

**Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study**

Course Title	Spanish For Spanish Speakers 1	Course Code	<i>[Office use only]</i>
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Transcript Title:	Spanish For Spanish Speakers 1	Grades Levels:	9-12	Board Adoption Date:	
Content Area:	World Languages	GPA Scale:	4.0	Date Course Submitted:	March 2011
Credential Req:		Graduation Subject Areas:	Humanities	Elective	
UC/CSU "A-G" Area Approvals:	yes		School Site that wrote and submitted the course:	NHHS	
Prerequisite(s):					
Next course(s):					

COURSE DESCRIPTION

Spanish For Spanish Speakers level 1 is a one-year course (the first year of three) consisting of 9 units that have been developed to provide students with language-use experiences that meet the 21st century needs of heritage speakers. This course emphasizes each of the four language skills (listening, speaking, reading, writing) that build student ability to enhance the overall quality of receptive (listening and reading) and productive (speaking and writing) performance. This course is structured to present language in an interesting, interactive and effective manner incorporating the knowledge, skills and experiences that heritage speakers bring to the classroom as well as a thematic approach that highlights Hispanic cultures within and beyond the United States; thus developing a strong sense of identity and a high level of self-esteem.

GOALS: Upon the completion of this level, students will be able to:

1. comprehend and produce language to perform successfully in formal and informal situations (accuracy and contexts);
2. understand the main ideas and supporting details of narration, description, explanation, discussion and supported opinion (receptive functions);
3. narrate, describe, explain, discuss and support opinions (productive functions);
4. foster a strong sense of understanding from factual and abstract topics related to the Hispanic culture (content);
5. comprehend and produce oral/written paragraphs and essays (text-types);

California Content Standards

While current State guidelines are being completed for World Languages, the NMUSD will adhere to National standards & guidelines. Foreign languages and our ability to use them are an effective instrument for international understanding and allows students access into the global community. The World Languages program is dedicated to providing a comprehensive, competitive program for language learners that integrates the "five 'C's" of language acquisition which are aligned with the National Standards, ACFTL Proficiency Guidelines (See index), California Framework for World Languages and California Standards for the Teaching Profession:

COMMUNICATION - Students present information and exchange ideas about a variety of subjects.

Standard 1.1- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

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Standard 1.2- Students understand and interpret spoken and written Spanish on a variety of topics. *Standard 1.3-* Students present information, concepts, and ideas in Spanish to an audience.

CULTURES - Students acquire knowledge and develop understandings of cultures other than their own.

Standard 2.1- Demonstrate understanding between practices and perspectives of Hispanic Cultures.

Standard 2.2- Demonstrate understanding of the relationship between the products and perspectives of Hispanic cultures.

CONNECTIONS - Topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.

Standard 3.1- Students reinforce and further their knowledge of other disciplines through Spanish.

Standard 3.2- Acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and cultures.

COMPARISONS - Students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques.

Standard 4.1- Demonstrate understanding of the nature of language through comparisons between Spanish and English.

Standard 4.2- Demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

COMMUNITIES - Students learn to use the target language within and beyond the school setting.

Standard 5.1- Use Spanish both within and beyond the school setting.

Standard 5.2- Students show evidence of becoming life long learners by using Spanish for personal enjoyment and enrichment.

Evaluation

Student achievement will be measured using multiple assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, homework, classwork, journals, socio-cultural projects, and participation. Spanish for Spanish Speakers I will be assessed using the following scale:

Grading Scale				
Far Below Basic = F	Below Basic = D	Basic = C	Proficient = B	Advanced Proficient = A
0-59%	60-69%	70-79%	80-89%	90-100%

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Unit 1	Vamos a conocernos			
	Key Terms	Standards*	Model Tasks	Tools & Text
Vamos a conocernos (15 days) BEGINNING OF FIRST QUARTER	* La personalidad * El verbo Gustar * Vocabulario (Los adjetivos) * Como llevarse bien con todos * Los sonidos y las letras. *El alfabeto *El silabeo * Equivalencias de “to get “ en Spanish	*Content: Stage II *Communication: Stage III * Cultures: Stage II * Structures: Stage II * Settings: Stage II	* Collaborative learning: mini-interviews, surveys and focus dialogs to discuss personalities * Power point presentation on the verb Gustar * Power point presentation on the Adjective & new vocabulary * Guided reading of Lectura: La Encuesta Power point and interactive presentation on the letters and sounds of the alphabet * Smart-board presentation and practice on the syllable * Total Physical Response to illustrate the proper translation of the phrasal verb “To Get”	* Entre Mundos Pearson Prentice Hall * Entre Mundos: Student workbook Pearson Prentice Hall * Supplementary material: Manual de Gramática y ortografía para Hispanos * Microsoft Power Point *Computer, LCD, smart-board

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Differentiation	Support -- for students struggling with content	Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support. Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: group testing.			
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, independent study.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework, free and focused writing and participation. Benchmark tests: N/A Summative Assessments: Unit exam, research project, midterm and final exams.				

Unit 2	Soy hispano			
	Key Terms	Standards*	Model Tasks	Tools & Text
¿Qué significa ser hispano? (14 days)	* Soy hispano * Valores culturales * Experiencia como hispano en los Estados Unidos * Proyecto socio-cultural: Cultural Interview	*Content: Stage II *Communication: Stage III * Cultures: Stage II * Structures: Stage II * Settings: Stage II	* Collaborative work to activate previous knowledge on the studied topic * Power point presentation: ¿ Quién es hispano? * Independent surveys, data analysis and focused writing * Shared reading of Lectura: Entre Mundos * Audio presentation: Sandra Cisneros viaja a Mexico con su nueva novela, Caramelo. * Visual discussion on the socio-cultural project	* Entre Mundos Pearson Prentice Hall * Entre Mundos: Student workbook Pearson Prentice Hall * Supplementary materials: Manual de

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	* El presente del indicativo * Verbos regulares e irregulares * La sílaba tónica * Los cognados y los calcos		* Power point presentation on the present tense * Grammar worksheets and interactive participation through smart-board * Mini-lecture on the syllable and cognates	- Gramática y ortografía para Hispanos - Hispanomundo: Latinoamérica - Internet grammar practices * Microsoft Power Point *Computer, LCD, smart-board * Museum of Latin American Art (Long Beach, CA.)	
Differentiation	Support -- for students struggling with content	Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support. Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: group testing.			
	Extension – for high achieving students.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, Focused Research Projects, Culturally based reading selections			

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	Required activities for all honors courses. in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, independent study.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework, free and focused writing and participation. Benchmark tests: N/A Summative Assessments: Unit exam, research project, midterm and final exams.

Unit 3	La geografía del español en el mundo			
	Key Terms	Standards*	Model Tasks	Tools & Text
El español en el mundo (14 days) END OF FIRST QUARTER	* La geografía del español en el mundo * La importnacia del bilingüismo * El sustantivo y el artículo * El adjetivo * Los diptongos * Clasificación de las palabras de acuerdo a la sílaba tónica (Agudas) * Los signos de puntuación	*Content: Stage II *Communication: Stage II * Cultures: Stage II * Structures: Stage II * Settings: Stage III	* Power point presentation on the importance of the Spanish language around the world. * Focused writing: Journal entry * Shared reading of journal article: Español e inglés, las lenguas del futuro” * Power point lecture on these two elements of the sentence structure * Grammar worksheets * Mini-presentation on the classification of words based on their syllable * Guided reading and organizational maps	* Entre Mundos Pearson Prentice Hall * Entre Mundos: Student workbook Pearson Prentice Hall * Supplementary materials: - Manual de Gramática y ortografía para Hispanos - Hispanomundo: Latinoamérica - Internet grammar practices * Microsoft Power Point

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				*Computer, LCD, smart-board
Differentiation	Support -- for students struggling with content	Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support. Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: group testing.		
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, independent study.		
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework, free and focused writing and participation. Benchmark tests: N/A Summative Assessments: Unit exam, research project, midterm and final exams.			

Unit 4	Todos somos diferentes			
	Key Terms	Standards*	Model Tasks	Tools & Text
Todos somos diferentes (24 days)	* La importancia de la literature	*Content: Stage III	* Mini-lecture on the definition of literature	* Entre Mundos Pearson Prentice Hall
	* El español peninsular	*Communication: Stage II	* Shared reading of Lectura: Rafael * Mini-power point presentation on stem-	

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BEGINNING OF SECOND QUARTER	* Continuación de los verbos irregulares	* Cultures: Stage II	changing verbs	* Entre Mundos: Student workbook Pearson Prentice Hall	
	* Continuación sobre la clasificación de las palabras (Graves o llanas)	* Structures: Stage II	* Group work on the classification of words.	* Supplementary materials:	
	* Equivalencias de “To Take” en español	* Settings: Stage III	* Total Physical Response to illustrate the proper translation of the phrasal verb “To take”	Manual de Gramática y ortografía para Hispanos	
	* Diferencias de género entre el hombre y la mujer		* Independent reading and free writing: Balada de los dos abuelos	Hispanomundo: Latinoamérica	
	Support -- for students	Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support.			

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	struggling with content	Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: group testing.		
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, independent study.		
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework, free and focused writing and participation. Benchmark tests: N/A Summative Assessments: Unit exam, research project, midterm and final exams.			

Unit 5	La familia			
	Key Terms	Standards*	Model Tasks	Tools & Text
La familia (25 days) END OF SECOND QUARTER	* La importancia de la familia * Tradiciones familiares * El Amor y la Amistad * Proyecto Socio-cultural: Museo de Arte Latino-americano	*Content: Stage III *Communication: Stage II * Cultures: Stage III * Structures: Stage II * Settings: Stage III	* Mini-lecture on the definition of la familia * Academic research: Journal article “Los lazos que sanan.” * Collaborative work on analyzing poems about love and friendship * Mini-lesson on family project * Shared reading of lectura: Algunas deiferencias culturales * Grammar worksheets	* Entre Mundos Pearson Prentice Hall * Entre Mundos: Student workbook Pearson Prentice Hall * Supplementary materials: Manual de Gramática y ortografía para

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	* Continuación sobre la clasificación de las palabras (Esdrújulas) * Los pronombres demostrativos * Las palabras interrogativas * El acento diacrítico * Equivalencias de la frase "Right" en español		*Focused writing Hispanos Hispanomundo: Latinoamérica Internet grammar practices * Microsoft Power Point *Computer, LCD, smart-board
Differentiation	Support -- for students struggling with content	Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support. Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: group testing.	
	Extension – for high achieving students. Required activities for all	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry.	

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	honors courses.	Product: Presentations, projects, independent study.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework, free and focused writing and participation. Benchmark tests: N/A Summative Assessments: Unit exam, research project, midterm and final exams.	

Unit 6	La familia en crisis			
	Key Terms	Standards*	Model Tasks	Tools & Text
La familia en crisis (23 days) BEGINNING OF THIRD QUARTER	* Problemas familiares * La niñez y los valores * El voceo * El imperfecto * El pretérito * Proyecto Socio-cultural: Bilingual Foundation of the Arts	*Content: Stage III *Communication: Stage II * Cultures: Stage II * Structures: Stage III * Settings: Stage III	* Mini-lecture on “El divorcio” * Academic analysis: Poem “Tú me quieres Blanca” * Shared reading: El divorcio. * Power point presentation on the imperfect and the preterite * Reflective analysis of professional drama performance * Grammar worksheets *Focused writing	* Entre Mundos Pearson Prentice Hall * Entre Mundos: Student workbook Pearson Prentice Hall * Supplementary materials: Manual de Gramática y ortografía para Hispanos Hispanomundo: Latinoamérica Internet grammar practices * Microsoft Power Point *Computer, LCD,

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					smart-board * Bilingual of the Arts Center (Los Angeles, CA.)
Differentiation	Support -- for students struggling with content	Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support. Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: group testing.			
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, independent study.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework, free and focused writing and participation. Benchmark tests: N/A Summative Assessments: Unit exam, research project, midterm and final exams.				

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Unit 7	La comunidad			
	Key Terms	Standards*	Model Tasks	Tools & Text
La comunidad (22 days) END OF THIRD QUARTER	* La comunidad * Los trabajadores migratorios * Cesar Chavez * El uso de tú y usted * Los mandatos formales * Continuacion de los diptongos * Equivalencias de la frase "Back" en espanol Proyecto Socio-cultural: Cajas de Cartón	*Content: Stage III *Communication: Stage II * Cultures: Stage III * Structures: Stage II * Settings: Stage III	* Power Point presentation on Immigration * Video analysis: Farmingville * Focused writing on documentary * Shared reading on extracts of novel "Cajas de Carton." * Mini-Lecture on biography of Cesar Chavez * Power point presentation on the Formal and Informal second person in Spanish * Grammar worksheets *Focused writing * Shared reading and group discussion on the first 4 chapters of the novel Cajas de Cartón.	* Entre Mundos Pearson Prentice Hall * Entre Mundos: Student workbook Pearson Prentice Hall * Supplementary materials: Manual de Gramática y ortografía para Hispanos Hispanomundo: Latinoamérica * Internet grammar practices * Microsoft Power Point * Computer, LCD, smart-board * Novel: Cajas de Carton by Francisco Jimenez

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	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, independent study.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework, free and focused writing and participation. Benchmark tests: N/A Summative Assessments: Unit exam, research project, midterm and final exams.				

Unit 8	Los estudios			
	Key Terms	Standards*	Model Tasks	Tools & Text
Los estudios	* Problemas con el estudio	*Content: Stage III	* Group discussion on the benefits and drawbacks about studying	* Entre Mundos Pearson Prentice Hall
(22 days)	* Técnicas de estudio	*Communication: Stage II	* Shared reading on the journal article: Aprenda más en menos tiempo; estudie con proposito	* Entre Mundos:

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BEGINNING OF FOURTH QUARTER	* El Subjuntivo	* Cultures: Stage III	* Power point presentation on the subjunctive	Student workbook Pearson Prentice Hall
	- Equivalencias de la frase “Have” en español * Continuación del proyecto socio-cultural: Cajas de Cartón	* Structures: Stage II * Settings: Stage III	* Grammar worksheets * Panel discussions on chapters 5 - 9 of novel Cajas de Cartón *Focused writing	* Supplementary materials: - Manual de Gramática y ortografía para Hispanos - Hispanomundo: Latinoamérica - Internet grammar practices * Microsoft Power Point *Computer, LCD, smart-board * Novel: Cajas de Carton by Francisco Jimenez

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	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, independent study.		
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework, free and focused writing and participation. Benchmark tests: N/A Summative Assessments: Unit exam, research project, midterm and final exams.			

Unit 9	Ud. Como profesional			
	Key Terms	Standards*	Model Tasks	Tools & Text
Ud. Como profesional (21 days) END OF FOURTH QUARTER	* Metas profesionales * El Mercado laboral * El subjuntivo y el indicativo * Continuación sobre el subjuntivo * Traducciones	*Content: Stage III *Communication: Stage III * Cultures: Stage III * Structures: Stage II - III * Settings: Stage III	* Group dialogs about the various professions in society. * Audio analysis of the job market based on the U.S Department of Labor * Mini-lecture on the difference between the subjunctive and the indicative modes * Grammar worksheets *Collaborative work on analyzing new vocabulary	* Entre Mundos Pearson Prentice Hall * Entre Mundos: Student workbook Pearson Prentice Hall * Supplementary materials: Manual de Gramática y

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	difíciles * Conclusión del proyecto socio-cultural: Cajas de Cartón		Final discussion of chapters 10-12 of novel Cajas de Cartón * Reflective essay on novel Cajas de Cartón	ortografía para Hispanos Hispanomundo: Latinoamérica Internet grammar practices * Microsoft Power Point *Computer, LCD, smart-board	
Differentiation	Support -- for students struggling with content	Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support. Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: group testing.			
	Extension – for high achieving students. Required	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events,			

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	activities for all honors courses.	authentic excerpts, poetry. Product: Presentations, projects, independent study.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework, free and focused writing and participation. Benchmark tests: N/A Summative Assessments: Unit exam, research project, midterm and final exams.				