicultural skills.

Through this course, students will increase their ability to understand complex texts and write effectively in academic settings, becoming independent critical readers, writers, listeners, and speakers who develop an appreciation and understanding of the histories and cultures of the Spanish-speaking world.

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

Objectives:

To support students in developing an academic understanding of the Spanish language and Latin American cultures through *1) Reading and responding orally and writing to authentic literature and expository texts. 2) Practicing of academic language and vocabulary, syntax, and grammatical structures of Spanish through recursive listening, speaking, and writing activities.*

Daily Assignments:

Daily assignments will focus on developing students' skills in one or more of the following areas: reading, writing, listening, speaking, grammar and vocabulary.

Assessments:

Formative and summative assessments will be used throughout each unit in the form of quizzes, written assignments, spoken assignments, and tests in both written and spoken formats.

Key Assignments:

Unit	Unit Title	Key Assignment(s)
1	Creating a Community of Readers	Annotating a text Response to poetry
2	Exploring Poetry	Creating an original poem
3	Elements of Fiction	Using a graphic organizer Analytical essay
4	Art of Memory: Telling our stories	Quote analysis Sharing a personal memory
5	La Casa en Mango Street	Writing journal responses Socratic Seminar La Casa en Mango Street final project for expo

See detailed [7th Grade SLA Scope & Sequence](#) for more details.

Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	0.2 FTE (~20,000) 20-21 + Additional 0.2 FTE (~20,000) 21-22	0.4 FTE (~40,000)
Instructional Material Supplies per student (textbooks, software, etc.)	~\$3,600 (20-21) Additional ~\$3,600 (21-22)	
Services (training, equipment maintenance, contracts, etc.)	N/A	N/A
Capital Outlay (remodeling, technology, etc.)	N/A	N/A
Total Projected Costs	\$23,600 (20-21) plus \$23,600 (21-22)	\$40,000

Instructional Materials- must include an estimate for new materials even if none have been selected. Place in the chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Novel	Houghton Mifflin Harcourt	Cajas de cartón	978-0-618-22616-0	Francisco Jimenez	1997	32 on site
Novel	Vintage Español	La casa en Mango Street	978-0-679-75526-5	Sandra Cisneros	1984	40 purchased
Textbook	John Wiley & Sons, Inc.	Nuevos mundos: Curso de español para bilingües, 3rd Edition	978-0-470-58898-7	Ana Roca	2011	40 needed

Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	
Department Funds	
Other (be specific)	LCAP/Base Funding

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
Vicki Zands	LCMS	Approved
Rebekah Rocha	CCLA	Approved
Teaching and Learning	DO	Approved