



TAMALPAIS UNION HIGH SCHOOL DISTRICT

Honors Spanish for Spanish Speakers 3-4

Title of Course: Honors Spanish for Spanish Speakers 3-4	
Course Author(s): Alberto Aparicio and Anna Alsina	Schools where the course will be taught: Archie Williams HS, Redwood HS, Tam HS, Tamiscal and San Andreas
Length of Course: 1 year	Subject Area and Discipline: World Languages, Spanish
Grade Levels: 10th to 12th , recommended for students who display oral fluency in Spanish and have a connection with Latin/Spanish heritage.	Is this course an integrated course? No
Is this course being submitted for possible UC honors designation? Yes	Are you seeking UC approval? If so, in what area (A-G)? Yes, E (Languages other than English)
Prerequisites (required or recommended): Native-like spoken fluency (Spanish spoken at home) and B in Spanish for Spanish Speakers 1-2 or with teacher approval.	Co-requisites (required or recommended): None
Check all that apply: <input checked="" type="checkbox"/> UC A-G Course <input type="checkbox"/> Graduation Requirement <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Honors/AP <input type="checkbox"/> ROP Board Approved: 5/2022	

Introduction to the Course

Course Overview:

Honors Spanish for Spanish Speakers 3/4 is a year-long advanced course designed as a continuation of Spanish for Spanish Speakers 1/2. This course reinforces and strengthens students' skills to read, listen, speak and write in Spanish at an advanced level. The emphasis on improving written production will be considerable. Students will have to write from short paragraphs and essays to creative stories. Students will be exposed to many different authentic sources on Spanish such as authentic literature, newspaper articles, and podcasts, among other authentic products. Students will speak and write about a variety of topics discussed in class incorporating the grammar devices and vocabulary learned in class. The variety and

cultural wealth of the Spanish-speaking world will be highlighted throughout the year incorporating a variety of cultural products from different Spanish-speaking countries. Students taking this class will be creating a foundation to be successful in AP Spanish classes, such as AP Spanish Language or AP Spanish Literature, as well as in college and the professional world.

Unit 1: *Conocernos y la historia de mi vida (Get to know each other and The story of my life)*

Unit Summary:

In this first unit students will get to know each other and start building a class community through learning about their peers. Students will make a project on the “Story of Their Lives” as well as learn about the lives of relevant latin american artists and their artistic creations. Students will also express their ideas being creative when they create a poem inspired by the poems by Nicanor Parra, the writer seen in class.

Unit Outcomes:

- Students will review and learn vocabulary to describe themselves and others: personality adjectives, emotional states, feelings, physical characteristics, and likes and dislikes.
- They will review the preterit and imperfect past tenses to talk and write the story of their lives.
- Students will also learn how to use transition words to connect their ideas and verbs that have the same form as “gustar” (to like).
- They will also learn how to organize an oral presentation to introduce themselves and explain the story of their life.
- Students will read the poem “Sueños” by Nicanor Parra about his dreams and learn about “la antipoesía” (anti-poetry movement in Chile).
- Students will write their own poem inspired by Nicanor Parra’s poem.

Sample Unit Assignments:

Students will make a project called “Me and the story of my life” where they will make an oral presentation and write a 1 page essay where they describe themselves and explain the story of their lives. They will include connectors as well as use past tenses and verbs that work as “gustar” (to like) correctly. This unit has the main objective of building community and getting to know each other during the first weeks of school as well as reviewing key content learned the previous year.

Unit 2: *Cartografía familiar (Family and migratory experiences)*

Unit Summary:

Students will explore their family’s history. They will listen to a podcast where a daughter interviews her mom who was born in Colombia and emigrated to the US and discuss the stereotypes the mom had about the US before moving here. Students will also discuss stereotypes that exist towards specific countries and communities in the US and the effect of those ideas, and the obstacles immigrants face when arriving in the US and how to overcome them.

Students will learn the preterite perfect tense and the impersonal “SE” (one thinks, one says...)
Students will interview a person from their community that emigrated and record an interview discussing the experience of the person moving from one country to another. Students will incorporate transition words, an accurate use of past tenses, and an appropriate register and use of the formal second person: “usted”.

Unit Outcomes:

- Students will describe the cultural legacy and the daily life of latinx communities in California and in Marin.
- They will identify different ways to retrieve and preserve the story of their families.
- Students will identify stereotypes that exist in Spanish speaking countries about the US and vice versa and analyze their effect in groups these ideas are assigned to.
- Students will use a formal register to interview a member of the community.

Sample Unit Assignments:

Students will write a 1 page essay discussing their experience interviewing a person in their community that emigrated to the US, the obstacles the person had to overcome and his/her successes. Students will collaborate with their peers when preparing the interview coming up with appropriate and meaningful questions. They will practice interviewing using the formal “Usted” with a classmate before the interview. When writing their essay on the experience of interviewing a member of the community they will have to analyze and reflect on that person’s experience in a well organized text. They will share their experience with the class in an oral presentation and discuss in open class the experiences of their interviewees and their own experiences related with immigration.

Unit 3: *El uso del español y otras lenguas en mi familia (The use of Spanish and other languages in my family)*

Unit Summary:

In this unit students will reflect on the use of Spanish language and of languages native to the Americas used in their homes. Students will discuss the different accents that exist in Spanish depending on the region, as well as popular sayings that are common to many regions or local. Students will compare sayings in Spanish and native American languages to sayings in English to find equivalents. Students will practice informal commands pretending to be at home and giving instructions to different family members to do different actions.

Unit Outcomes:

- Identify the varieties and richness in the Spanish speaking world in terms of accent, vocabulary and verb tense usage depending on the country/community of the speaker.
- Identify other languages spoken by Latin American students, frequently languages native to the Americas (Maya, Nahuatl, Quechua, etc.) that are part of the culture of Spanish-speaking countries.
- Explore attitudes towards different types of accents and native languages from the Americas.
- Prepare an analysis about the use of Spanish and native languages from the Americas in the student’s family.

Sample Unit Assignments: Create a slideshow presentation to describe the use of Spanish in your family. Explain about the contexts and opportunities that you have and had in the past to use the language. Include:

1. A title
2. 5 slides
3. Pictures

Your presentation should answer these questions:

1. Who uses Spanish in my family?
2. Who taught me Spanish?
3. When did I use Spanish in the past and when do I use it now?
4. Who do I ask questions about the language?
5. Do you remember using it more on specific occasions or during a certain period of your life?
6. Does your family speak native languages from the Americas? What is your connection to those languages and native cultures?

Unit 4: *Música, comida y perspectivas culturales - El español en la comunidad (Music, food, and cultural perspectives - Spanish in the community)*

Unit Summary:

In this unit, students will identify community resources available for the Latin American population in our community. They will reflect on the importance of being bilingual and identify ways to promote being bilingual in their community. They will compare the use of Spanish in two communities and in various contexts.

Unit Outcomes:

- Identify stereotypes for Latin American women and analyze the effects on them
- Read an article and identify important issues the Latin American community has.
- Sayings in Spanish - Part 2
- Direct and indirect objects

Sample Unit Assignments:

Students will write a 1 page reflection about the use of Spanish in their neighborhood and compare it with the neighborhood or community of their grandparents or a family member. Students will compare the use of Spanish in both neighborhoods and the contexts in which it is used (market, church, celebrations, community center, hospital, bank, cafe, etc). Students will discuss how the use of Spanish is similar and/or different in both communities and the possible reason why. They will also mention the influence Spanish has had in both communities. A map of both neighborhoods will be included and specific places will be marked where Spanish is spoken. For each location students will mention its use.

Unit 5: *Festivales latinos en mi región (Latin American Festivals in my region)*

Unit Summary:

In this unit, students will learn about festivals in different Latin American countries and regions and compare them with celebrations in the US. They will discuss their favorite festival or tradition that they celebrate and will role play being a person selling food at a festival while using formal commands to tell customers how to eat the food that is being served, how to find the restrooms, or how to prepare a specific dish they like. Students will utilize podcasts, such as Day of the Dead and answer comprehension questions.

Unit Outcomes:

- Use frequency expressions in order to talk about your own experiences with latin traditions.
- Compare and contrast Latin American festivals with the festivals in your community using vocabulary related to comparisons (similitudes y diferencias).
- Use formal commands (mandatos formales) to promote a Latin American festival and describe the

activities that can be done.

Sample Unit Assignments:

Project “Cómo se hace” (how to make it): Using the command form students choose a cultural product from a latinx festival or celebration and research about its origins and characteristics. They prepare a presentation for the class about the celebration, comparing it to a similar celebration in the US. They choose a food, decoration, dance, or any other product related to the festival and explain to the class how to make/do/dance it using commands.

Unit 6: ¿Realidad o fantasía? (Reality or Fantasy?)

Unit Summary:

In this unit students will dive into the world of fantasy and imagination through reading three short stories, a comic, and watching a short film. Students will analyze how imagination can be used to entertain but also it is an instrument we can use to comprehend, interpret and modify reality. Students will learn vocabulary specific to the works read/watched in class, and also vocabulary needed to in depth analyze literature, such as literary devices and literary structure of a short story. Students will be able at the end of the unit to identify literary devices in a story (metaphor, hiperbole, etc), demonstrate they can use vocabulary related to fantasy and science fiction learned in class to discuss the story read in class they liked best, and appropriately use simple prepositions as well as compound prepositions when writing and speaking.

Unit Outcomes:

- Students will read “Celebración de la fantasía” by Eduardo Galeano, and “Chac Mool” by Carlos Fuentes, and “El otro círculo” by Luis R. Santos. They will watch the short film “Viaje a Marte”.
- Students will write their own short fantasy story divided in paragraphs, with a well structured plot, incorporating literary devices seen in class, and correctly using prepositions and connectors. Students will also be able to present their stories in small groups and discuss them.

Sample Unit Assignments:

Students write a short story invented by them and include fantasy elements. They can get inspiration from the stories read during this unit. Story needs to be well organized and include a good use of prepositions and connectors learned in class.

1. Students write a draft that is reviewed by the teacher and returned to students.
2. Students work on draft and modify according to feedback,
3. When the final short story is completed students share it in groups of 4 reading out loud to their group.
4. Group listens and identifies literary devices in each story read.
5. Each group chooses the best story to share with the class.
6. After reading the best stories in open class, students vote on which of the best stories should be published in the school newspaper.

Students learned grammar (use of prepositions and connectors).

Students learned vocabulary related to the topic of fantasy.

Students learned vocabulary related to literary devices, and concepts to describe writing techniques.

Students analyzed short stories identifying main ideas as well as techniques used by authors.

Students learned how to organize a short story of their own: beginning, middle and end.

Students were creative when inventing their own stories.

Students were collaborating when reading together and identifying literary devices in each story.

Unit 7: *Literatura (Literature)*

Unit Summary:

In this unit, students will analyze “La intrusa” by Claribel Alegría, “A Julia de Burgos” by Julia de Burgos, and the text “Borges y yo” by Borges, and. They will after learning how to analyze a poem, how to find essential ideas, and how to rephrase the verses they read using their own words.

Students will learn vocabulary related to poetry such as verse, stanza, rhyme, and tone, among others. They will learn about literary figures in poetry as well as to find what the main topic of the poem is.

Unit Outcomes:

- Students will focus on reading poetry and literature from Spanish Speaking authors.
- Students will learn how to analyze a poem and how writers use rhetorical figures.
- Students will compare the same theme in different writing pieces.

Sample Unit Assignments: Students will write a poem or a reflection on their own personality and their own duality demonstrating in a creative way in which they understood the recurring idea. They will share it with the class or in small groups.

Recommended Common Assessment:

End of the year project:

 [Final Project - Spanish for Spanish Speakers 3/4 COS.docx](#)

Recommended Texts and Resources:

Textbook [Revista](#)

Textbook [Taller de escritura](#)

Textbook [Azulejo](#)

Textbook [Imagina](#)

Board Approved: 6.14.22

UC “E” approved: 6.21.22