

# Boston Arts Academy

## Course Description

### Otoño 2008

Department: World Languages

Maestro: Sr. Gutiérrez

#### Course Title:

## Spanish Heritage Language Speakers 1

*Curso de Español para  
Descendientes Hispanohablantes 1*



This course is an introductory course that expands on the literacy of the young Spanish Heritage Language Speaker (SHLS). It is an immersion course designed primarily but not limited for the (SHLS). Non-SHLS Students who would like to further their experience in an immersion program may take this course after been assessed by the World Language Spanish Teachers as a candidate who would benefit and have the possibilities of succeeding in this course. Students are expected to express only in the Spanish language, speaking, reading, writing, and comprehension. Readings, activities, and projects must be completed in Spanish.

The purpose of this course is to expand the students' literacy of the Spanish language, speaking, reading, writing, comprehension, and grammatical understanding of the language through literature. The steady material is selected keeping in mind the dominant ideologies that concern the young Spanish Heritage Language Speaker. Among the topics that the course stresses are the importance of bilingual literacy, Latin American women in the arts, immigration, social justice and responsibility, heritage reading, critical thinking; connecting with students' art majors. Throughout the course, students demonstrate their knowledge with written test, oral presentations, and construction of visual aids, research projects, and plays.

It is one of the main objectives of this course to provide young female Latin American students with positive role models by exposing them to the maximum number of literary work done by contemporary successful Latin American women authors and activists.

Students are expected to be provoked and assigned to answer questions such as:

1. ¿Como ha contribuido la mujer latinoamericana en su sociedad hasta el presente?
2. ¿Cuál es su futuro en nuestra sociedad latinoamericana?
3. ¿Cuál es el mayor obstáculo que nos detiene de progresar y afecta nuestra sociedad de forma negativa?
4. ¿Cuál es tu responsabilidad con tus antepasados?
5. ¿Cuál es tu responsabilidad con el ambiente?



**Knowledge in the Subject Area**

### **Person-to-Person Communication**

A. The student will exchange a wide variety of information, orally and in writing in Spanish on various topics related to contemporary and historical events and issues.

1. Express and support opinions in Spanish, and participate in meaningful discussions.
2. Exchange information in Spanish from outside sources, such as newspapers, magazines, broadcasts, or the Internet.

B. The student will demonstrate skills necessary to sustain oral and written exchanges in Spanish.

1. Use a full range of level-appropriate vocabulary, structures, and past, present, and future time frame.
2. Exchange ideas clearly in Spanish based on level-appropriate material.
3. Organize information and present it in a coherent manner.

### **Listening and Reading for Understanding**

The student will comprehend spoken and written Spanish found in a variety of authentic sources that have been prepared for various purposes.

1. Identify various elements in spoken and written texts in Spanish such as plot, theme setting, and characters.
2. Understand some subtleties of meaning, such as intent, humor, and tone in a variety of levels appropriate works in Spanish that are culturally authentic.
3. Effectively use titles, subtitles, headings, and illustrations to understand text.
4. Analyze, extract, and infer meaning from text.
5. Demonstrate ability to construct meaning using prior personal knowledge.

### **Oral and Written Presentation**

1. Deliver presentations in Spanish containing well-developed ideas on a variety of topics applying learned material on spelling, punctuation, and pronunciation in familiar vocabulary and language structures.
2. Recognize that writing is a process, which may include brainstorming, free writing, mapping, draft writing, and editing.
3. Structure paragraph correctly, using a clear topic sentence and supporting evidence.
4. Recognize and correct commonly misspelled words.
5. Properly use syllabification and accent rules.

### **Cultural and Linguistic Comparison**

The student will discuss in level-appropriate Spanish the effects of cultural similarities and differences on social, economic, and political relationship in the global community.

- Recognize the existence of local, regional, and national differences in the cultures of both Spanish-speaking countries and the United States.

### **Video Project**

Students participate in the video project “Como llegué aquí? The project consists of making a documentary of their Latino Heritage.

<b>Temas</b>	<b>Lecturas</b> – Depending on the students’ literacy level, the reading material is selected from the following list. Additional challenging material may be requested.
Literatura infantil	- Seleccionadas de varios cuentos infantiles como - Las vacas, El circo, La hormiga, etc.
Literatura femenina	- Dos palabras – Isabel Allende - Isabel Allende – Video interview - Women’s role in the independence of the Latin American countries.
La herencia / Leyendas y mitos	- ¿Quién es Cristóbal Colón y algunos de su legado? - Balada de los dos abuelos - poema - Los novios (México) - Guanina (Puerto Rico) - La creación hace muchos años (Puerto Rico)
La inmigración, Women Writers, and Social Responsibility	- Alas sobre las Américas – poema - El trabajo en el campo – Chicana – Rose del Castillo - Los huracanes – Esmeralda Santiago - Puerto Rico - A day without a Mexican – Película
Social Justice & Individual Responsibility	- Poemas con niños – Cuba – Guillén, Nicolas
Critical Thinking – Reality	- Los ciegos y el elefante – short play with puppets - Apenas son las cuatro – Obra teatro, Tomás Urusartegui
Reading skills	- Twice a week, students practice reading through a wide variety of books from elementary to young adolescent readings levels. These books are available in the Spanish Children’s library for the (SHLS) courses. - Newspapers from Latin American countries – biweekly Internet readings

<b>Proyectos:</b>	In connection with the above readings
Poema	- Balada de los dos abuelos - Alas sobre las Américas Memorizar, presentar e interpretar el significado y relación del poema con la comunidad latina.

Entrevista y documental	- Preparar guión sobre la entrevista de la familia inmigrante en preparación para el proyecto “¿Cómo llegué yo aquí?”
Escritura – cuentos cortos y artículos	- writing scene, adding or changing an event on one of the short story - Write a personal short story on a challenging event. - Write about emigration on their family experience – connects with video project.
Leyendas	- La herencia taína – Los dioses y experiencia con un desastre natural - Presentación visual con fiches
Presentación – Actuación	- Balada de los abuelos - Alas sobre las Américas - Poemas con niños - Los ciegos y el elefante

<b>Gramática</b>	
- La oración  - Conjugaciones de los verbos	- el artículo, el sustantivo, el verbo, el adjetivo, el predicado - el presente - el pretérito (pasado) - el pretérito imperfecto - el futuro
- Autores en nuestra aula - proyectos según el autor/ra	- Será anunciado

**Student Expectations:**

You are expected to:

- ✓ be courageous
- ✓ be persistent; expanding your knowledge of the language is much more difficult process than learning a new language
- ✓ contribute to the power of your thoughts and knowledge
- ✓ use only positive words
- ✓ be focused on the speaker or presenter
- ✓ raise your hand in order to contribute
- ✓ transition smoothly from one activity to another
- ✓ be prepared for class with notebook, pen or pencil, and homework
- ✓ be **on time** for class (tres tardes igual a una ausencia sin excusa)
- ✓ complete all assignments
- ✓ leave food, drink, gum and materials unrelated to class outside of the room
- ✓ communicate only in Spanish

## Teacher Expectations:

The teacher is expected to:

- ✓ communicate with families and students when students are not meeting an expectation (by mail and phone)
- ✓ communicate with families and students when students do something exceptionally well
- ✓ encourage a culture of respect and understanding
- ✓ encourage students in becoming responsible for their own learning and expanding their learning process
- ✓ offer extra assistance to students
- ✓ continue to look for creative ways to differentiate instruction and engage students with diverse learning styles
- ✓ continue to be passionate about her students and the subject matter and look for ways to tap this enthusiasm in students
- ✓ take risks in planning classes and activities

## Grading System

Tests/Quizzes = 25%

Homework and Class-work = 20%

Projects/Presentations = 25%

Participation = 20%

S & E = *Active participation Required* 10%

A final exam for students with below A- throughout the course.



Dear Parents/Guardians,

I take this opportunity to share with you part of the philosophy that generates Spanish Heritage Language Speakers course. The expansion of the literacy of the language of students who speak a second language is instrumental in expanding the students' vision and understanding of a pluralistic society, a world economy, and their relationship with the communities they relate to in their life journey.

In other words bilingual speakers are better prepared in literacy in both languages English and Spanish and in self-identity acceptance than the monolingual speaker. It is a challenge in our society but not impossible to accomplish.

Your participation is essential in reaching these goals. Your support and your involvement with your child's work will give them recognition of their effort in taking the maximum benefit from this class.

If you have any question please feel free to contact me.

Sincerely,

Carlos I. Gutiérrez

Estimados Padres de familia y Adoptivos,

Aprovecho la presente para compartir con ustedes parte de la filosofía que genera esta clase para Estudiantes con Herencia de la Lengua Española. Este curso tiene como objetivo el ayudar a los estudiantes hispanohablantes en reconocer la influencia e importancia que van adquiriendo el hablar el Español académico y la comunidad hispanohablante en nuestra sociedad norteamericana y mundial desde el punto de vista social, económico y étnico.

En otras palabras, que el parlante bilingüe esta mejor preparado con una educación académico en ambos idiomas, el inglés y el español, y una autoestima positiva como latino que el monolingüita que se distancia de sus raíces. El mantener su identidad con orgullo como bicultural y bilingüe es un reto a diario pero no imposible de conseguir en nuestra sociedad norteamericana.

Si en algo más puedo servirles, sean tan amables de ponerse en contacto por el teléfono o el email indicado al pie de ésta.

Atentamente,

Carlos I. Gutiérrez

---

Please feel free to contact me: School (617) 635-6470/ email: [cgutierrez@bostonartsacademy.org](mailto:cgutierrez@bostonartsacademy.org)

Home (617) 328-1081

---

---

---

Student / Family Signatures: I understand the objectives, assessment policies and expectations included in the syllabus.

---

Student Signature:

---

Parent or Guardian Signature:

---

Best Phone # to reach parent:

---

email:

---

Note to Sr. Gutiérrez