

El Monte Union High School District

Course Outline

District: **EMUHSD**

High School: **Rosemead High School**_____

Course Title: Spanish 1XP

This course meets
graduation requirements:

Textbook(s): *Descubre 2*, Vista Higher
Learning 2017 (used by all sites)

() English

() Fine Arts

Copyright date/Edition:

(X) Foreign Language

() Health & Safety

Transitional* _____(Eng. Dept.
Only)

() A ,1 T40.45 reW* nBT

Sheltered (SDAIE)* ____Bilingual* ____ 0 v Language

AP** _____Honors** _____

Department: ____Foreign Language_

CTE*** :

Industry Sector:_____

Pathway:_____

Check One

Introductory:_____

Concentrator:_____

Capstone:_____

Grade Level (s):_____

Semester_____Year_ X _____

Year of State Framework Adoption_____

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

Cultures

Stan

Connections

Comparisons

own.

Communities

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 <i>se</i> -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

Sample Assignment:

-

	-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

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:

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**