

**Instructor:** Caitlin Matthews  
**School:** Mt. Tabor Middle School  
**School year:** 2011-12  
**Course number:** 6932 / 5200AWS  
**Course title:** Spanish Language / Ancient World Studies (Spanish)  
**Subject:** Foreign Language and Literature  
**Grade levels:** 6  
**Credits:** 2.0

**Course description:**

Students will spend two consecutive class periods immersed in Spanish, where we will study Spanish Language Arts and Social Studies. While there are two distinct subjects, many of our assignments and projects will integrate skills from both disciplines. In Social Studies, we will be focusing on Ancient Civilizations, including early hominids, Mesopotamia, Egypt, India, China, Greece, and Rome. In Spanish Language Arts, we will continue to develop and polish oral and written Spanish language skills. We will be focusing on reading strategies, vocabulary enrichment, and the writing process. The class is taught exclusively in Spanish and requires active participation and use of Spanish by students. Students will work with individually and with flexible groupings to complete assignments, projects, and presentations.

**Prerequisites:**

Students in this class have been part of the immersion cohort at Atkinson Elementary or have demonstrated written and oral language proficiency in order to transfer into the program.

**Schedule of topics/units covered:**

**SOCIAL STUDIES UNITS:**

- Early Humans and the Rise of Civilization
- Ancient Egypt and the Near East
- Ancient India
- Ancient China
- Ancient Greece
- Ancient Rome

## SPANISH LANGUAGE ARTS FOCUS:

- Reading strategies for comprehension and vocabulary enrichment
- The writing process
- 6+1 Traits (writing evaluation)
- Narrative, expository, and persuasive writing
- Spanish grammar and vocabulary as outlined by the PPS Spanish Immersion Framework

### **Academic vocabulary:**

The following academic vocabulary is included in the PPS Spanish Immersion Framework:

preguntar	decidir	recomendar	inventar
valorar	determinar	valorar	originar
aceptar	estimar	componer	proponer
apoyar	evaluar	construir	suponer
argumentar	juzgar	crear	trazar
calificar	opinar	diseñar	
criticar	predecir	imaginar	

### **District adopted materials:**

*¡Historia Viva! El mundo antiguo*

*Spanish Three Years*

Novel sets

### **Supplemental resources:**

Authentic reading and listening materials from Spanish-speaking countries

Video, music, and images

Teacher-designed materials

### **Differentiation/accessibility strategies and support (TAG, ELL, SpEd, other):**

The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre-assessment, formative assessment, and summative assessment. Described here are the types of assessments used and specific differentiation strategies in place to meet the needs of ALL learners (including TAG, ESL, Special Ed...)

Flexible Grouping

Open-Ended Projects

Project calendaring and organization

Higher Level Thinking Skills (Use of Bloom's Taxonomy)

Small group instruction

Subject matter acceleration

Tutoring (as needed)

Supplementary materials: readers, written activities, language games, computer activities, and magazines for students to use when they complete assigned work.

### **Essential skills to be taught:**

- \* Read and comprehend
- \* Write clearly and accurately

- \* Listen actively and speak clearly
- \* Think critically
- \* Personal management and teamwork
- \* Use technology
- \* Civic and Community Engagement
- \* Global Literacy

**Essential skills to be assessed:**

- \* Read and comprehend
- \* Write clearly and accurately
- \* Listen actively and speak clearly
- \* Personal management and teamwork

**Assessment/evaluation/grading policy:**

Two different grades will appear on your report card:

*Spanish Language Arts*

- 25% Practice work and Homework – Daily work completed in class and at home
- 30% Reading assignments – Literature circle assignments, Independent Reading log and assignments
- 30% Compositions – Rough drafts, final drafts, and other assignments related to writing
- 15% Participation - Warm-up activities and oral activities

*Social Studies*

- 25% Practice work and Homework – Daily work complete in class and at home
- 30 % Projects and presentations
- 30% Quizzes and exams
- 15% Participation – Warm-up activities and oral activities

**Behavioral expectations: Students are expected to...**

- follow school rules while in Spanish class.
- treat all classmates, teachers, and guests with mutual respect. Each member of the classroom community has the right to be physically, emotionally, and intellectually safe.
- take personal responsibility for their own learning and behavior, which includes making choices to manage time, materials, and self in a way that supports learning.
- participate in Spanish in order to get as much practice and feedback as possible.
- ask for help when needed.