

# El Monte Union High School District

## Course Outline

**District: EMUHSD**  
**High School: \_\_\_\_\_**

<p>Course Title: <u>Spanish 1P</u></p> <p>Textbook(s): <u>Avancemos 1</u></p> <p>Copyright date/Edition: <u>2018</u></p> <p>Transitional* _____(Eng. Dept. Only)</p> <p>Sheltered (SDAIE)* ___Bilingual* ___</p> <p>AP** _____ Honors** _____</p> <p>Department: _____ Foreign Language</p> <p>CTE*** :</p> <p>Industry Sector: _____</p> <p>Pathway: _____</p> <p>Check One          Introductory: ___X___          Concentrator: _____          Capstone: _____</p> <p>Grade Level (s): <u>9-12</u> _____</p> <p>Semester _____ Year <u>X</u> _____</p> <p>Year of State Framework Adoption _____</p>	<p>This course meets graduation requirements:</p> <p>( ) English          ( ) Fine Arts          ( x ) Foreign Language          ( ) Health &amp; Safety          ( ) Math          ( ) Physical Education          ( ) Science          ( ) Social Science          ( ) Elective</p> <p>This course meets a-g requirements:</p> <p>( ) “a” – Social Studies          ( ) “b” – ELA          ( ) “c” – Math          ( ) “d” – Lab Science          ( x ) “e” – Language (not English)          ( ) “f” – Vis/Perf Arts          ( ) “g” – College prep elective</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Department/Cluster Approval</th> <th style="text-align: left; border-bottom: 1px solid black;">Date</th> </tr> </thead> <tbody> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> </tbody> </table> <p>Is this course an adaptation from another source?</p> <p style="margin-left: 20px;"><input type="checkbox"/> No  <input type="checkbox"/> Yes</p> <p>If yes, please indicate the source of the original course:</p> <p>_____</p> <p>_____</p>	Department/Cluster Approval	Date	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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\*Instructional materials appropriate for English Language Learners are required.

\*\*For AP/Honors course **attach a page** describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

\*\*\*For CTE, **attach the CTE course outline** created in the online template (<http://ctecourse.scoe.net/>).

1. Prerequisite(s): None

2. Short description of course which may also be used in the registration manual: Spanish 1P is a standards based course intended for students with little or no previous knowledge of the Spanish language. Spanish 1P is an introduction to the Spanish language and culture. The four basic skills of listening, speaking, reading, and writing are taught throughout the course. Communication skills, cultural and linguistic awareness are emphasized with the use of total physical response (TPR), CDs, videos, DVDs, music, research, and other culturally related assignments and projects. Spanish 1P fulfills the "E" A-G college requirements for 1 year of a foreign language at a high school.

The following standards are used in Foreign Language

Standards for Foreign Language Learning

COMMUNICATION Communicate in Languages Other Than English Standard

1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions Standard

1.2: Students understand and interpret written and spoken language on a variety of topics Standard

1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES Gain Knowledge and Understanding of Other Cultures

Standard

2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard

2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS Connect with Other Disciplines and Acquire Information

Standard

3.1: Students reinforce and further their knowledge of other disciplines through the foreign language Standard

3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS Develop Insight into the Nature of Language and Culture

Standard

4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

Standard

4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES Participate in Multilingual Communities at Home & Around the World

Standard

5.1: Students use the language both within and beyond the school setting

Standard

5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

- Student performance standards: Standards for Foreign Language Learning
- Evaluation/assessment/rubrics are site based

- Students must have the minimal attainment of a D to pass course

### 3. Course content: Number of units : 8

Unit 1 Title: Un rato con amigos

Content:

Function	In this unit students will learn to talk about activities; tell where they are from; say what they like and don't like to do; describe themselves and others; identify people and things
Grammar	Subject Pronouns; <b>Ser/Gustar</b> with an infinitive Subject pronouns Definite/indefinite articles Noun/adjective agreement Punctuation
Vocabulary	Greetings; Introductions Numbers 1-10; exchanging phone numbers Days of the week; Weather Classroom and After School Activities Snack Foods and Beverages Describing yourself and others
Culture	Explora Estados Unidos Premios Juventud Arte (Miami) Comida mexicana y Tex-Mex Los cascarones Platos tradicionales de México y Cuba

Sample Assignment: Textbook page 38 activity #7. Students will practice using “ser de” + location to tell where someone is from.

Culminating Project: Students will create a personal YO SOY poster. They will introduce themselves, give their birthday, their age, where they are from, and 2 likes and dislikes. In addition, they will present it in class.

Unit 2 Title: Vamos a la escuela

Content:

Function	In this unit students will learn to talk about daily schedules; ask and tell time; say what you have and have to do; say what you do and how often you do things; describe classes and classroom objects; say where things are located say where they are going; talk about how they feel
Grammar	The verb <b>tener</b> and <b>tener que</b> Present tense of <b>-ar</b> verbs The verb <b>estar</b>

	The verb <b>ir</b>
Vocabulary	Daily Schedules Telling Time Numbers 11-100 Describing Classes Describing Location Expressing Feeling
Culture	Explora México Uniformes escolares Escuela internacional El Museo de Antropología Arte de México y la República Dominicana (Autorretrato; murales)

Sample Assignment: Workbook page 77 activities #1-2 Students use the verb *estar* to talk about location and condition.

Culminating Project: Students will write and sing a Spanish Vocabulary Rap Song in which they integrate both chapters 1 and 2.

**¡AVANZARAP! : Proyecto**

¿Cómo soy? (How am I?)

You will write your own Avanza- "Rap" song.  
You must include the following:

- adjectives: what you are and are not (appearance and personality)
- what you like/dislike
- what you do and don't do (conjugating verbs you've learned)
- places you go to and for what
- birthday and where you're from

You will "sing it" and upload it, email it to me



Unit 3 Title: Comer en familia

Content:

Function	Students in this lesson will learn to talk about foods and beverages; ask questions; say which foods they like and don't like; talk about family; ask and tell ages; express possession; give dates; make comparisons
Grammar	<b>Gustar</b> with nouns Present tense of <b>-er</b> and <b>-ir</b> verbs Possessive adjectives Comparatives
Vocabulary	Meals and Food Asking Questions Numbers 200-1,000,000

	Family Giving dates
Culture	<i>Explora Puerto Rico</i> <i>La cocina criolla</i> <i>Plaza de Colón</i> <i>Elecciones: Puerto Rico</i> <i>Retratos; Quinceañera Instrumentos de Puerto Rico y Perú</i>

Sample Assignment: Textbook p. 175 #12 Students will have already learned comparatives and will be completing the sentences with either “que” or “como” to make comparisons.

Culminating Project: First project is a family tree and the second one is a menu and commercial project.

#### SPANISH 1: MENU GUIDELINES

**Objective:** Using vocabulary from chapter 3-1 of your textbook, as well as a few cognates of other foods, create an in house menu for a restaurant in Spanish. 2-3 students.

**Directions:**

1. Choose a Spanish speaking country for your restaurant.
2. Choose a name for your restaurant.
3. For each category listed below, include **1 authentic dish** from the country you have chosen. Make sure to include at least:
  - a. 3 breakfast dishes (whole meals for the 3 daily meals \*1 specialty)
  - b. 3 lunch dishes
  - c. 3 appetizers
  - d. 3 dinner dishes
  - e. 3 desserts
  - f. 3 drinks
4. Give each platter a **realistic price** in the currency of the country you have chosen.
5. Make sure you include:
  - a. A cover design for your menu
  - b. The name of the restaurant
  - c. Illustrations of at least 4 items featured on the menu

Menus should be in color, either 8x11 or Folded 11x14

Video: In addition you will create a **commercial** advertising your restaurant. You will advertise any two full meals (breakfast/lunch/or dinner), use adjectives (e.g. *rico...* etc.), and include prices. Everyone must be part of the commercial.

Use youtube login : rhs.mrs.rojas@gmail.com password: I will give

Unit 4 Title: En el centro

Content:

Function	Students will learn to talk about the clothes you want to buy; say what you wear in different seasons; describe places and events in town; talk about types of transportation; say what you are going to do; order from a menu
Grammar	Stem change verbs <b>o-ue</b> Stem change verbs <b>e-i</b>

	Stem change verbs <b>e-ie</b> Direct object pronouns
Vocabulary	Clothing Shopping Places and events Getting around town Restaurants
Culture	<i>Explora España</i> <i>Arte surrealista de España</i> <i>Las memorias del invierno</i> <i>Los mercados</i> <i>Pinturas de España y Chile: Las meninas</i>

Sample Assignment: Students practice in groups ordering food out loud.

## ORDERING FOOD

- Tomorrow you will perform a short skit. In your tables (groups of 3-4 and you cannot work with anyone that is not in your group).
- One of you will be the waiter/waitress asking what each of the members in the table want to order (using *querer* and *pedir*)
- The other members of the group will be the restaurant customers and you will each order a full meal (drink, drink, and dessert) use the verbs *pedir/comer/beber*(or *tomar*).
- The waiter/waitress can choose to ask for all the drinks then the food then the dessert or ask each individually for all 3 items.
- You can use vocabulary from this chapter plus previous food vocabulary such as *refresco* or *papas fritas*.
- Waiter/waitress: If you are referring to one person use the form *USTED* out of courtesy. If you are referring to everyone use *USTEDES*

Culminating Project: “Guía de entretenimiento” In groups of 2-3, students will create a shopping and entertainment guide for one city: Madrid, Sevilla, or Barcelona (all in Spain). Each group’s guide will include the location and a short description of 5 different events going on around the city. These may include exhibits at museums, sales at stores, events at parks, concerts, or special menus at restaurants. The guides should also include information about transportation to each event and other costs (tickets, sales, food, etc). Include images.

Unit 5 Title: Bienvenido a nuestra casa

Content:

Function	In this unit students will learn to describe a house and household items; indicate the order of things; describe people and locations; plan a party; talk about chores and responsibilities; tell someone what to do; say what they just did.
Grammar	<b>Ser</b> or <b>estar</b> Ordinal numbers More irregular verbs

	Affirmative <b>tú</b> commands
Vocabulary	Describing a house Household items Furniture Chores Planning a party
Culture	Explora Ecuador Fiestas de Quito Los textiles de Otavalo Bailes folklóricos y arte textil de Ecuador y Panamá

Sample Assignment: Textbook activity #16 on page 286. Show a textbook video summarizing the planning of a party by the Cuevas family. After watching the video, students will be identifying the affirmative tú commands and the irregular verbs the Cuevas family uses and also checking for understanding by correcting wrong statements and making them true on activity #16, according to the video.

Culminating Project: Students will have 2 projects: The first will be will be hosting a Real Estate Convention! Couples and Families will be attending in hope to find the home of their dreams, the IDEAL home for them and/or their family! Different real estate agents will be displaying beautiful homes they currently have for sale. For your project you will be working in groups of 3-4. On a trifold poster, you will display the ideal home. The second project will have students and their classmates will prepare a party for Fiestas de Quito. The project will include the following:

Interpretive Reading- First, students will read an article with some tips on how to plan a great party.

Interpersonal Speaking- Then, in groups, students will discuss how to prepare for a Fiestas de Quito party.

Presentational Writing- Finally, students will write a memo to the class reminding people what they can do to plan for the party, as well as what chores each classmate should do and why.

Unit 6 Title: Mantener un cuerpo sano

Content:

Function	Students will learn to talk about sports; talk about whom you know; talk about what you know; talk about parts of the body; make excuses; say what you did; talk about staying healthy
Grammar	The verb <b>jugar</b> Saber and <b>conocer</b> The personal <b>a</b> Preterite of regular <b>-ar</b> verbs Preterite of <b>-car, -gar, -zar</b> (Preterite of <b>-er</b> and <b>-ir</b> verbs)
Vocabulary	Sports Staying healthy Parts of the body
Culture	Explora la República Dominicana La Serie del Caribe El arte representativo Un club de deportes; dos atletas de alta velocidad La artista y su estilo El Festival del Merengue Gestos y refranes

Sample Assignment: Textbook page 313 activity #12 Students will be choosing the correct verb and understand why they use either “conocer” or “saber” to complete an email.

Culminating Project: Students will create a brochure for a health resort in which they will include activities and meals that promote a healthy and balanced lifestyle that allows students to recall vocabulary related to food and sports.

Unit 7 Title: Una semana fenomenal

Content:

Function	Students will learn to talk about technology, talk about a series of events, talk about what you did, talk about indefinite or negative situations; talk on the phone; say where you went; how it was; and what you did; extend invitations
Grammar	Preterite of regular -er and -ir verbs Affirmative and negative words
Vocabulary	Sending emails Talking about when events occur Making a phone call Places of interest
Culture	Explora Argentina El lunfardo Las playas de Mar del Plata Un cuestionario sobre las computadoras El puerto La Boca La comida argentina Museos excepcionales Nombres y apellidos Lugares divertidos

Sample Assignment: Workbook page 310. Students read a chat message between a group of students from different countries and check for understanding as well as comment about their own personal preferences regarding chat messages.

Culminating Project: First project students will host a “Technology Fair” in which they will illustrate various technologies available for homes and schools, using digital photos and messages. They must include how the technology is used. The second project will have students will express in Spanish the pros and cons of technology through an online article written in Spanish.

Interpretive Listening: First, you will listen to an Argentine girl talk about how she uses technology to stay connected to her friends. Interpersonal Speaking: Then, you will discuss with a partner what your activities were during the weekend and how much technology each of you used. Presentational Writing: Finally, you will express your opinion about how the use of technology helps you to be more productive or, on the contrary, makes you waste time.



## Unit 8 Title: Una rutina diferente

## Content:

Function	Students will learn to talk about a typical day; talk about what you are doing; talk about your daily routine while on vacation; talk about buying souvenirs on vacation; talk about vacation activities
Grammar	Reflexive verbs Present progressive Indirect object pronouns Demonstrative adjectives
Vocabulary	Daily Routines Vacation Plans Discussing vacation and leisure activities
Culture	Explora Costa Rica El paisaje de Costa Rica El uso de usted, tú, y vos Mi viaje a Costa Rica El transporte El café Mercados en Costa Rica y Uruguay Postres en Costa Rica

Sample Assignment: Textbook p. 440 activity #5. Students will practice using indirect object pronouns.

Culminating Project: First project students will create a scrapbook pretending they have just returned from a vacation in Costa Rica. They will include images from their trip and include captions for each picture explaining what is happening and will need to use the preterite to talk about what happened in the past. The second project will include a web research project where students will research eco-tours in Costa Rica and create an eco-vacation itinerary in Costa Rica.

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

This is site specific

5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners: The teacher employs a variety of techniques to enhance comprehensible input. Some methods include graphic organizers, hands-on materials, realia, videos, music, games and the use of manipulatives.
6. Describe the interdepartmental articulation process for this course: The foreign language teachers meet on a regular basis (e.g. through department meetings) to share ideas and to attend workshops for professional growth. Spanish is a multidisciplinary course in that it covers a broad range of concepts including Western Civilization, linguistics, art, history, geography, grammar and literature.

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe

This course begins to prepare students linguistically and culturally to communicate successfully in a pluralistic American society and abroad. The advantages of multilingualism in entering a variety of fields such as politics, international business, or diplomacy are recognized. Also, careers such as translator, interpreter, teacher, and guides in official setting are discussed.

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
Cuaderno práctica por niveles 1	Holt McDougal	Houghton Mifflin Harcourt Publishing Company	2013	
my.hrw.com	Holt McDougal	Houghton Mifflin Harcourt Publishing Company		<a href="https://my.hrw.com/">https://my.hrw.com/</a>