

Pilot Course Proposal

Submitted by: Sharon Stevenson
 Proposed Course Title: Bellevue College Spanish 221
 Grade Level: 11-12

Building: Lindbergh High School
 Department: World Language Dept.

Description of course content and how this course will meet current needs not being met by other courses. Description must also include the needs assessment data. Specifically, what will the student know and be able to do as a result of this course?

- By the completion of BC Spanish 221, students will be able to demonstrate intermediate-mid to intermediate-high level competence as defined by the ACTFL (*American Council of Teachers of Foreign Languages*) Proficiency Guidelines in listening, speaking, reading, and writing. The aim of this course is not only to strengthen and solidify the oral, listening, writing, and reading skills students have developed in their previous Spanish courses but also to dramatically improve their abilities in all these skills. This course is conducted entirely in Spanish and will prepare students for the third-year Spanish sequence at the college level. Students will be able to interpret, express, and negotiate meaning with an ever-increasing range of linguistic proficiency.
- The World-Readiness Standards for Learning Languages (*see below*) align with Common Core State Standards, College and Career Readiness and 21st Century Skills.



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.	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.
CULTURES Interact with cultural competence and understanding.	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.	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.	
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.	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.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence.	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.	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.	
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.	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.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

II. World Languages Learning Standards

The standards indicate what students should know and be able to do as they study and learn to communicate in a language other than English. There are eleven standards in five goal areas.

1.0 Communication

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 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.



2.0 Cultures

Interact with cultural competence and understanding



2.1 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.

2.2 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.

3.0 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

3.1 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.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.



4.0 Comparisons

Develop insight into the nature of language and culture in order to interact with cultural competence

4.1 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.

4.2 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.

5.0 Communities

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

5.1 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.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

- **What are the assessments that will be used to determine student achievement of the goals of this course?** Language learners take formative and summative assessments of language proficiency (oral, aural, reading, and writing). Learners progress toward proficiency benchmarks as the course continues and are assessed periodically on these benchmarks. All assessments use rubrics aligned with the three modes of communication-- interpretive, interpersonal, and presentational. The learners' performance on quizzes, tests, projects, and the final exam reflect what they know and are able to do in the Spanish language.

Describe how this course will address:

- **Alignment with Common Core State Standards (CCSS)**
- This class uses the World-Readiness Standards for Learning Languages (*see above*) which align with Common Core State Standards, College and Career Readiness, and 21st Century Skills. Learners use the language to interact, present, explore, explain, investigate, and reflect. The standards indicate what students should know and be able to do as they study and learn to communicate in languages beyond English.
- **Integration of technology**
- Students have access to all materials inside and outside of the classroom with the online textbook and digital license. The *Portales* curriculum provides engaging grammar and vocabulary tutorials, assignments, visuals, culturally-rich videos, short films, access to audio and video clips from diverse group of native speakers, as well as additional practice in listening/speaking/reading/writing skills. The curriculum also offers the students recording options (individual and group), dynamic vocabulary tutorials, guided grammar tutorials, integrated performance assessments, and enrichment. With a digital license, students have access to self-checks, practice tests, a personalized study plan, speech-recognition software, group chat activities, and composition tools to aid writing.
- Furthermore, through our Canvas learning management system, learners have access to all materials (additional music/links/videos/study aids/assignments/teacher slide decks and notes). Teachers and students also utilize other practice websites and educational platforms such as EdPuzzle and Quizlet.
- **Infusion of diversity/multicultural perspectives**
- This class incorporates culturally-rich content, videos and short films as well as unique cultural aspects of a variety of Spanish-speaking countries. Authentic materials are updated online regularly by Vista Higher Learning.
- The curriculum art and visuals reflect the diversity of our student population as well as the diversity of the Spanish-speaking world (nationality, accents, geography, history, music, food, etc.).
- **Integration with other subject areas**
- Through the study of a new language and culture, language learners begin to see the connections to other disciplines. More specifically, Spanish classes integrate history, current events, art, music, and technology. This course aims to expose students to the literary use of Spanish and to increase both their literary and critical thinking skills. In Spanish class students do learn to write, read, speak, and listen. They learn to work with others, they learn what life is like in other countries, and they learn that other countries have definite ideas about American culture. Furthermore, they dance, sing, and cook—all while practicing real-life skills in the target languages and making interdisciplinary connections. That is to say that students will continue to enhance their knowledge of the cultural diversity of the Spanish-speaking world. Communication remains the central goal. An advanced Spanish course allows students to improve their writing and speaking skills in both English and Spanish. The study of an additional language increases students' vocabulary, linguistic awareness, and also deepens their cultural understanding.
- **Provision of appropriate experiences for learners of varying abilities**
- An effective instructor will address all learners' needs and support all learners in reaching their language goals. Proficiency-based benchmarks focus on what the language learner is able to do with the language. Learners can demonstrate language proficiency in a variety of ways throughout each unit. Activities are scaffolded and are built on the three modes of communication: interpretive, interpersonal, and presentational. Students have additional opportunities to demonstrate mastery, and advanced students have opportunities to demonstrate more advanced language proficiency. Furthermore, formative and summative assessments are all customizable through the digital platform. Throughout the course there is ongoing review of major grammatical structures as well as a thorough study of more complex grammatical concepts.

- **Development of higher-level thinking and processing skills**

Becoming proficient in a language takes dedication and consistent practice. Learners also use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own home culture and/or American culture. As students expand their knowledge of culture through language learning, they continually discover perspectives, practices, and products that are similar and different from their own culture, and they develop the ability to hypothesize about cultural systems.

- **Articulation of scope and sequences across grades K-12. Will this course replace existing curriculum?** This course will not replace existing curriculum as it would be the first dual-enrollment Spanish 200 level class offered at Lindbergh High School through our College in the High School program (CIHS partner is Bellevue College). BC Spanish 221 will be students' fourth-year Spanish course and next in the sequence for students who have successfully completed BC Spanish 123 at Lindbergh High School. BC Spanish 123 is a prerequisite for BC Spanish 221.

Current Scope and Sequence Bellevue College SPANISH 221

Themes: The working world, the economy, finances, the arts, current events, politics and religion.

Vocabulary: Professions and occupations, the workplace and interviews, religion, movies and television, arts and crafts, terms for fine arts, careers in the arts, the media; terms for current events, social issues, and politics.

Grammar: Review of all major grammatical structures. New grammar: diminutives and augmentatives, relative pronouns and relative adjectives, future tense, future perfect, past subjunctive, the conditional, conditional perfect, and past perfect subjunctive, *Si* clauses, summary of the uses of the subjunctive, and the neuter *lo*.

Functional skills: Talk about the future and future plans; talk about and discuss work, the arts, history, the economy, media, work, politics, finances, current events, the arts, religion, technology, interview for a job, express agreement and disagreement; express what one would like to do; express hesitation; reflect on experiences, such as travel; identify key information in spoken and written texts about history, the economy, media, work, politics, finances, current events, arts, religion, and technology; talk and write about aspects of politics, religion and how people interact with technology.

Culture: Natural spas, personal wellness, quinoa, the diversity and beauty of art in the Spanish-speaking world, job interviews and work benefits, protests and strikes, César Chavez, Fernando Botero, Evo Morales, Michelle Bachelet, Elena Poniatowska, Museo de Arte Contemporáneo de Caracas, Nicaragua, la República Dominicana, El Salvador, Honduras, Paraguay and Uruguay.

Statement of impact: After successfully completing BC Spanish 221, students will be fully prepared to enter 300-level language classes at the university level. They will be able to: communicate in a language other than English, read, write and understand Spanish at an intermediate-mid to intermediate-high level as defined by the ACTFL standards. Students will gain an understanding of other cultures as well as their own, make connections between language study and other disciplines, and participate in multilingual communities in the U.S. and around the world. Teachers encourage and support all learners in using the language meaningfully. With relevant and engaging units that prepare students for real-life applications, together we strive for rigor, cultural understanding and linguistic competency in class. We want our students (and all our graduates) to be critical thinkers as well as language-competent and literate citizens of the world.

A strong background in the Spanish language and culture is a great asset to our students. The United States has the second-largest Spanish-speaking population in the world, after Mexico (when counting Spanish as a first and second language). By 2050 it is estimated that one in three people in the United States will speak Spanish when counting bilingual speakers (Thompson). Spanish language proficiency provides students with many more options in their post-secondary careers along with many cultural and social benefits.

- o **Instructional materials**

Curriculum: *Portales Intermediate Spanish Version 2.0 Vista Higher Learning 2024* José A. Blanco

Current Bellevue College materials used for CIHS, along with current materials being considered for Spanish adoption in 26-27 would be adaptable to meet the needs of this course.

SIGN-OFF FOR PILOT COURSE RECOMMENDATION

	<u>Signature</u>	<u>Date</u>
1. Department Head (Secondary) Accepts <input checked="" type="checkbox"/> <input type="checkbox"/> Rejects <input type="checkbox"/>	Calle Kiel	11/26/25
2. Principal Accepts <input checked="" type="checkbox"/> <input type="checkbox"/> Rejects <input type="checkbox"/>	Thomas Call	11/26/25
3. District Content Facilitator Accepts <input type="checkbox"/> <input type="checkbox"/> Rejects <input type="checkbox"/>		
4. Curriculum Director Accepts <input type="checkbox"/> <input type="checkbox"/> Rejects <input type="checkbox"/>		

Return original to the Director of Curriculum and Instruction. Copies to Principal and Course Originator.