

**TAMALPAIS UNION HIGH SCHOOL DISTRICT**  
**Larkspur, California**

**Course of Study**

**Spanish for Spanish Speakers 1-2**

**I. INTRODUCTION**

This course is intended for Spanish-speaking high school students who have varying degrees of formal exposure to Spanish. It offers Spanish-speaking students the opportunity to study Spanish in the same way that native English speaking students study English language arts. This course is designed for students who have been exposed to listening, speaking, reading and writing 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 learning grammar and spelling and developing basic academic vocabulary to learning how to critically analyze literature. The course includes a thorough review of the grammar rules and the orthography of Spanish. This course examines not only linguistic but socio-cultural issues of the Spanish speaker

This course addresses the following Tam 21<sup>st</sup> 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:

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

**II. STUDENT LEARNING OUTCOMES**

Students will read and write extensively in the target language.

1. Spelling
  - Learn the correct spelling of Spanish focusing on concepts such as words beginning with H, the difference between B and V, and correct placement of accent marks.
2. Vocabulary

- Develop an academic vocabulary specifically to develop the ability to analyze literature.
  - Distinguish between standard and regional vocabulary.
  - Augment their vocabulary to better comprehend what they read and to better express their ideas.
3. Grammar
    - Recognize the names of the grammatical terms.
    - Use capital letters correctly in Spanish
    - Use diacritical marks, syllable division and diphthongs, hiatus (broken diphthongs with accents), and accent rules correctly in Spanish.
    - Recognize verb tenses and their conjugations.
  4. Reading/Literature
    - Read and respond to Hispanic literature.
    - Recognize the works of prominent Hispanic writers.
  5. Composition
    - Practice, in their native language, the modes of writing that are emphasized in the district portfolio and direct-writing outcome such as exposition, literary analysis, reflection, and narration.
  6. Speech
    - Delivery oral presentations using formats for structure and organization provided by the teacher and techniques for effective public speaking, as described in the district's Speaking Rubric.
  7. Hispanic Cultures
    - Develop an appreciation of the richness, diversity, and commonalities of the Hispanic cultures.
    - Increase their sense of identity through understanding of cultural heritage.

### **III. ASSESSMENT**

#### **A. Student Assessment**

1. Assessment will be through a combination of department developed performance tasks (speaking, listening, reading, writing) and textbook and teacher-made tests and quizzes.
2. Speaking will be assessed through group and individual presentations, interviews, dialogues, and taped responses.
3. Written skills will be assessed through direct writing, workbook exercises, and other short answer and essay responses as well as cultural projects.

4. Listening and reading comprehension assessments will include short answers, matching, multiple choice and open-ended questions.
5. Students will be given the grading criteria and course expectations, preferably in writing, at the beginning of the course.

## **B. Course Assessment**

1. Teachers will complete a course survey (See Appendix ) at the end of the school year that addresses 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 they met the course objectives. (See Appendix )
3. 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.

## **IV. 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

### **B. Materials**

The following instructional materials will be piloted for use in this course:

- *Encuentros* Primer curso (Holt, Rinehart, Winston)
- *Encuentros* Segundo curso (Holt, Rinehart, Winston)

The teacher may choose to use one or more of these supplementary materials:

- Selected short stories
- Films, slides, audio CDs and videos
- 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 a wealth of new information through the use of advanced computer-based technology available through the school's on-site computer laboratory. 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.

## **V. GENERAL INFORMATION**

Spanish for Spanish-speakers is a 10 credit course open to students whose first language is Spanish.

### **A. Prerequisites**

None.

### **B. Requirements Met**

This course may be used as elective credit towards graduation but does not meet any specific graduation requirement.

**UC (e) Approved**

**BOT Approved: 1/27/04**