

El Monte Union High School District

Course Outline

District: EMUHSD
High School: _____

<p>Course Title: <u>Spanish 2P</u></p> <p>Textbook(s): <u>Avancemos 2</u></p> <p>Copyright date/Edition: _____</p> <p>Transitional* _____ (Eng. Dept. Only)</p> <p>Sheltered (SDAIE)* ___ Bilingual* ___</p> <p>AP** _____ Honors** _____</p> <p>Department: _____ World Language</p> <p>CTE*** : _____</p> <p>Industry Sector: _____</p> <p>Pathway: _____</p> <p>Check One Introductory: ___ X ___ Concentrator: _____ Capstone: _____</p> <p>Grade Level (s): 9-12 _____</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) World Language () Health & 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):

Spanish 1P or placement by district test

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

Spanish 2P is a standards based course intended for students with little or no previous knowledge of the Spanish language. Spanish 2P 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 CDs, videos, DVDs, music, research, and other culturally related assignments and projects. Spanish 2P 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: The f

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 life-long learners by using the language for personal enjoyment and enrichment.

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

Tests and quizzes	40%
Classwork Assignments/Participation	30%
Projects	15%
Homework	15%

A letter grade will be assigned based on the grading policy outlined above.

100-90%-A 89—80%-B 79-70%-C 69-60%-D 59-0%-F

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

3. Course content: Number of units : 8

Unit Title: !Mis amigos y yo!

Content:

Function	Identifying people Describing people Talking about where you got to do different activities Expressing likes and dislikes Talking about what people do Talking about plans
Grammar	Definite and indefinite articles Subject pronouns Ser Adjectives Verbs; tener, gustar Ir+a+place Ser and Estar Regular present-tense Stem changing verbs
Vocabulary	Personality characteristics Daily activities and food Places in school and around town Saying how you feel Daily routine
Culture	La Florida La Calle Ocho

Sample Assignment:

Students will interview classmate to learn likes, dislikes and about their daily routine.

Culminating Project:

Todo sobre - Project in which students are asked to describe themselves physically and express likes and dislikes. Students will also present the project orally to the class.

Unit Title: !A conocer nuevos lugares!

Content:

Function	Talk about people and things in an airport use direct object pronouns to talk to your classmates about vacation activities
Grammar	Direct object pronouns Indirect object pronouns Preterite of ar verbs Preterite of ir, ser, hacer, ver, dar
Vocabulary	travel preparations getting around in the airport
Culture	Costa Rica

Sample Assignment:

Cuaderno práctica por niveles 2- Students will get practice in the preterite completing the practice exercise in the workbook.

Culminating Project:

Students will create a skit in which they will plan a trip and discuss about it with a friend. Students will use vocabulary and the preterite tense in their skit.

Unit Title: !Somos saludables!

Content:

Function	Sports and health daily routines
Grammar	Preterite of er and ir verbs Demonstrative adjectives and pronouns Reflexive verbs Present progressive
Vocabulary	Competitive sporting, events, ways to stay healthy
Culture	Argentina

Sample Assignment:

Students will write sentences indicating what they did and now do to stay healthy.

Culminating Project:

Students will create their own mask just like the people in Costa Rica do for carnival

Unit Title: !Vamos de compras!

Content:

Function	Clothes and shopping At the market
Grammar	Present tense of irregular yo verbs Pronouns after prepositions Preterite of -ir stem- changing verbs
Vocabulary	Clothes and shopping At the market
Culture	Puerto Rico

Sample Assignment:

Students work on several pages from their Cuaderno práctica por niveles 2 to obtain practice in both grammar and vocabulary.

Culminating Project:

Students will create a skit in which they go shopping for an item and bargain for an item of their choice .

Unit Title: !Cultura Antigua, ciudad moderna!

Content:

Function	Use descriptive words from verbs to tell a story Describe events and people in the past
Grammar	imperfect tense Preterite of car, gar, zar Irregular preterite
Vocabulary	Legend and stories
Culture	Mexico

Sample Assignment:

Students will interview a classmate and use both the imperfect and preterite tense to generate questions and answers.

Culminating Project:

Students will write their own legend using the imperfect and preterite tense.

Unit Title: !A comer!

Content:

Function	Tell someone how to set the table Use affirmative and negative words to talk about restaurants in your community
Grammar	Usted/Ustedes commands Pronoun placement with commands Affirmative and negative words Double object pronoun
Vocabulary	Past and present Preparing and describing food Ordering meals in restaurant
Culture	España

Sample Assignment:

Students will assume the role of a tv host who is cooking a dish and write the steps needed to cook the dish using positive and negative formal commands and then present to the class.

Culminating Project:

Restaurant project- students will create a restaurant skit and write a yelp review on their restaurant experience. Students will use the present tense during the restaurant skit and the preterite tense to write their yelp review.

Unit Title: Te gusta el cine?

Content:

Function	Make suggestions to your friends about how to make a movie discuss films with classmates
Grammar	Affirmative and Negative tú commands Present subjunctive with ojalá
Vocabulary	Making movies Invitations to a premiere
Culture	Estados Unidos

Sample Assignment:

Students work on several pages from their Cuaderno práctica por niveles 2 to obtain practice in both grammar and vocabulary.

Culminating Project:

Students will pick a topic of their choice and make suggestion to a friend as they tell them what to do and not using affirmative and negative commands.

Unit Title: Soy periodista

Content:

Function	Use the long possessive adjectives to show relationship and ownership Use comparatives/superlatives to discuss people/family relationships
Grammar	Subjunctive with impersonal expressions por and para Comparatives Superlatives
Vocabulary	Sports Staying healthy Parts of the body
Culture	República Dominicana

Sample Assignment:

Students will write 15 sentences using comparatives and superlatives to discuss family relationships.

Culminating Project:

Students will get in groups of 3 or 4 and create a newspaper. The newspaper should include a minimum of four of the following: interview, news in the community, an opinion piece, and advice column, sports and advertisements.

Unit Title: Nuestro Futuro

Content:

Function	Talk to your classmates about what you do to protect nature Use impersonal expressions to say what is important/true/unture about your life, the environment
Grammar	Impersonal expressions Future tense of regular verbs

Vocabulary	The environment and conservation Careers and professions
Culture	Ecuador

Sample Assignment:

Students write a small paragraph in which they discuss future events in their life.

Culminating Project:

Students write a letter to future generation in which they describe how they believe life and the world is like in 2101.

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

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 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

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 2	Holt McDougal	Houghton Mifflin Harcourt Publishing Company	2013	

my.hrw.com	Holt McDougal	Houghton Mifflin Harcourt Publishing Company		https://my.hrw.com