

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

COURSE OUTLINE

EXPLORATORY SPANISH

Date: January 2007

Subject Area: World Language

Proposed Grade Level(s): 6-8

Course Length: 1 Trimester / 1 Semester

Grading: A – F

Number of Credits: N/A

Prerequisites: None

COURSE DESCRIPTION:

This course is part of a 12-week exploratory wheel that is designed with an expressed goal to make learning Spanish enjoyable. The goals and student objectives were designed specifically to give the middle school student a positive experience and to enhance their endeavors in taking a high school Spanish course. This is a conversational Spanish course. There is no main textbook that is used.

GENERAL GOALS AND PURPOSES:

The middle school program is designed and structured to emphasize both the acquisition of the language and an understanding and appreciation for Spanish speaking cultures, with an emphasis on oral communication. Students will become self directed learners as they build and develop communication skills in the Spanish language. Students will become collaborative workers and speakers as they complete individual and group projects. Students will become aware of the Hispanic cultures as they are explored throughout the course.

STUDENT READING COMPONENT:

Reading of beginning Spanish phrases and colloquial speech dialogs are presented early on in the course, with more complex sentence reading being introduced as skills increase. Finally, short children's books in Spanish are presented and read by the students. Throughout the readings, students use aspects of the reading process which include inferring content and meaning from use, deducing and anticipating upcoming meaning by the previous meaning. Students will continue to check and show perceived understanding of the Spanish readings with the teacher and fellow students.

STUDENT WRITING COMPONENT:

While this is a course with a speaking and communication focus, sentence structure of the Spanish language will test the writing skills of students as they determine proficient use of vocabulary and grammatical structures in Spanish.

STUDENT ORAL COMPONENT:

Speaking and communicating in Spanish is the primary objective of this course. All group activities and projects are designed for optimum oral communication in Spanish.

DETAILED UNITS OF INSTRUCTION:

Each unit covers activities, vocabulary, grammar, and culture studies that will have a specific theme over each four week period of the trimester.

Unit 1- Learning Topics

Pronouns

Spanish pronunciation of the alphabet

Learning to count to 30

Classroom objects - vocabulary

Days of the week and month

Greetings and expressions of courtesy using the verb ser and estar

Learning about families

Activities:

Oral report on a family tree poster

Song listening sheet

Culture activity (Mexican Independence – Sept 16th for fall trimester, Naividad (Christmas) for the winter trimester, and Cinco de Mayo for the spring trimester)

Poems and proverbs poster assignment

Cartoon video in Spanish

Unit 2-Learning Topics

Basic sentence structure

Body parts in medical terms

Colors

Weather expressions

Telling time

Sports

Numbers 31-100

Activities:

Adjective-verb bingo

15-30 second product commercial

Guess the fib- (Mentiroso!)

Spanish Video

Unit 3- Learning Topics

Food

Normal verb conjugations ar, ir, and er

Expression of doing, liking, hoping, and wishing

Jobs and careers

Numbers 101 and up

Holidays

Giving directions

Activities:

Group project of a newscast

Ad-lib dialogs

Popular Disney films in Spanish

Puppet show of favorite TV show

Song sheets

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND / OR THE FCUSD EXIT EXAMS:

Writing and reading

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

From National Standards for Foreign Language Education

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

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** as they take responsibility for their personal progression in learning Spanish.
- **Effective Communicators:** as they speak, write, read, and listen in Spanish.
- **Quality Producers/Performers:** who take pride in their individual and group projects and in their class assignments as they learn to communicate in Spanish.
- **Constructive Thinkers:** who apply learning activities and classroom exercises into understandable oral communication.
- **Collaborative Workers:** as they complete group projects and learn to take individual responsibilities towards a collective presentation.
- **Responsible Citizens:** who attend class regularly and become team members who do their part in all of the activities. They will also gain an appreciation for ethical diversity and cultural awareness that will help to make them a more responsible 'world' citizen.

Appendix

Teacher Support Texts: (Optional)

Spanish for Gringos by William Harvey (Barron's Publishing)

Second Language Learning Activities by Julie High (Kagan Cooperative Learning)

Hooked on Languages! by Penilyn Kruge (The Center for Applied Research in Education)

The Complete Book of Spanish- Grades 1-3 by American Education Publishing

Your First 100 Words in Spanish by Lydia Goldsmith (McGraw-Hill Publishing)

Student Text:

Spanish Every Day by William C. Harvey

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. **For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, ED. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625**