

El Monte Union High School District

Course Outline

Course Title: __Spanish 3 P__

Textbook(

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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 ce

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.

Unit Title: Lección 5: Los viajes

Topics/Vocabulary	• De viaje • El alojamiento • La seguridad y los accidentes • Las excursiones

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 SLOs.

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**

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

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)
					N
<i>Descubre 3: Lengua y cultura del mundo hispánico</i>					
Conjuguemos				www.conjuguemos.com	N
YouTube				www.youtube.com	N
Duolingo				Duolingo	N
Kahoot				kahoot	N
Quizlet					