

# El Monte Union High School District

## Course Outline

**District: EMUHSD**

**High School: Rosemead High School**

<p>Course Title: <u>Spanish 1XP</u></p> <p>Textbook(s): <i>Descubre 2</i>, Vista Higher Learning 2017 (used by all sites)</p> <p>Copyright date/Edition:</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: _____          Concentrator: _____          Capstone: _____</p> <p>Grade Level (s): _____</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> <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?  <input type="checkbox"/> No  <input type="checkbox"/> Yes</p> <p>If yes, please indicate the source of the original course:          _____          _____</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): Students must be native speakers of Spanish and/or must have received an appropriate score on the Spanish Challenge Exam.

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

**Objectives:**

- maintain and further develop Spanish language skills in listening, speaking, reading and writing.
- 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.
- develop the necessary skills for functional oral and written communication in Spanish.

**3-5 sentences explaining overall course content:**

This course is conducted entirely in Spanish for native/heritage speakers of Spanish who are orally proficient in the language, but have had little or no formal language training in a classroom setting. Its purpose is to enable students to develop, maintain and enhance proficiency in the Spanish language by providing opportunities and experiences in oral & written communication, elementary principles of grammar, word usage, formal vocabulary, cultural traditions & celebrations, and literature.

**Indicate references to state framework(s)/standards (If state standard is not applicable then national standards should be used)**

**Communication**

Communicate in Spanish

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 <sup>P</sup><sub>SEP</sub> for <sup>P</sup><sub>SEP</sub> personal <sup>P</sup><sub>SEP</sub> enjoyment <sup>P</sup><sub>SEP</sub> and <sup>P</sup><sub>SEP</sub> enrichment.

## Student performance standards

Standards for Foreign Language Learning

## Evaluation/assessment/rubrics

- 40% tests, quizzes & major projects
- 30% classwork(notebook) & participation
- 15% small projects
- 15% 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 (minimum of 6): \_\_\_\_\_

Unit Title: \_\_\_ **Hola, ¿qué tal?/Intro** \_\_\_\_\_

### Content:

Topics/Vocabulary	-Greetings and introductions -Introducing yourself and others -Describing others
Grammar	-Nouns and articles -Personal pronouns -Gender agreement of articles with nouns and adjectives -Numbers -Alphabet -Telling time/Date -Present tense verb conjugations: ser and estar
Culture/Geography/History	-Geography of Spanish-speaking countries
Literature	-Poetry -Authors: Luis Lloréns Torres, César Vallejo, Jorge Manrique, y Pedro Calderón de la Barca

**Sample Assignment:**

- Identify and label all Spanish-speaking countries and their capitals on a map.
- Interview a partner and introduce them to the class in a presentation where they practice introductions, likes/dislikes, and physical/personality descriptions.

**Culminating Project:**

- Select a Spanish-speaking country and complete research where they create a poster with pertinent information for their country (capital, population, famous people, currency, traditional foods, flag, cultural traditions, etc.)
- Write an autobiography in the present tense using verbs ser and estar.

Unit Title:     **En el consultorio**    

**Content:**

Topics/Vocabulary	-Health and medical terms -Parts of the body -Symptoms and medical conditions -Health professions
Grammar/Orthography	-Present tense verb conjugations -Preterite tense -Imperfect tense -Constructions with se -Adverbs -Word stress and syllables
Culture/Geography/History	-Curanderos y chamanes -Health services in Spanish-speaking countries -Panorama: Costa Rica
Literature	-Interview: <i>Libro de la semana</i> by Tomás Monterrey

**Sample Assignment:**

- Identify the use of preterite and imperfect tense in popular Spanish songs.
- Complete task cards using the preterite and the imperfect tense.

**Culminating Project:**

- Choose a remedy used by shamans and/or people in Spanish-speaking countries and research the uses and cures to create an informational brochure to present in class.

Unit Title:     **La tecnología**

Content:

Topics/Vocabulary	-Home electronics -Computers, cell phones and internet -The car and accessories -Social Media
Grammar/Orthography	-Familiar tú commands -Por and Para -Reflexive verbs and reciprocal reflexives -Accent marks on similar words (diacrítico)
Culture/Geography/History	-Social media, cell phone and texting in Spanish-speaking countries article. -Culture short on cybercafes -Panorama: Argentina
Literature	- <i>Tiempo Libre</i> by Guillermo Samperio - <i>Tecnología: Rumbo al futuro</i>

**Sample Assignment:**

- Practice familiar tú commands by giving commands to a friend.
- Use por or para correctly in a short story.

**Culminating Project:**

- Write a short essay comparing the advantages and disadvantages of having a cell phone.

Unit Title: \_\_\_\_\_ **La vivienda** \_\_\_\_\_

Content:

Topics/Vocabulary	-parts of a house -household chores
Grammar/Orthography	-Relative pronouns -Formal (usted/ustedes) commands -The present subjunctive -Mayúsculas y minúsculas
Culture/Geography/History	-Read article on El patio central (arabic architecture influence) -Read article on Las islas flotantes del lago Titicaca. -Culture short on La casa de Frida Panorama: Panamá
Literature	- <i>Enero: tortas de navidad</i> Laura Esquivel - <i>El hijo</i> Horacio Quiroga

**Sample Assignment:**

- Practice present tense subjunctive by writing 10 wishes to a genie using subjunctive expressions and conjugations.
- Correct uppercase and lowercase errors in a short story.

**Culminating Project:**

- Design an ideal dream house with labels using unit vocabulary and a written description.

Unit Title:     **La naturaleza**    

Content:

Topics/Vocabulary	-Nature -The environment -Recycling and conservation
Grammar/Orthography	-Subjunctive with emotion, doubt and denial -Punctuation marks
Culture/Geography/History	-Article on the Andes mountains and Colombia's Sierra Nevada de Santa Marta -Culture short: Naturaleza en Costa Rica Panorama: Colombia
Literature	- <i>Protejamos nuestra Tierra</i> -Dos fábulas de Félix María Samaniego y Tomás de Iriarte

**Sample Assignment:**

- Using unit vocabulary, write a solution to a given environmental problem.

**Culminating Project:**

- Research project: choose an environmental protection organization and research its purpose, objectives, work, etc. Present using Google Slides.

Unit Title:     **En la ciudad**    

Content:

Topics/Vocabulary	-City life -Daily chores -Money and banking/Post office
Grammar/Orthography	-Nosotros/as commands -Past participles used as adjectives -Abbreviations
Culture/Geography/History	-Article on Mexico's transportation system

	-Article on Mexican architect Luis Barragán -Culture short: El Metro de D.F. -Panorama: Venezuela
Literature	- <i>Tres poemas</i> by Federico García Lorca

**Sample Assignment:**

-Complete a Nosotros Commands chart with irregular and spelling change verbs.

**Culminating Project:**

-Create and design a city entertainment guide/map using unit vocabulary to label it. Write a short description as if you are the tour guide using Nosotros commands and abbreviations where needed.

Unit Title: **El bienestar**

Content:

Topics/Vocabulary	-Health and well-being -Exercise and physical activity -Nutrition
Grammar/Orthography	-The present perfect -The past perfect -The present perfect subjunctive -Letters b & v
Culture/Geography/History	-Article on Spas naturales (Costa Rica y Colombia) -Article on Quinoa Culture short: Dealing with stress in Madrid, Spain Panorama: Bolivia
Literature	- <i>Un día de estos</i> by Gabriel García Márquez

**Sample Assignment:**

-Practice workbook where they identify the antonym of the vocabulary words given.

-Read a gym ad and identify all the uses of the past perfect.

**Culminating Project:**

-Group project where they are gym owners, trainers and nutritionists and are to create an ad with the advantages of staying in shape, gym equipment, services and classes offered, price and other amenities.

**Unit Title: El mundo del trabajo**

Content:

Topics/Vocabulary	-Professions and occupations -The workplace -Job Interviews
Grammar/Orthography	-The future tense -The future perfect -The past subjunctive -y, ll & h
Culture/Geography/History	-Article: Beneficios de los empleos -Article: César Chavez -Culture short: El mundo del trabajo (work environments in Ecuador) Panorama: Nicaragua y La República Dominicana
Literature	- <i>A Julia de Burgos</i> by Julia de Burgos

**Sample Assignment:**

-Role play an interview using unit vocabulary where one student is the employer/interviewer and the other is the potential employee/interviewee.

**Culminating Project:**

-Job fair: in pairs, create a poster to advertise their company/business.

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

School SLO's will be integrated according to site.

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

Various teaching methods, which stress comprehensible input for English Language Learners will be used in class. Some examples are: group work, oral reports, jigsaws, use of visual aids, models, technology and strategies incorporating the use of prior knowledge, text structure, word meaning, and inferencing, with meta cognition integrated throughout the process.

6. Describe the interdepartmental articulation process for this course:

The Foreign Language Department incorporates and reinforces skills which students learn in other departments, including geography, health, history, art, music, literature, and culinary arts. Additionally,



students are encouraged to make linguistic connections between Spanish and English to improve their general literacy. The four language skills of listening, speaking, reading, and writing are practiced and reinforced.

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.

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)
<i>Descubre 2: Lengua y cultura del mundo hispánico</i>		Vista Higher Learning	2017		N
VHL Supersite		Vista Higher Learning	2017	www.vhlcentral.com	
<i>El español para nosotros</i>		McGraw Hill Education	2014		N