

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California
Course of Study

Spanish for Spanish Speakers 3-4

This course, a continuation of Spanish for Spanish Speakers 1-2, is intended for Spanish-speaking high school students who have varying degrees of formal exposure to Spanish:

- U.S.-born Hispanic students (considered to be receptive bilinguals) who are English dominant with limited speaking skills in Spanish. These students bring with them valuable cultural and linguistic knowledge.
- First and second generation bilinguals who display fluency in English and Spanish.
- Immigrant students whose primary language is Spanish.

This course offers Spanish-speaking students the opportunity to study Spanish in the same way that native English speaking students study English -Language Arts. Spanish for Spanish Speakers 3-4 is designed for students who are able to listen, speak, read and write in Spanish and who are interested in refining their skills and acquiring new ones in their native language. The skills that students can acquire range from the use of grammar, spelling and advanced academic vocabulary to learning how to critically analyze literature. The course includes a thorough review of grammar and the orthography of Spanish, building on the skills and knowledge mastered in Spanish for Spanish Speakers 1-2. This course examines not only linguistic but also socio-cultural issues of the native speaker of Spanish language. The second semester is designed to prepare the student to take the Advanced Placement Spanish Language Exam.

This course addresses the following Tam 21st Century goals:

- Prepare our students to think conceptually, solve complex problems, acquire knowledge, communicate ideals and work individually and collaboratively.
- Acknowledge and appreciate the ethnic, religious, racial, social, economic, and cultural diversity of our students, staff, and community.

This course addresses the following Student Learning Outcomes:

- Communicate articulately, effectively, and persuasively when speaking and writing.
- Read and analyze material in a variety of disciplines.
- Use technology as a tool to access information, analyze and solve problems, and communicate ideas.
- Analyze and propose solutions to contemporary issues using a variety of perspectives.
- Interpret, experience, create, and/or perform artistic work.

I. STUDENT LEARNING OUTCOMES

Students will read and write extensively in the target language.

A. Spelling

1. Students will continue to improve the correct spelling of Spanish words, focusing on concepts such as words beginning with H, the difference between B and V, and correct placement of accent marks.

B. Vocabulary

1. Students will practice and build on the academic vocabulary they developed in Spanish for Spanish Speakers 1-2.
2. Students will distinguish between standard and regional vocabulary. Students will practice the use of standard vocabulary in vocabulary exercises, compositions and conversation.
3. Students will continue to build their vocabulary to better comprehend what they read and to better express their ideas both in speaking and writing.

C. Grammar

1. Students will know and utilize grammatical terms.
2. Students will use capital letters appropriately in writing in Spanish,
3. Students will use diacritical marks, syllable division and diphthongs, hiatus (broken diphthongs with accents), and accent rules.
4. Students will apply in writing and speaking assignments their knowledge of verb tenses and their conjugations, focusing on more complex structures than those studied in Spanish For Spanish Speakers 1-2. Students will discern the use of the following tenses:
 - present,
 - future,
 - conditional,
 - present, future, conditional and pluperfect.
5. Students will learn to identify and use the following grammatical structures:
 - Adverbs
 - The indicative and the subjunctive in adverbial and adjective clauses
 - Reflexive verbs and the verbs *gustar*, *faltar* and *quedar*
 - The passive voice
 - Prepositions
 - The uses of *por* and *para*

D. Reading/Literature

1. Students will demonstrate an appreciation of Hispanic literature through essays, projects, presentations and discussions. Students will compare and contrast authors in their choice of subject matter, their purposes, themes, styles, attitudes and genre;
2. Students will use critical thinking skills in analyzing and interpreting literature, focusing on the works of prominent Hispanic writers beyond those studied in Spanish For Spanish Speakers 1-2 including but not limited to the following writers:
Sandra Cisneros
Roberto G Fernández
Pablo Neruda

Francisco Izquierdo Ríos
Juan Ramón Jiménez
Alfredo Villanueva-Collado
Elena Poniatowska
Genevieve Barlow
Alfonsina Storni
Sabine Ulibarri
Eliseo Diego
Rubén Darío
Julio Cortázar

E. Composition

1. The students will advance their development (in their native language) of the modes of writing that are emphasized in the district portfolio and direct-writing outcome such as exposition, literary analysis, reflection, and narration.
2. Students will write imaginative descriptions, essays that compare and contrast ideas, descriptions of how something functions and an essay that explains what appears to be inexplicable. Students will also write dialogues and a short drama.

F. Speech

1. Students will further develop skills in oral presentation. They will advance their ability to organize the structure and content of speech and learn the techniques for effective public speaking.
2. Each student will give a presentation on selected Spanish speaking countries as well as Spain.
Possible themes are:
 - Immigration and migration
 - The importance of education now and in the future
 - The family in the U.S. and in Spanish speaking countries
 - Societies of the world
 - The political parties and processes in the USA and Spanish speaking countries
 - Current social issues, such as the use of illegal substances
 - Athletics in the various parts of the world
 - The role and responsibilities of the teacher
 - Environmental, economic and social issues in Spanish Speaking countries

G. Spanish American Cultures

1. Students will gain appreciation of the richness, diversity, and commonalities of the Spanish American cultures by comparing two distinctive cultures of the Spanish-speaking world.
2. Students will describe significant aspects of cultural heritage that contribute to personal identity.

II. ASSESSMENT

A. Student Assessment

Assessment will be through a combination of department developed performance tasks (speaking, listening, reading, and writing) and textbook and teacher-made tests and quizzes. Speaking will be assessed through group and individual presentations, interviews, dialogues, and taped responses.

When speaking, students will:

- function effectively in class discussions by answering and asking questions coherently and by clarifying responses with clear explanations, conceive and develop ideas that are soundly reasoned and well supported;
- develop a regard for the audience with respect to gaining attention, sustaining interest, making efficient use of time.
- learn skills in organizing for various modes of presentation: analysis, persuasion, explanation, interpretation, direction and comparison.

Written skills will be assessed through direct writing, workbook exercises, and other short answer and essay responses as well as cultural projects.

Listening and reading comprehension assessments will include short answers, matching, multiple choice and open-ended questions.

Students will be given the grading criteria and course expectations, in writing, at the beginning of the course.

B. Course Assessment

1. Teachers and department chair will reflect on the course at the end of the school year, addressing the following:
 - Were the activities listed in Section II Student Learning Outcomes utilized in the instructional program?
 - Did these activities meet the course goals?
2. Students will complete a survey that evaluates the instructional activities and how the activities met the course objectives. Spanish for Spanish-speakers teachers will meet in the fall of the following year to discuss the survey results and make revisions to instructional practices.

III. METHODS AND MATERIALS

A. Methods

Instructional strategies for this course may include but is not limited to the following:

- Reading of short stories, essays, poetry and novels
- Oral and written reviews and critiques
- Oral and written presentations
- Socratic method
- Journal writing
- Cooperative learning activities

- Situational exercises
- Simulations and role-playing
- Lecture
- Whole and small group discussion
- Film presentations
- Brainstorming exercises
- Short drama presentations

B. Materials

The course will use Board-adopted texts and supplementary materials. The teacher may choose to supplement instruction with:

- Selected short stories
- Films, photographs, slides audio CDs and DVDs
- Songs
- Teacher prepared materials
- Internet learning sites
- Software or CDs
- Magazines, newspapers, and other print media
- Power point presentations

C. Technology

In addition to the various multimedia used in the classroom (see materials above), students will have the opportunity to access new information through the use of advanced computer-based technology available through the school's on-site Language Learning Center. E-mail and internet resources will be used to gain information on language and cultures. Software programs will provide assistance in grammar, writing, and reading comprehension skills. In this way, the course supports both language acquisition and computer literacy proficiency.

D. School to Career Goals

Students will make use of guest speakers, job shadowing, internship, adult mentors, and/or other activities that engage students with the world of work.

- A variety of guest bilingual speakers in many disciplines will be invited to speak with the class about the importance/advantage of being bilingual. Speakers will be recruited from the fields of architecture, engineering, law enforcement, business, health, and others.
- Students will have the opportunity to job shadow in a variety of settings where being bilingual is an advantage. The teacher will work with the School to Career liaison on site to coordinate these opportunities for students.

E. Suggested Instructional Time Allocation

The recommended textbook is *Nuestro Mundo*. If adopted, three units of the textbook will be studied each semester.

Computer and Language Learning Center: 720 minutes per semester.

Culture: 360 minutes per semester for bilingual speakers, dances of different Spanish American countries, songs and visits to museums, films or exhibitions pertinent to the curriculum.

IV. GENERAL INFORMATION

Spanish for Spanish Speakers 3-4 is a 10 credit year-long course open to students whose primary/home language is Spanish. It is open to non-native speakers with a strong Spanish language foundation.

A. Prerequisites

Completion of Spanish for Spanish Speakers 1-2, or Entrance Examination

B. Requirements Met

This course may be used as elective credit towards graduation.

Not yet approved by UC/CSU (May 2005)

Adopted: June 14, 2005