

1. **Prerequisite(s):**

- Completion of Spanish 2P
- Appropriate score on the Spanish Placement Test and/or
- Teacher recommendation.

2. **Short description of course which may also be used in the registration manual:**

Objectives of course: At the end of the course students will be able to:

- A. maintain and further develop Spanish language skills in listening, speaking, reading and writing.
- B. develop an openness, understanding and appreciation for other cultures and their traditions, while focusing on the diversity and richness of the Spanish-speaking/Hispanic/Latino culture.
- C. develop the necessary skills for functional oral and written communication in Spanish.

3-5 sentences explaining overall course content

This course is intended for students who wish to continue their study of Spanish for a third year. It increases both usage and recognition of vocabulary, furthers conversational fluency, and enriches students' use of the language. Students will develop the necessary listening and speaking skills for basic communication in Spanish. Students will be able to read and write simple statements, commands, questions, and answers from reading materials.

Indicate references to state framework(s)/standards : 2019 California World Languages Standards

- *Communication Goals Interpretive Communication*
 - WL.CM1. To access information, students demonstrate understanding and interpret and analyze what is heard, read, or viewed on a variety of topics from authentic texts, using technology when appropriate. Interpersonal Communication
 - WL.CM2. To collaborate and share information, reactions, feelings, and opinions, students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed (ASL), or written conversations, using technology as appropriate. Presentational Communication
 - WL.CM3. To present and publish, students present information, concepts, and ideas to inform, narrate, explain, and persuade, on a variety of topics and for multiple purposes, in culturally appropriate ways, adapting to various audiences of listeners, readers, or viewers, using the most suitable media and technologies. Settings for Communication
 - WL.CM4. Students use language in highly predictable, daily settings (Novice); transactional and some informal settings (Intermediate); most informal and formal settings (Advanced); informal, formal, and professional settings, and unfamiliar and problem situations (Superior) in their communities and in the globalized world.
 - WL.CM5. Students recognize (Novice), participate in (Intermediate), initiate (Advanced), or sustain (Superior) language-use opportunities outside the classroom and set goals, reflect on progress, and use language for enjoyment, enrichment, and advancement. Language Structures in Service of Communication
 - WL.CM6 Students use structures to communicate: sounds, parameters (ASL); writing systems (Novice); basic word and sentence formation (Intermediate); structures for major time frames; text structures for paragraph-level discourse (Advanced); all structures (Superior); and text structures for extended discourse (Superior). Students use language text types to communicate: learned words, signs, and fingerspelling (ASL); phrases (Novice); sentences and strings of sentences (Intermediate); paragraphs and strings of paragraphs (Advanced); or coherent, cohesive multi-paragraph texts (Superior). Language Comparisons

Content: Unit Title: Lección 2: Las diversiones

- WL.CM7 To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know.
- *Cultures Goals Culturally Appropriate Behavior*
 - WL.CL1. Students interact with cultural competence and understanding. Cultural Products, Practices, and Perspectives
 - WL.CL2. To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them. Cultural Comparisons
 - WL.CL3. To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target culture and the culture(s) they know. Intercultural Influences
 - WL.CL4. To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence each other over time.
- *Connections Goals Connections to Other Disciplines*
 - WL.CN1. To function in real-world situations in academic and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems. Diverse Perspectives and Distinctive Viewpoints
 - WL.CN2. To function in real-world situations in academic and career related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

Student performance standards

- Standards for Foreign Language Learning

Evaluation/assessment/rubrics

- 40% tests, quizzes & projects
- 30% classwork(notebook) & participation
- 30% homework

Include minimal attainment for student to pass course

- Minimum of 60% to pass the course.
 - 90-100 A
 - 80-89 B
 - 70-79 C
 - 60-69 D
 - Below 60 F

3. Course Content

Number of units: 6

Content: Unit Title: Lección 1: Las relaciones personales

Topics/Vocabulary <ul style="list-style-type: none"> ● La personalidad ● Los estados emocionales ● Los sentimientos 	Culture/Geography/History Los Estados Unidos <ul style="list-style-type: none"> ● Flash Cultura Video: Las relaciones personales
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<ul style="list-style-type: none"> Las relaciones personales 	<ul style="list-style-type: none"> Readings: Parejas sin fronteras, Isabel Allende y Willie Gordon, & Sonia Sotomayor: <i>la niña que soñaba</i>
Grammar/Orthography <ul style="list-style-type: none"> The present tense Ser and estar Progressive forms 	Literature <ul style="list-style-type: none"> <i>Poema 20</i> by Pablo Neruda La personificación

Sample Assignment:

Students watch the Flash Cultura (culture) video in the target language on personal relations in Spain where they get to listen to the unit vocabulary in context and see how Spanish couples and friends spend their free time, where they go out and what they think about love at first sight and dating. Students then answer comprehension questions by writing about the video and then make comparisons about dating and going out here in the U.S. vs Spain.

Culminating Project:

In this unit, the United States is the country of focus. To recognize the contributions of Hispanic and Latino Americans to the country's history, heritage and culture, students will research an assigned notable Hispanic figure and create a PowerPoint presentation. They will present the information about their figure, their major achievements and contributions, interesting facts and work samples to the class in the target language.

Topics/Vocabulary <ul style="list-style-type: none"> La música y el teatro Los lugares de recreo Los deportes Las diversions 	Culture/Geography/History Mexico <ul style="list-style-type: none"> Readings: El nuevo cine mexicano, Gael García Bernal & <i>El toreo ¿Cultura o Tortura?</i> Flash Cultura Video: El cine mexicano
Grammar/Orthography <ul style="list-style-type: none"> Object pronouns Gustar and similar verbs Reflexive verbs 	Literature <ul style="list-style-type: none"> <i>Idilio</i> by Mario Benedetti

Sample Assignment:

To practice recognition, the meaning, and the usage of the unit vocabulary, students in groups race to piece a puzzle of Las Diversiones vocabulary together. Students must practice speaking the vocabulary words aloud to the members of their group to receive credit for the completion of the task. The first group to successfully complete the puzzle wins the race.

Culminating Project:

To demonstrate mastery of the unit vocabulary, the usage of gustar, encantar, fascinar, etc., and object pronouns, students will create a poster that will serve as a guide for tourists. They will choose one local city in México that they will feature that includes 6 categories of “Diversiones” as recommendations for tourists. They will choose from categories such as, best movie theater, best concert venue, best bowling alley, best amusement park, best sports venue, etc. Students will feature the 6 places with a picture, address and a description and explanation as to why they like and recommend it. Students will then be expected to present the poster to their peers in a formal presentation to the class audience

Content: Unit Title: Lección 3: La vida diaria

Topics/Vocabulary <ul style="list-style-type: none"> • En casa • De compras • Expresiones • La vida diaria 	Culture/Geography/History España <ul style="list-style-type: none"> • Readings: <i>El arte de la vida diaria</i> & <i>La Familia Real</i> • Flash cultura Video: De compras por Barcelona • Brief history of La Alhambra in Granada.
Grammar/Orthography <ul style="list-style-type: none"> • The preterite • The imperfect • The preterite vs. the imperfect 	Literature <ul style="list-style-type: none"> • <i>Autorretrato</i> de Rosario Castellanos

Sample Assignment:

To have the students recognize and comprehend the unit vocabulary, they will listen to an authentic audio conversation between friends in Spain talking about plans of chores and errands they have planned for the day. Students will listen to the audio and take notes. Then, students will write answers to comprehension questions from the audio conversation. Comprehension questions include fill-in the blank, complete the statement, multiple choice and True/False options.

Culminating Project: D3L2 - Preterite/Imperfect Project

To demonstrate mastery of the grammar in this unit, students will create an illustrated story on a blank sheet of paper, cardstock, PPT or a video. Students will write about an event in the past using the preterite and imperfect tense. They will then read their story from their PPT, video, cardstock, etc. to the class audience in a formal presentation.

Content: Unit Title: Lección 4: La salud y el bienestar

Topics/Vocabulary <ul style="list-style-type: none"> • Los síntomas y las enfermedades • La salud y el bienestar • Los médicos y el hospital • Las medicinas y los tratamientos 	Culture/Geography/History Colombia <ul style="list-style-type: none"> • Readings: De abuelos y chamanes, <i>La ciclovía de Bogotá</i> & <i>Colombia gana la guerra a una vieja enfermedad</i> • Flash cultura Video: Las farmacias
Grammar/Orthography <ul style="list-style-type: none"> • The subjunctive in noun clauses • Commands • Por and para 	Literature <ul style="list-style-type: none"> • <i>Mujeres de ojos grandes</i> de Ángeles Mastretta

Sample Assignment: Subjunctive

To demonstrate understanding and the formation of the subjunctive, students will create a poster for incoming freshmen using the subjunctive. Students write ten recommendations for success in high school with the use of the subjunctive.

Culminating Project: D3L4 Project -La salud y el bienestar

To demonstrate understanding of the cultural medicinal practices of Spanish-speaking countries, students will research a commonly used home remedy of any Spanish-speaking country and create an informational flyer or brochure. The students will include the name of the home remedy, where it is used, the uses, a recipe, photos and a comparison of similarities and differences to a home remedy of their own culture.

Students will post their finished informational flyer or brochure on the classroom wall and participate in a gallery walk to see and read other classmates' flyers/brochures.

Content: Unit Title: Lección 5: Los viajes

Topics/Vocabulary	<ul style="list-style-type: none"> • De viaje • El alojamiento • La seguridad y los accidentes • Las excursions
Grammar/Orthography	<ul style="list-style-type: none"> • Comparatives and superlatives • Negative, affirmative, and indefinite expressions • The subjunctive in adjective clauses
Culture/Geography/History	<p>Centroamérica</p> <ul style="list-style-type: none"> • Readings: La ruta del café, El canal de Panamá & <i>La ruta maya</i> <p>Flash Cultura Video: ¡Viajar y gozar!</p>
Literature	<i>La luz es como el agua</i> de Gabriel García Márquez

Sample Assignment: Quizlet Vocabulary Set

To master the unit vocabulary on travel, students will practice it by completing the categories in the Quizlet vocabulary set. Students will complete the Flashcards, Learn, Write, Spell, Test and the Match and Gravity video games. At the end, the whole class will participate in a few rounds of the Quizlet Live game where they work in teams and must speak the vocabulary to one another in a race to finish first.

Culminating Project:

Students imagine that they are a travel agent and will create a travel itinerary for tourists visiting a city of choice while incorporating the lesson vocabulary. They will include all pertinent information that includes, times, airport, hotel, excursions, museums, restaurants and event recommendations, etc using the unit vocabulary.

Content: Unit Title: Lección 6: La naturaleza

<p>Topics/Vocabulary</p> <ul style="list-style-type: none"> • La naturaleza • Los animales • Los fenómenos naturales • El medio ambiente 	<p>Culture/Geography/History</p> <p>El caribe</p> <ul style="list-style-type: none"> • Readings: Los bosques del mar, Parque Nacional Submarino La Caleta & <i>La conservación de Vieques</i> • Flash Cultura Video: Un bosque tropical
<p>Grammar/Orthography</p> <ul style="list-style-type: none"> • The future • The subjunctive in adverbial clauses • Prepositions: a, hacia, and con 	<p>Literature</p> <ul style="list-style-type: none"> • <i>El eclipse</i> de Augusto Monterroso

Sample Assignment

To show mastery of the future tense learned in this unit, students will write a paragraph using the future tense and answering prompted questions relating to how they see the future status of the environment. Students will then share paragraphs with a peer and will compare by noting differences and similarities.

Culminating Project

Students create a campaign ad poster that relates to protecting the environment in Spanish-speaking countries. They will research what Spanish-speaking countries' current environmental problems are and choose one topic of focus such as water conservation, deforestation, recycling, etc. The ad should have a clever and catchy slogan together with a creative design in the target language. They will write using the subjunctive in the message they are sending out in their ad. Finally, students will present their campaign ad to the class audience.

4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

- Each EMUHSD school site has adopted their own SLO's.

5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:

- STRATEGIES USED IN SDAIE:
 - Emphasis on the Academic Language: This is the key instructional component in SDAIE. It is NOT to develop general English language skills, but to develop the use of, and proficiency in, the academic language of the content areas. This key component of SDAIE is the same for ALL students, English-only speakers and English Language Learners. Teachers must make sure that the academic language is mastered, otherwise teachers cannot obtain evidence of learning. To facilitate mastery teachers must implement two essential "best instructional practices:"
 - Posting the academic language: ALL words, not just a few key words. Words need to be organized by meaning categories, for example, "clean, tidy, neat, spotless, immaculate, impeccable, scrubbed, disinfected, sterilized, pristine, etc." THEN POST THE CATEGORY!!!!
 - Consciously using the academic language constantly, and requiring that all students express themselves using the academic language, too. That is why all academic language words must be posted: For teachers and students TO ALWAYS REMEMBER to use them.
- Active Learning
- Assessing/Tapping Prior Knowledge
- Building New Knowledge
- Collaborative Problem-Solving; Cooperative and Other Groupings
- Cultural Affirmation / Multicultural Perspectives
- Demonstration and Modeling
- Graphic Organizers
- Integrating Listening, Speaking, Reading and Writing Across the Curriculum
- Higher Order Thinking Skills

6. Describe the interdepartmental articulation process for this course:

All comprehensive high schools had the opportunity to meet and collaborate to create the course outline, monitor and evaluate the implementation as well as the articulation processes - vertical and horizontal.

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Students are made aware of the tremendous potential bilingualism has to offer in the region and times we live. The areas of business, translation/interpretation, teaching and writing, computer related skills, among others, are presented as viable career paths. Students prepare for the workplace by learning to research, making presentations, writing, and speaking clearly and correctly.

Life and Career Skills: Flexibility and Adaptability, Initiative and Self-direction, Social and Cross Cultural skills, Productivity and Accountability, leadership and responsibility

8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below)

Type of material (book, manual, periodical, article, website, primary source document, etc.)	Author	Publisher	Edition/Year	URL	Primary book, read in its entirety? (Y/N)
VHL Supersite		Vista Higher Learning	2017	www.vhlcentral.com	N
<i>Descubre 3: Lengua y cultura del mundo hispánico</i>	José A. Blanco	Vista Higher Learning	2017		Y
Conjuguemos				www.okw.conjuguemos.com	N
YouTube				www.youtube.com	N
Duolingo				Duolingo	N
Kahoot				kahoot	N
Quizlet				www.quizletc.om	N
Avancemos 2		Holt, Rinehart and Winston	2013		N