SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. **Course Title:** **Spanish for Spanish Speakers 2**	7. **Action** ☒ New Course ☒ Course Revision ☐ Title Change Only
2. Date Submitted: 01/12/15	8. **Grade Level** ☒ 9 ☒ 10 ☒ 11 ☒ 12
3. Transcript Title/Abbreviation(s) **Spa/Span Spk 2**	**9. Prerequisites** (Please list.) ☐ Required ☒ Recommended Grade of C or better in the Spanish for Spanish Speakers 1 class or per teacher's recommendation
4. Transcript Course Code/Course Number : 4222/42229	**10. Seeking Program Distinction?** ☐ YES (Check one below.) ☒ NO ☐ Honors ☐ AP ☐ Other
5. Subject Area Elective	11. **Is this a CTE course?** ☐ YES ☒ NO **If YES, complete Section C**
6. **Department** World Languages	12. **Previously approved by UC?** ☐ YES ☒ NO Year approved Year removed
13. UC ELIGIBILITY **Already eligible?** ☐ **YES** ☒ **NO** **a** ☐ **b** ☐ **c** ☐ **d** ☐ **e** ☐ **f** ☐ **g** ☐ **Proposing eligibility?** ☒ **YES** ☐ **NO** **a** ☐ **b** ☐ **c** ☐ **d** ☐ **e** ☒ **f** ☐ **g** ☐ Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** ☐ 0.5 (semester or half-year ☒ 1.0 (one year equivalent) ☐ 2.0 (two-year equivalent) ☐ Other
15. School Contact: Name:Maritza Fajardo-Perez Phone: Emai:mfajardoperez@slusd.us Position:Teacher	
16. Signatures: Department Chair Regina Rosales Principal: Reginald Richardson	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee** **Date approved by Board**

SECTION B. COURSE CONTENT

17. Course Description

This course is designed for students who have passed the prerequisite course Spanish for Spanish Speakers 1 as well as for those students who have recently arrived in the US and have had extensive schooling in their native countries. As a result, this course is organized under the premises that students have a working knowledge of Spanish and are ready to tackle more complex grammar and concepts. This course is entirely conducted in Spanish. This elective yearlong course not only focuses on the review, development and enhancement of written, communicative and critical thinking skills in Spanish but also in the study, awareness and appreciation of Latin American and Hispanic cultures. The assignments, instructional resources, assessments, technology, interdisciplinary and supplemental materials are authentic, pertinent and thoughtfully integrated into the course outline.

18. Course Goals and/or Major Student Outcomes

The purpose of this course is to provide students with the opportunity to continue the study of their native/heritage language and fulfill the second year of language requirement for college/university admission. Students will expand their reading, writing, speaking, listening and critical thinking skills. Upon completion of this course students are expected to make meaningfully use of the target language in real-life contexts. Students will talk and write about diverse topics demonstrating grade level competence of phonology, grammar and syntax patterns in Spanish. Mostly, students are empowered to enhance their self-esteem through appreciation of their native culture.

19. Course Objectives (standards)

To continue the study of their native/heritage language and will incorporate 21st century competencies. Common Core Standards for Technical Subjects: WHST: Writing Standards 1-10 and RST: Reading Standards 1-10

To expand their reading, writing, speaking, listening and critical thinking skills

To make meaningfully use of the target language in real-life contexts

To talk and write about diverse topics demonstrating grade level competence of phonology, grammar and syntax patterns in Spanish

To enhance their self-esteem through appreciation of their native culture.

20. Course Outline

In general, this course will review the grammatical principles cover in the prerequisite class (in greater depth and detail). After this review, other complex grammatical structures will be introduced progressively toward a thorough understanding of the Spanish language. Thus, students are expected to expand their grammatical and lexicon skills by analyzing, discussing and recognizing their uses in the oral and written form inside and outside the classroom. Assignments, cultural lessons, informal and formal assessments will help students to gain proficiency in the target language at all levels.

In particular, this course covers units five to eight from the adopted textbook, *Tu Mundo*. The previous units one to four are covered in the course of Spanish for Spanish Speakers 1. Each Unit is divided into three lessons containing themes, topics, sub-topics, and essential grammar skills linked to the main objectives of each unit. There is certain flexibility and an eclectic approach to select additional materials that supplement the next grammatical topics: Present, preterit, imperfect-(regular and irregular verbs), imperative, diphthongs, tripthongs, hiatus, past participle, gerund, future, conditional and perfect tenses. **The following is an exhaustive description of each unit's contents, leaning objectives and how they are linked to the essential skills covered in this course**.

Unidad 5: Tú y tu salud

Subthemes: Tú y el Ejercicio; Tú y la Nutrición; Tú y la Seguridad.

Culture: El refrán de la semana.

Literature: "Platero y Yo"; Fotonovela: "La Buena Salud"; "España Tierra de Moros"; Lenguas en contacto: "Influencia del árabe"; "La profecía de la gitana" and "La casa de Mango Street" by Sandra Cisneros.

Language functions and structures: Present tense(regular / irregular verbs), Past Tenses: Preterit and Imperfect (Regular / irregular verbs)

Outstanding Characters in Spanish Speaking World: Antonio Banderas, Javier Bardem, Penélope Cruz, Pedro Almodóvar, Salvador Dali, Francisco Goya, Rigoberta Menchú, Rubén Blades and Rosario Aguilar.

Unit 5: Description of objectives and contents.

In this unit students will learn about good and bad health indicators among adolescents and their impact on their physical and mental health. As students complete the unit's activities focused around individual diet and healthy life style habits, students will improve their ability to use expressions to discuss preferences. E.g., likes, dislikes, quantity, agreement, disagreement and health related vocabulary in Spanish. This unit is also a review of the grammar covered in the pre-requisite class, Spanish for Spanish Speakers 1. Students will practice conjugating correctly the present, preterit and imperfect tenses of both regular and stem-changing verbs. i.e. Essay assignments, e.g., Preterit tense/ past tense: "¿Qué hiciste el fin de semana,? Imperfect tense/past tense: "Cuándo era Niño…", etc.

Analytical and writing skills will be develop through essays addressing real life experiences, themes in literature and other class projects. The supplemental resources *Realidades 2 DVD and CD program* support the delivery of the curriculum and enhance students understanding. By exposure to these authentic resources students will learn strategies to build on their listening, speaking, reading and critical thinking skills. This learning process will have them gain a better knowledge of the Spanish language. These extra resources also constitutes a genuine instructional tool for those intrapersonal, auditory, and visual learners.

Along with the readings from the adopted textbook, *Tu Mundo,* -about outstanding characters in the Spanish Speaking world- and the supplemental readings such as, *Leyendas mexicanas*, Students will acquire a deeper appreciation of their culture. These activities will also help students prepare for their own mid-term oral presentations., i.e. Students will talk and write about character from the Spanish speaking world and his/her major contributions to the culture.

Successful completion of the listening, speaking, reading and writings activities of this unit will prepare students to move on to **Unit 6** where they will use their linguistic background to compare and contrast with other complex grammar functions of the target language.

Unidad 6: Tú en las Montañas

Subthemes: Tú en el Campamento; Tú en Excursión; Tú, el narrador.
Culture: El Refrán de la semana.
Literature: Puerto Rico: "Isla del Caribe"; Fotonovela: "Es un sitio arqueológico"; "El día que fuimos a mirar la nieve"; "Coqui": El poema; "Caipora, el Padremonte"
Language functions and structures: Diphthongs, Tripthongs, Hiatus Negative/ affirmative imperative/mandates, Past participle and Gerund.
Outstanding Characters in Spanish Speaking World: Olga Tañón, Sila Calderón, Benicio del Toro, Elena Poniatowska.

Unit 6: Description of objectives and contents.

In the previous unit students reinforced and gained a better understanding of some specific grammatical structures of Spanish as well as some key vocabulary related to health. This unit strengths the students' ability to express in Spanish about their leisure activities; places to go; terminology for extending and accepting/declining invitations and expressions to tell when something happens. The literature list of this unit will allow students to understand Latino and Hispanic cultural perspectives on leisure activities. The readings about outstanding characters in the Spanish speaking world will provide students with exemplary models to do their own mid-term oral presentations. Students will also read 3 Leyendas mexicanas and complete the reading comprehension activities.

In order to read, write and speak in Spanish correctly students will analyze and classify many words into three different categories: Diphthongs, triphthongs, and/or hiatus. Students will learn that in Spanish, stress placement may have a grammatical function, that is, changing the stress to another syllable can change the part of speech and consequently the meaning of a word. Other grammar contents that will be covered in this unit are negative/affirmative imperative.

Students will conjugate verbs in the imperative tense form to tell a person or a group of people to accomplish a task.

Also, students will use the imperative tense fluently, e.g. Students will create a recipe where they include at least 6 commands. Role plays and skits using affirmative and negative commands in different forms are other type of activities that will be implemented to teach this topic. Intrapersonal and kinesthetic learners will benefit from these type of exercises. Two grammar topics of this unit that are one of the most crucial linguistic foundations for **Units 7 and 8** are the past participle and the gerund. These tenses are used as auxiliary verbs in the coming lessons. Students will need to master this grammar unit contents first so that they can move on to the compound tenses. , e.g. Unit 6: past participles: escrito, cubierto, muerto, hecho ➔ **Unit 8** compound tenses: hemos **escrito**; han **cubierto**, habéis **muerto**; he **hecho**. Students will write 1 formal essay in order to demonstrate the mastery and integration of the language functions of **Unit 6**.

To support the content of this unit, students will be directed to visit some web pages containing many didactic games, e.g. The Verb Tense Battleship Game (http://www.quia.com/ba/343278.html, Hangman, http://www.elma.wednet.edu, etc.

These additional online resources will motivate the students to practice their Spanish grammar skills in a fun way. Visual learners will benefit from these practices. Other type of exercises to encourage the study of this unit grammar contents are fill in the blanks activities of songs incorporating these syntactic structures. As mentioned before, all this learning process will help the students to build a strong foundation for the complex grammar structures and tasks covered in the **Units 7 and 8** of this course.

Unidad 7: Tú en busca de empleo

Subthemes: ¿Tú Propio Carro?; Tú en Busca de Dinero; Tú en Busca de Experiencia.

Culture: El Refrán de la semana.

Literature: "Oda A La Pobreza" Pablo Neruda; Lengua en Uso: "La comunicación sin Palabras"; Fotonovela: ¡En Vivo!; "Batalla de Puebla"; "Cinco de Mayo"; Benito Juárez: "El gran héroe de México"; "¿Qué hacer en caso de sismo?"; "Esto se está poniendo feo"; "Las erupciones".

Language functions and structures: Simple and Immediate Future Tenses, Potential /Simple Conditional Compound/perfect Conditional and Prepositions Por /Para.

Outstanding Characters in Spanish Speaking World: Bernardo López, Fanny Zúñiga, Juan Rulfo, Octavio Paz and Frida Kahlo.

Unit 7: Description of objectives and contents.

Throughout this unit, students will build upon previously covered linguistic skills as they explore their own personality profiles (traits, abilities, talents, etc) in regards to employment. Students will expand and add depth to their language proficiency as they explore skills needed to succeed in a job interview, i.e., students will synthesize a plan about their strengths and weaknesses, create a portfolio and job application samples, etc. Online resources and other additional texts will be utilized to provide input for personality profiles, job application samples and career choices. As a result, supplemental materials will be use to covered the appropriate vocabulary and grammatical structures of this unit.

The grammar and vocabulary activities proposed in this unit are spiraled and incorporate a wide range of expressions that promote more diverse experiences in Spanish. Grammatically this includes the examination of simple future as well as the conditional tenses. On one hand, students will learn the specific uses of each tense., i.e. Students will learn to use the simple tenses to refer to future events with certainty or to refer to ordinary future actions. Students will write 1 formal futuristic essay in which the target grammar is evidently well used. On the other hand, students will learn to express a factual or real condition following the pattern: Si + present indicative + Future., e.g. Si no hay tráfico, llegaré temprano; Nonfactual conditions following the pattern: Si + conditional or perfect conditional., e.g. Si fuera rico, no trabajaría.

Students will identify the conditional structures in the poem: "Si Volviera a Nacer" by Jorge Luis Borges. After this activity the students will write 1 poem using their own personal life experiences in simple and conditional tenses. Additionally, students will progress in terms of learning more complex vocabulary from advance readings, e.g. Excerpts from the adopted textbooks, poems and literature texts. Students will connect prior knowledge to new information by making associations which will be apparent in their warm-up (Entradas) activities, projects, written and oral assignments. The specific grammar, vocabulary and cultural information of previous **Units 5 to 7** will prepare the students to move on to **Unit 8** where they will write essays and do an exhaustive research project about a Spanish speaking country. Students will complete written and oral reports in order to demonstrate their linguistic proficiency in Spanish.

Unidad 8: ¡Tú de vacaciones!

Subthemes: Tú y tus planes para el verano;Tú llevas demasiado; Tú y el mundo Hispano.

Culture: El Refrán de la semana.

Literature: Argentina: "En Camino de la paz y la democracia"; Buenos Aires:"Reina del Plata"; "Mi Buenos Aires Querido"; "Buenos Aires Gráfica"; "Dulce de leche"; "El mate"; "El asado argentino"; Fotonovela: "Ahora les voy a contar"; "Tito y El Caimán"; Lengua en Uso: "Variantes Coloquiales: Nombres de animales, frutas, y legumbres".

Language functions and structure: Present Perfect Tense, Past Perfect Tense and Future Perfect Tense.

Outstanding Characters in Spanish Speaking World: Francisco Izquierdo Ríos.

Unit 8: Description of objectives and contents.

The previous units provide an important grammatical foundation to grasp the contents of unit 8., i.e. In **Unit 6** students learned about past participle, a concept that will be particularly important when it comes to learn the Perfect Tenses in Spanish. This unit 8 studies the perfect tenses in greater vigor and detail. The perfect tenses in Spanish (as in English) are used when the speaker wants to emphasize the fact that the action performed by the verb (in past participle) has begun or has ended before a particular point of reference. Thus, students will use

the present perfect tense to express what they have done; the past perfect tense to say what they had done and the future perfect tense to talk about they will have done. Oral as well as written assignments will take place in order to use the language meaningfully in diverse contexts., e.g. Present Perfect Tense, conversational task: ¿Qué películas has visto recientemente?; ¿Cuáles te han gustado más?; ¿Por qué?; Future Perfect Tense: Short essay: ¿Qué habrás hecho para la próxima semana?, etc.

To cover the cultural themes of this unit students will read partially the following supplemental materials in and/or outside the class: "Leyendas latinoamericanas y Leyendas de España." Students will keep writing short narrative, expository and persuasive essays incorporating all the vocabulary and grammar structures learned throughout this course. Reading discussions include the characterization of the players using already learned and newly introduced vocabulary. Also, using graphic organizers students will categorize the events of each of the target readings in chronological order and show their understanding of the plot by identifying main and supporting ideas. The additional resources that will be utilized in this unit are relevant, pertinent and directly connected via this course objectives. This unit will give students the necessary tools to be able to analyze similarities and differences between Latino and Hispanic cultures in the target language. The cultural readings as well as the online research projects about diverse Spanish speaking countries will help students to be well prepared for their oral and written final exams.

By the end of this unit students will be able to master and put into practice all the lexicon and grammatical structures covered in **Units 5 to 8**, the Present, preterit, imperfect (regular and irregular verbs), imperative, diphthongs, tripthongs, hiatus, past participle, gerund, future, conditional and perfect tenses. Essentially students will be able to listen, speak, read and write with an advance competence using the language fluently in diverse contexts. Essentially, students will develop appreciation for their heritage or native culture.

Summary of Integrated Skills

Listening

Students will be able to understand and interpret concepts and ideas from reliable audio sources on a variety of topics in the target language. Each day students are exposed to different and authentic listening activities. These listening exercises provide students with extra practice to support their language acquisition.

- Three days a week students will listen to the daily news from an authentic source (e.g., newspaper, article, radio, broadcast, etc) and answer interpretative questions to assess comprehension. Also, students will keep a journal of the daily news presented in class with unknown vocabulary and its definition.
- Once a week students will listen to Spanish speakers from different countries. Students are exposed to different registers of the target language in order to analyze specific patters according to the region., e.g. accent, tone, lexicon and syntax. CD program/ audios from supplemental materials.
- Students will work on the following activities to reinforce the vocabulary learned in class: Songs (to practice verbs tenses and vocabulary), short poems, listening comprehension questions, dictations, prompt to answer yes/no exercises, gaps, fill in the blank and cloze activities.

- Listening to the excerpts/passages of the text. Learners will summarize in their own words the content. Students will apply the technique of paraphrasing using their linguistic skills in Spanish.
- Role playing in skits and dialogues. Students will demonstrate their ability to listen attentively in order to be creative and express their opinions in the target language.

Speaking

Students should be able to demonstrate course level ability to communicate with ease and confidence sharing their opinions during class discussions, oral presentations and most importantly in real-life situations.

- At the beginning of the year students will do an internet research about the origin and meaning of their names align with an oral presentation. Speaking

skills are rated in terms of content, comprehensibly and language usage. Other activities include: paper bag speeches about different topics, carousel, novel ideas only, numbered heads together and Jigsaw speaking activities.

- Small-group and class group discussions are held twice a week based on the adopted textbook and supplemental readings. These learning opportunities will allow students to have a better understanding of the material as well as to practice the cognitive processes., e.g. explore, identify, reflect, question, analyze, clarify, predict, interact, integrate and expand.
- Socratic seminars are scheduled twice a month. Live-in group discussions about current world events and class readings. The purpose of this activity is to provide students with an excellent leaning environment to demonstrate good questioning techniques.
- Paired/group activities/cooperative learning: Think per share and problem-solving practices. Students will express their own points of view, do interviews, projects, games, etc. The process of articulating personal perspectives through social interactions will allow students to practice their listening, speaking and critical think skills.

- Mid-term oral presentations about a famous character of a Spanish Speaking country. Students will talk about a character's major contributions to the Spanish speaking world, e.g., singer, hero, actress, actor, politician, soldier, comedian, etc.
- Final Exams- End of the course oral presentations about Spanish speaking countries. Students will do an extensive research of four aspects of a Spanish Speaking country, e.g., economy, politics, education and culture.

Reading

Students will be able to read, comprehend, apply and analyze information from authentic resources and in context; articles, newspapers, magazines, recipes, blogs, e-mails, excerpts from texts, short literary readings, etc.

- Students will read excerpts from the textbook while monitoring their comprehension skills using the KWL- charts and diagrams. These graphic organizers support the students' reading comprehension skills.
- Reading authentic articles from reliable web sites. Students will use meta-cognitive strategies to think about and have control over the reading. Students will identify main ideas, purpose, draw conclusions and summarize.
- Bloom's Taxonomy Question Stems. Reading of short literary readings such as: *Leyendas mexicanas*, *Leyendas latinoamericanas*, *Leyendas de España*, "La Casa en Mango Street," recipes, poems or passages from supplemental materials. Students will interact with the reading by making use of a set of specific oral questions to expand their knowledge of content and lexicon., e.g. Knowledge: What happened after...? Describe what happened at...?, etc., Comprehension: Can you write in your own words...? What differences exist between...? etc., Application: Do you know another instance where...? Can you apply the method used to some experience of your own...? Analysis: What were some of the motives behind...? Synthesis: Can you write a new recipe for a tasty dish? Can you develop a proposal which would...? Evaluation: Is there a better solution...? Can you defend your position about...?
- Throughout the course students will read different types of essays align with a set of reading comprehension activities.

Writing

As the course progresses students should advance on their knowledge of lexicon, syntax and semantic to allow them to demonstrate their writing competence in Spanish. Students will be able to put their thoughts into writing in a clearly manner. Learners will be able to communicate in a variety of styles for diverse audiences with a pragmatic objective in place according to the context.

- Cornell Notes. Students will take notes in the Cornell Notes format each time direct instruction is provided specially but not limited to verb tenses and grammar structures. This learning tool box will help students to

organize information, prepare for a test , develop study skills and promote advance thinking.

- Daily in-class journal news entry. Students will work on written reports based on the daily news or current world events.
- Students will write a five autobiographical paragraph essay in the target language. After reading an excerpt of "La casa de Mango Street," by Sandra Cisneros students will work on a autobiographical sketch and follow the teacher guidelines to complete an expository essay.
- 1 formal essay due every time a verb tense is reviewed/studied. Students will write personal essays that are interconnected to the verb tenses covered in this course, e.g., imperfect/ past tense, "Cuando era niño..."when I was a child...," e.g., "Autobiographical incident" students will also write a five paragraph essay recounting a past event in their lives that was truly unforgettable whether it was sad, frightening, happy, or surprising – to practice the preterit/imperfect tenses.
- Students will write 1 formal essay "My Heritage" Making use of pre-writing culture clusters, five paragraph diagrams, and a compare/contrast matrix. Students will also write about some of the difficulties they face as immigrants, trying to hold on to their heritage while also trying to become Americans.
- Students will write short poems in the target language during the course, e.g. "Being Mexican is dancing Folkloric Ballet in colorful skirts and blouses..." or " Being Colombian is...," etc.
- Researching, synthesizing and summarizing materials., e.g. creating power point and prezi presentations, brochures, etc.
- To promote the development of Interpretative Communication skills students work on many daily informal writing activities.

21. Instructional Materials:

Board approved required text

Dan Battisti, Teresa C. Hanley. *Tu Mundo*, 1st edition. United States of America: McDougal Littell, 2002.

Usage: Primary text, read in from Unit 5 to Unit 8.

Supplementary materials

The following additional resources are used to cover some of the literature and grammar aspects of this course as appropriate. Students will read many excerpts from these extra materials. **Please refer to the course outline section to see the rigorously integration of the following resources into the curriculum:**

Couch, James, Mc Cann, Rebecca, Rodríguez-Walter and Rubio-Maroto, Ángel. *Una Vez Más*: *Repaso detallado de las estructuras gramaticales del idioma español, 2nd edition White Plains*. New York: Longman Publishing Group,1993.

Emilio Rojas, *Ortografía Real de la Lengua Española, 1st edition*. México. Editer,1998.

Luis Aragonés, Ramón Palencia. *Gramática del Uso del Español. Teoría y Práctica con solucionario A1-A2. 2nd edition*. Ediciones SM, Madrid.

Peggy P. Boyles, Myriam Met, Richard S. Sayers and Carol E. Wargin. *Realidades1*, *Teachers' edition*. Boston, Massachussetts 02116. Prentice Hall, 2008.

Peggy P. Boyles, Myriam Met, Richard S. Sayers and Carol E. Wargin. *Realidades 2*, Teachers' edition. Boston, Massachussetts 02116. Prentice Hall, 2008.

Realidades 2 DVD and CD program. URL Resource: www.phschool.com

Genevieve Barlow and William N. Stivers, *Leyendas mexicanas*, *2nd edition*. National Texbook Company. Lincolnwood (Chicago), Illinois 60646-1975 U.S.A., 1987.

Genevieve Barlow and William N. Stivers, *Leyendas de España*, *2nd edition*. National Texbook Company. Skokie, Illinois 60076, U.S.A., 1981.

Genevieve Barlow and William N. Stivers, *Leyendas latinoamericanas,* 3rd edition. National Texbook Company. Lincolnwood (Chicago), Illinois 60646-1975 U.S.A., 1989.

Films/Documentaries/video clips

"The Life and Times of Frida Khalo" (2005): Produced by: PBS Home video Special; Starring: Lila Downs (Voice of Frida Khalo); Rita Moreno (Narrator); Run Time: 90 Min; Language: Spanish.

"Under the Same Moon" (2007): Original title:*"La Misma Luna"*; Mexican-American Drama; Produced by Ligiah Villalobos and Gerardo Barrera; Director: Patricia Riggen; Starrring: Eugenio Derbez, Kate del Castillo and Adrian Alonso; Run Time: 104 Min; Language Spanish.

"Cinco de Mayo" (2004): The History Channel Documentary. DVD Color; Spanish subtitles; Run Time 50 Min.

"Machu Pichu" (2005): The History Channel Documentary. DVD Color; Spanish subtitles; Run Time 50 Min.

"The Harvest" (2003) Original Title:*"La Cosecha".* Karlex Foreign Language Teaching Aids. DVD; English and Spanish subtitles; Run Time 80 Min.

Online resources

http://www.videoele.com/A2_Que-has-hecho.html

Authentic Literature (articles, news, etc)

http://www.hispanicopnline.com

BBC Online (news)

http://www.bbc.co.uk/education/languages

El Universal (news)

http://www.el-universal.con.mx/editoriales

Heritage Language Journal (articles/supplemental readings)

http://www.international.ucla.edu/lrc/hlj

Cancionero-canciones (songs)

http://www.cancionero.com.ar/canciones

Grammar (exercises and games)

http://www.quia.com/ba/343278.html

http://www.elma.wednet.edu

www.Quizlet.com

http://reglasdeortografia.com/acdiptongohiato01.html

http://www.conjuguemos.com

http://edsitement.neh.gov

http://www.studyspanish.com

Project Resources

http://www.mapquest.com/

http://www.youtube.com

http://www.netflix.com

22. Key Assignments

Unit 5

Assignment 1: Students will create a brochure describing a typical day at a health resort. The brochure should include a schedule of the day's activities and descriptions of breakfast, lunch, and dinner. Photos or drawings will accompany each meal and one of the activities listed. Students then will present the brochures as if they were sales representatives. Students will express clearly in Spanish using vocabulary and grammar appropriately to demonstrate proficient understanding of the competences associated with this assignment.

Assignment 2: Students will design a one-week healthy lunch plan for the school's cafeteria using the Food Guide Pyramid. Students will realize the importance of the nutritional value in the Food Pyramid as well as the importance of being able to read a restaurant menu.

Assignment 3: Students will create a diet and exercise guide for someone wanting to be in shape. Students will identify, compare and contrast healthy and unhealthy food and exercise habits. By the end of this lesson students will write a reflection in their portfolios. This process should include answers to questions such as: What do I have learned? How do I feel when...? What were the difficulties I found by learning this? What were the activities I like the most in this lesson? The learning strategies that I used are...,? etc.

Assignment 4: Students will work in groups of 4 to create and do an oral presentation about a Bulletin board called, *La Comida*. Students cut out, copy, or download photos of foods and beverages around the Spanish Speaking world, people engaged in various forms of exercise and recipes in Spanish. Photos should be cluster according to the following themes: healthy foods and beverages, unhealthy foods and beverages, exercise and recipes. Students present their work to the class. Students will use the unit health related vocabulary. Also they will practice quantity, agreement and disagreement expressions while working collaboratively on a group project.

Assignment 5: Role play activity. Based on the *videohistoria from supplemental resources Realidades 2 Video and CD program,* students will prepare a short dialogue in which they change the foods that are discussed. Teacher will encourage the students to be comical in their selections. Then, students present the dialogues to the class. This activity encourages students to use the vocabulary and the functions of the language meaningfully by taking into account the students' interests and needs. Bodily/kinesthetic activities are in place for those type of intelligences.

Assignment 6: Students will write 1 expository essay titled, "*Mi Biografía*". Students will do a written and oral presentation about themselves. They will need to talk and write about their basic personal information such as: name, age, place of origin, likes, dislikes, hobbies in their free time, family, special interests and talents, etc. In this essay the conjugated **present tense** verbs should be highlighted or underlined.

Assignment 7: Students will write 1 narrative essay about an "*Autobiographical incident*". A fun, sad or unexpected past event in their lives. In the essay the conjugated preterit tense verbs should be highlighted or underlined. With this assignment students will write about their live experiences using the **preterit tense**.

Assignment 8: Students will write 1 narrative essay- following the 5 paragraph guideline taught by the teacher- about their childhood, "*Cuándo yo era niño ....*" In the essay the conjugated imperfect tense verbs should be highlighted or underlined. Students will also need to scan a baby picture and paste it to their papers. Students will present their essays sharing some of their childhood pictures or videos with the class. For extra points students will create a power point or prezi presentation. In this task students will write about their live experiences using the **imperfect tense** structures. Students will also write dialogue journals as an informal writing practice.

Assignment 9: Students will be taken to the computer lab to play online games that will reinforce the grammatical structures linked to this unit. Also, students will be entering all the new learned vocabulary into the www.Quizlet.com web site.

Students will print their flash cards and scores results for the teacher. The inclusion of technology will motive the students to practice their 21st century literacy skills in the learning of the Spanish language.

Assignment 10: Students will listen attentively to the songs and then fill in the blanks for the missing information. The lyrics of these songs are crucial as they contain the **present, preterit and imperfect** structures.. "*Me voy", by Julieta Venegas* – Mexican singer- to practice the **present tense**; Song by Thalia, "*Me Dedique a Perderte"- Mexican singer-* to practice the **preterit tense** structures and, "*Lobito Bueno"* by *José Agustín Goytosolo- Spanish singer-* to practice the **imperfect grammar tense.**

Assignment 11: Socratic seminars. Based on the three readings from *Leyendas mexicanas: "La Virgen de Guadalupe"; "El Sol y la Luna" and "Los Novios"* Students will participate in Socratic seminars so that they can examine issues and principles related to each of the readings. In order to achieve deeper understanding, students will articulate different perspectives using the correct vocabulary and grammatical structures.

Also, students should use the Bloom's Taxonomy Question Stems as a reading and comprehension strategy. Students will study unknown vocabulary, write its definition and create a new sentence with the target word. Fundamentally, through these readings students will be introduced to the Spanish language cultures.

Assignment 12: From an authentic additional and reliable online resource, http://www.el-universal.com, students will listen to and watch the news of the day. Students will write a summary, a short reflection expressing their own opinion about the news and a list of at least three unknown vocabulary words. The homework will be to look for its definition and create new sentences. Students will keep a journal exclusively for the activities related to the daily news. Students will be able to express their own opinions about different cultural, social or economic topics of the Spanish speaking world.

Assignment 13: Students will read from ***Tu Mundo:*** "Platero y Yo"; Fotonovela: "La Buena Salud"; "España Tierra de Moros"; "Lenguas en contacto: Influencia del árabe"; "La profecía de la gitana" and "La casa de Mango Street," by Sandra Cisneros. The students will draw pictures representing the content of each reading. On daily basis and in regards to the readings, students will take Cornell Notes to write essential questions with its corresponding answers. Most important, students will summarize in their own words the target readings of this unit. Students will organize information and apply a set of critical thinking skills such as: summarizing, synthesizing, analyzing, inferring, interpreting, reflecting, etc in order to evaluate their reading comprehension and writing skills.

Assignment 14: Students will write 1 persuasive essay about an outstanding character of the Spanish speaking world. Using the printed persuasion map as a guide students will write an essay following this format main idea/thesis, main reason, supporting evidence and conclusion. Students will demonstrate why their chosen character deserves to be one of the best representative of their heritage or native culture.

Unit 6: Tú en las Montañas

Assignment 1: Students will create a weekend entertainment guide, featuring the times and locations of six different events and an illustration of each event. Then, they will present their guide to the class. Students will be able to express in Spanish about their leisure activities and places to go.

Assignment 2: Students will make a collage of their favorite leisure activities and write a paragraph about when and where they do them. Students will do an informal oral presentation to the class.

Assignment 3: Role-play. Based on the *videohistoria* from supplemental resources *Realidades 2 Video and CD program,* students will prepare a short dialogue in which they practice the expressions for accepting and declining invitations. Teacher will encourage the students to be comical in their selections.

Then, students will demonstrate the dialogues to the class. Students will use terminology for extending and accepting/declining invitations and expressions to tell when something happens. Bodily/kinesthetic learning styles are included in this activity.

Assignment 4: Students will write 1 formal essay "My Heritage" Making use of pre-writing culture clusters, five paragraph diagrams, and a compare/contrast matrix. Students write about some of the difficulties they face as immigrants, trying to hold on to their heritage while also trying to become Americans. This assignment serves a crucial preparation practice for the mid-term oral exams.

Assignment 5: Students will write 1 formal persuasive essay "My Hero" Making use of pre-writing culture clusters, five paragraph diagrams, and a compare/contrast matrix. Students write about some of the obstacles that their character overcome in order to succeed in life. Also, the students will mention their character's major contributions to the Spanish- speaking world. In the essay students should use solid arguments to explain and defend why their character is the best representative of their heritage or native culture. This assignment also will help students to be better prepared for the mid-term oral exams.

Assignment 6: Students will read from the adopted textbook, ***Tu Mundo:*** Puerto Rico: "Isla del Caribe"; Fotonovela: "Es un sitio arqueológico"; "El día que fuimos a mirar la nieve"; "Coqui": El poema"; "Caipora, el Padremonte." Students will draw picture representing the content of each reading. Also, they will practice their critical thinking and meta-cognitive skills as they complete the graphic organizers, questionnaires, outlines, etc as previously instructed and learned in class.

Assignment 7: From an authentic a supplemental and reliable resource, http://www.bbc.co.uk/education/languages students will listen to and watch the news of the day. Students will write a summary, a short reflection expressing their own opinion about the news and a list of at least three unknown vocabulary words. The homework will be to look for the definition of the target words and draw a picture representing its meaning. Students will keep a journal exclusively for the activities related to the daily news. Students will be able to express their own

opinions about different cultural, social or economic topics of the Spanish speaking world.

Assignment 8: Students will read 3 *Leyendas mexicanas: "Un lecho de rosas"; "Atzimba: la princesa" and "¿Quién es sabio?"* Students should use the Bloom's Taxonomy Question Stems as a reading and comprehension strategy. Students should also study the unknown vocabulary, write its definition, draw a picture representing the word and create a new sentence. Students will expand their lexicon. Students will have to demonstrate their reading comprehension skills by discussing the content in pairs and by completing charts about critical thinking skills.

Assignment 9: After a couple of direct instruction lessons, students will be taken to the computer lab so that they can complete the online exercises. Students will classify many words into these three orthographical categories: **diphthong, tripthong** and **hiatus**. This additional resource http://reglasdeortografia.com/acdiptongohiato01.html will encourage students in their learning process. Students will print their scores results for the teacher. The inclusion of technology will motive the students to practice their 21st century literacy skills in the learning of the Spanish language.

Assignment 10: Students will be given a map of a Spanish speaking country. Then, they will find some specific locations. After that, students should take notes on how to get from one place to another using the **imperative** forms. Once students finish taking notes they will work in pairs. Students will ask and give directions following them on the map. Students will be able to listen ask and give directions using the imperative tense. Students will be encourage to use the online supplemental resources:
http://www.mapquest.com

Assignment 11: Students will write a set of directions for visitors to the school. The starting point should be the school office, and the end points could be places such as the library, the gymnasium, the auditorium, and the cafeteria. Students will choose points that are on the same floor.

Assignment 12: Students will tell and show to the class how to prepare a dish. Students will use the materials (ingredients, utensils or visuals) as a part of their presentation. Students will use the imperative format when it comes to give directions and the process step by step on how to prepare their dish.

Assignment 13: Students will be draw a map showing evidence of the steps on how to get from their school to their house. Students will be giving an oral presentation giving directions and making correct use of the imperative structures.

Assignment 14: Role play. Based on the *videohistoria* from supplemental resources *Realidades 2 Video and CD program,* students will write and act out a dialogue between either a teacher and a students or brother and sister. Another variation would be a dialogue between parent and son or daughter. In the dialogue one person should be giving orders, and the order should be responding. Students should write at least 6 sentences including **Affirmative Tú Commands**. Teacher will encourage humor and creativity. Bodily/kinesthetic learning styles are included in this activity.

Assignment 15: Students will fill in the blanks with **gerunds** while listening to the song: *-Los amigos invisibles-* from http://www.youtube.com Also, students will fill in the blanks with irregular **past participles** while listening to the song, "Irregular Spanish Verb Songs" taken from the same web site. Students will also complete the printed gerund and past participle review packets to reinforce the linguistic knowledge of this grammatical structures of the language.

Assignment 16: In groups of 4 (four) students will complete different art projects related to the Mexican holiday, *El Día de Los Muertos*, **day of the dead**. Project includes creating an altar, decorating sugar scalps, making colorful flowers, preparing traditional foods, dancing folkloric music, etc. Students will work collaboratively in this Mexican-Aztec celebration held on November 1 and 2. Students will honor and pay their respects to their deceased relatives or friends. Also, the students will do a writing project including an interview of a deceased relative or family friend, a cumulative and reflective paragraph explaining the

importance of the day of the dead. Students will gain appreciation for their origin and cultural roots.

Assignment 17: Students will watch the documentary, "*The Life and Times of Frida Kahlo*" and write a synthesis of the situations, obstacles that this artist experienced in her life as well as her major contributions to the Spanish speaking world.

Unit 7: Tú en busca de empleo

Assignment 1: Students will do an online research about profiles, job careers, dressing norms, acceptable etiquette and how to fill out job applications. Then, they will present their findings to the class. Students will analyze their own profiles and use prior grammar and vocabulary knowledge e.g. Personal interests and experiences to their job search process.

Assignment 2: In groups of 2 students will create a poster including the list of characteristics and a detailed job descriptions for each proposed career. Students will discuss professions. Using authentic resources and supplemental materials students will brainstorm specific traits that a potential employee should possess in order to successfully get a job.

Assignment 3: Role Play. Students will mock a job interview. Students will tell the interviewers about their current interests and how they will impact their future job choices. This type of activity will provide students with a safe environment where they get to practice their linguistic and critical thinking skills. Also, students will write a short final reflection about the process of being interviewed and interviewing. Students will improve on their linguistic abilities as they integrate prior and more complex grammatical structures. Structures such as the conditional tenses should be used to express their career goals.

Assignment 4: From an authentic online supplemental resource, http://www.hispanicopnline.com. Students will listen to and watch the news of the day. Students will write a summary, a short reflection expressing their own opinion about the news and a list of at least three unknown vocabulary words. The

homework will be to look for the definition of the target lexicon. Students will keep a journal exclusively for the activities related to the daily news. Students will be able to express their own opinions about different cultural, social or economic topics of the Spanish speaking world.

Assignment 5: Students will write 1 expository essay about their future- following the 5 paragraph guideline taught by the teacher-, "*El Próximo año yo...*" In the essay the conjugated **simple future** tense verbs should be highlighted or underlined. Students will make predictions about their future using visuals in their oral presentations. Students will integrate their creativity and the future tense to talk about themselves. Students will also give an oral presentation about what they will be like and what they will do in 1 (one) year. Teacher will encourage students to use their imagination and use both regular and irregular verbs in their speeches.

Assignment 6: Students will write a 1 descriptive essay in **immediate future** tense. In the essay, "*El Mundo en 30 Años...,* Based on their own perspectives, students will illustrate how the world will be like in 30 years. Where will people live? What will humans use for energy? And any other aspects they consider relevant components for their futuristic essays.

Assignment 7: Students will write and act out a script for a television entertainment show describing upcoming events.

Assignment 8: Students will read from the adopted textbook, ***Tu Mundo:*** "Oda A La Pobreza" Pablo Neruda; Lengua en Uso: "La comunicación sin Palabras"; Fotonovela: "¡En Vivo!"; "Batalla de Puebla"; "Cinco de Mayo"; Benito Juárez: "El gran héroe de México"; "¿Qué hacer en caso de sismo?"; and "Esto se está poniendo feo". Las erupciones. Students will participate in **Socratic seminars** to achieve deeper understanding about the ideas and values of each reading. Students will construct meaning through disciplined analysis, interpretation, listening and participation.

Assignment 9: Students will read 3 *Leyendas mexicanas: "El enano de Uxmal"; "La casa de los azulejos",* and *"La hija de torero".* Then, students should use the

Bloom's Taxonomy Question Stems as a reading and comprehension strategy. Students should also study unknown vocabulary, write its definition and create a new sentence including the target word. Students will expand their lexicon. Students will have to demonstrate their reading comprehension skills by discussing the content in pairs and by completing charts about critical thinking skills.

Assignment 10: Students will read the poem: **"***Si Volviera a Nacer* " by Jorge Luis Borges. After this activity the students will write their own poem in simple and conditional tenses using their personal life experiences. Teacher will encourage the students to include a humoristic writing style. Students will pay special emphasis to the **conditional** tense structures.

Assignment 11: Students will watch the video about the uses of **por and para** from supplemental resources *Realidades 2 Video program.* After that, students will write their own sentences using *por* and *para.* Next to each sentence students will write an explicit explanation to indicate the reasons for using either *por or para.* For extra credit teacher will also have volunteers act out some of the examples with *por* and *para.* In the grammar review packets students will complete all the fill in the blank exercises.

Assignment 12: Students will watch the film, "*The Harvest*" Then, students will write a summary of the plot and main characters. Also, students will work on the reading comprehension questions of the activity packet that accompanies this documentary.

Assignment 13: Students will watch the **documentary**, "*Cinco de Mayo*" and write a synthesis of this historical event. Additionally, students will work on the reading comprehension questions proposed in the activity packet – supplemental resource that accompanies this documentary.-

Unit 8: ¡Tú de vacaciones!

Assignment 1: Students will work in groups of 4 to create a bulletin board. Students should cut out, copy or download photos of airports, train stations, bus stations, and foreign travel destinations. Students will cluster photos into categories -modes of transportation, tropical zones, mountainous areas, beaches, etc.- so that similarities and differences are evident.
Students will express clearly in Spanish using vocabulary and grammar appropriately to demonstrate proficient understanding of the competences linked to this unit.

Assignment 2: Students will watch the video ¿Qué has hecho este verano? From online resources, http://www.videoele.com/A2_Que-has-hecho.html After this activity, students will create a picture album of a real or imaginary vacation. Students will do a research on a Spanish speaking country and download photos of places and attractions. Student will paste photos of themselves on the pictures they found. In addition, Students will write 1 short essay in **present perfect tense**, e.g. *Este verano yo he viajado a Colombia*... This summer I have traveled to Colombia, etc.

Assignment 3: Students will read from the adopted textbook, *Tu Mundo:* Argentina: "En Camino de la paz y la democracia"; Buenos Aires: "Reina del Plata"; "Mi Buenos Aires Querido"; "Buenos Aires Gráfica"; "Dulce de leche"; "El mate"; "El asado argentino"; Fotonovela: "Ahora les voy a contar"; "Tito y El Caimán" and Lengua en Uso: "Variantes Coloquiales: Nombres de animales, frutas, y legumbres." Students will participate in **Socratic seminars** to achieve deeper understanding about the ideas and values of each reading. Students will construct meaning through disciplined analysis, interpretation, listening and participation.

Assignment 4: Students will read 4 *Leyendas latinoamericanas: "La camisa de Margarita"; "El matador de tiburones"; "¡Pobre inocente!"* and *"Quetzal no muere nunca."* Then, students will utilize the Bloom's Taxonomy Question Stems as a reading and comprehension strategy. Students should also study unknown vocabulary, write its definition and create a new sentence with the target word. Students will expand their lexicon. Students will have to demonstrate their reading

comprehension skills by discussing the content in pairs and by completing the charts about critical thinking skills.

Assignment 5: Students visit the web page, http://www.conjuguemos.com . Then, students will conjugate the sentences in the correct **perfect tenses**. Students should print the score results for the teacher.

Assignment 6: From an authentic online supplemental resource, http://www.univision.com students will listen to and watch the news of the day. Students will write a summary, a short reflection expressing their own opinion about the news and a list of at least three unknown vocabulary words. The homework will be to look for the definition of the target lexicon. Students will keep a journal exclusively for the activities related to the daily news. Students will be able to express their own opinions about different cultural, social or economic topics of the Spanish speaking world.

Assignment 7: Students will read 4 *Leyendas de España: "La vieja de la candela"; "La mujer guerrera"; "El misterio de las joyas perdidas,"* and *"Murillo, pintor famoso."* Then, students should use the Bloom's Taxonomy Question Stems as a reading and comprehension strategy. Students should also study unknown vocabulary, write its definition and create a new sentence with the target word. Students will expand their lexicon. Students will have to demonstrate their reading comprehension skills by discussing the content in pairs and by completing charts about critical thinking skills. Students will participate in **Socratic seminars** to achieve deeper understanding about the ideas and values of each reading. Students will construct meaning through disciplined analysis, interpretation, listening and participation.

Assignment 8: Students will watch the film, "*Under the Same Moon"* and write a summary of the plot and main characters. Also, students will work on the reading comprehension questions proposed in the activities packet – supplemental resource that accompanies this movie.-

Assignment 9: Students will watch the **documentary**, "*Machu Pichu*" and write a synthesis explaining why this arqueological treasure is considered one of the wonders of the world. Also, students will work on the reading comprehension questions about the Inca civilization proposed in the activities packet. -supplemental resource that accompanies this documentary.-

Assignment 10: In groups of 4 (four) students will work on their final oral presentations. Each group will do an extensive research on an assigned Spanish speaking country. Each member of the group will be responsible to give a detailed oral presentation about one of the following aspects: Culture, Politics, Education and Economy. Each student will look as specialist in his area of study. As a group, the students will have to sing the national anthem, bring a typical dish, dress with the folkloric suit, bring craft artifacts, postal cards, dance the traditional music of the target country and develop any other ideas or activities showing a high level of cultural competence.

Assignment 11: Students will write a short reflection about their field trip experience. This is a planned activity and has some specific learning objectives. At the end of the course students will be taking to a restaurant and/or top the movie theater close to the school. This is a unique practice because students will have the opportunity to apply, review and reinforce the target language in context. Essentially, students will expand their knowledge through meaningfully practice.

23. Instructional Methods and/or Strategies

This section provides a comprehensive description of the instructional methods and/or strategies of the most commonly used practices of this course. Each strategy has an articulated direction to reach a progressive set of the learning outcomes including the multiple intelligence principles.

Venn Diagrams: Venn diagrams are used to create a visual analysis of information. For example, in **Unit 5 - assignment 3-** *Students will create a diet and exercise guide for someone wanting to be in shape; Students will identify, compare and contrast healthy and unhealthy food and exercise habits.* In this assignment students represent similarities and differences among concepts, people, things, life style habits and those elements that are common to all. Another evidence of the implementation of this method is clear **Unit 8 - Assignment 4-** *Students will read 4 (four) Leyendas latinoamericanas* Students brainstorm ideas from the readings as they plan for a comparative writing task. The implementation of this technique will motivate students since it offers a systematic non-verbal procedure while moving students' minds to higher cognitive levels.

Flowcharts: This graphic organizer methodology assists students in representing a position, role and order of associations among group elements. Students will draw a representation of sequential flow of events, actions, character roles, and/or decisions.

For example, in **Unit 6 Assignment 4:** Students will write 1 formal essay "My Heritage" This practice encourages students to flesh out details, specific points of reference in order to write an organized story outline. In this assignment students focus on their writing skills, connections, relationships and interdependence of things and events. One more example of the implementation of this application is demonstrated in **Unit 7 assignments 5 and 10.**

Additional graphic organizer formats such as webbing, concept mapping and decision trees will be use throughout this course for different assignments and learning objectives.

Realia: The teacher and the students will bring authentic cultural artifacts during lessons and group projects in order to experience the best comprehensive input in the target language. Learning and language development are increased when students get to do, see and touch real traditional objects. For example in **Unit 8, assignment 10** students will bring the flag, the typical hand crafts, traditional dresses, dishes, etc of the assigned country. Other examples of realia are

magazines, newspapers, radio, tv programs, reliable web pages and blogs and of the Spanish speaking world.

Lectures: Teacher lectures exclusively to explain, models grammatical concepts and conjugations. Each lecture is accompanied by a set of active processes. i.e., students should engaged in particular learning strategies that will allow them to reflect on the teacher's explanations and demonstrations. For example, students will take **Cornell Notes**, apply the **Bloom's Taxonomy Question Stems** as well as other **AVID** techniques. All these techniques will foster the development of the students' cognitive skills.

Teacher Direct Instruction: Teacher guides students and acts as a facilitator in regards to the completion of each assigned tasks, grammar task, homework, games, role-plays, essays, projects, etc. Students should complete the assigned activities following the given instructions as they progress in the course. This practice will be put into practice in every single unit and content of this curriculum.

Music/songs/chants: These activities are exciting and stimulating for students when it comes to assist in reinforcing and revisiting content area concepts while acquiring Spanish pronunciation and intonation patterns. Illustration of these strategies are in **Unit 5, assignment 10** and **Unit 6, assignment 15**.

Educational Games/ Integrating Technology: Students will practice some board and educational games to review vocabulary and reinforce grammar concepts. Examples of these practices are found in **Unit 5, assignment 9**; **Unit 6, assignments 9, 10 and 15; Unit 8 assignment 5**.

Video clips, documentaries and movies: These resources contain implicit and explicit grammar and content lessons that serve as direct instructional tools for this course. They provide students with a wide range of authentic registers and topics about diverse Spanish Speaking countries around the world. Each video has a supplemental workbook or activity packet that is linked to the unit's learning objectives. Students will get to practice their listening, reading, speaking and

writing skills. Use of these instructional methods are demonstrated throughout **units 5 to 8** in the key assignments section.

Hands-on Activities: Students will create brochures, bulletin boards, posters and artifacts in regards to the target unit contents. The hands-on activities provide students with collaborative learning experiences. Proof of these type of activities is reflected in **Unit 5, assignments 1,2 and 4; Unit 6, assignments 1,2 and 13; Unit 8, assignments 1 and 2.**

Dialogue Journals: Students write about their live experiences to practice the preterit and the imperfect tenses. Through the journals students integrate their lexicon and grammatical skills in context. Support of this approach is provided in **Unit 5, assignments 7 and 8**. Also, students can write on topics of their choice or make comments and observations about current topics, daily news, etc., as demonstrated in **Unit 5, assignment 12**; **Unit 6, assignment 7**; **Unit 7, assignment 4** and **Unit 8, assignment 6.** Overall, these journals represent a didactic communicative tool between the teacher and the students. This informal writing practice promotes a safe environment where students express their opinions while using their critical thinking skills.

Portfolios: These constitute reflective observations for improving student learning through a thoughtful ongoing documentation of significant processes and specific learning outcomes. The role of learning portfolios is to create a significant learning experience such as the tasks proposed in **Unit 5, assignment 3.**

Drama / Role Plays: These authentic group activities emphasizes on the development of reading comprehension and oral skills. The role play is practical and less intimidating for the students. This supplementary practice is principally favorable to assist in increasing fluency. In **Unit 5, assignment 5**; **Unit 6, assignments 3 , 14** and in **Unit 7, assignment 3** evidence of role plays examples are explained in detail.

Interviews: Interviews represent an exceptional tactic so that the students master competencies necessary to gather information about a particular topic and report

on it following a predetermined format. Students are instructed to pre-plan a set questions and to use those questions to create a format for the interview finalizing with a presentation. Interviews support interpersonal connections, expand the ability of students to make questions and to infer answers from others, and aids in the development of organizational, planning and cognitive skills by the student. Examples of these type of instructional strategies that reinforces student learning of the curriculum contents are covered in **Unit 7, assignment 3** where students participate in mock job interviews and in **Unit 6, assignment 16** when students interview a deceased relative or family friend in order to write a cumulative paragraph explaining the importance of the day of the dead as a cultural celebration.

Socratic Seminars: This strategy highlights the importance and benefits of student-driven discussions. Students will practice their listening, speaking and critical thinking skills. The main objective of the Socratic seminars is to have students gaining capacity of inquiring into the texts. There are some examples of this effective teaching and learning strategy In **Unit 5, assignment 11 and in Unit 8, assignment 7.**

Cooperative Learning / Group Informal and Formal Projects: This instructional method promotes students communicative/leadership skills and language proficiency in the target language. By working in pairs or small groups students increase their participation in the construction of knowledge. In team work projects each student has a particular function as well as a set of particular responsibilities. The cooperative learning is an exceptional approach that build higher levels of students achievement, enhances their self-esteem, and encourages respect for cultural and academic diversity in each group. The following activities are linked to this learning strategy: **Unit 5, assignments 2 and 4; Unit 6, assignments 2 and 16; Unit 7, assignment 2; Unit 8, assignments 1 and 10.**

Field Trip Experiences: Students participate in real life learning experiences within authentic cultural settings using the community as a laboratory. Demonstration of this instructional strategy is evident in **Unit 8, assignment 11.**

24. Assessment Methods and/or Tools

This course includes many different types of assessments to evaluate students' proficiency on a particular or different learning objectives. To ensure more accurate assessment of student proficiencies, different kinds of activities are implemented so that students have multiple ways to practice and demonstrate their listening, speaking, reading, writing and critical thinking skills. **The students are assessed regularly during the unit, by the end of each unit and by the end of each term/semester**. The assessments go hand in hand with the key assignments' section of this course. e.g., **informal** assessments: warm-up/entradas, observations, check for understanding, interviews, portfolios, pair/group work, discussions, Socratic seminars, role plays, dialogues in skits, quizzes on vocabulary/grammar, pronunciation drills, interactive games, hands-on activities, journals, fill in the blanks and cloze activities, etc; **formal** assessments go together with an specific rubric. This includes semester cultural projects, essays, researches, written and oral unit/mid-term/semester tests, reading and listening comprehension exams, etc.

The following is a complete explanation of the assessment categories of this course:

Warm-ups (Entradas): The purpose of these activities is to activate students 'prior knowledge and to set the tone for the work to be done in a class. It is also a great opportunity to have students review vocabulary and grammar regularly so that the concepts are reinforced. Each day at the beginning of the class students will work on the warm-up activities which constitutes 20% of their final grade.

Homework (Tareas): The intention of the homework is to provide students with an additional practice to strengthen their listening, speaking, reading and/or writing skills. In this course homework will be assigned from Monday to Thursday. Additional weekend review packets will be given to those students in need of extra support to grasp the lexicon and grammatical concepts of each unit. Students that

want to go beyond the Unit's contents will be provided with extra resources as well. Homework represents the 10% of this course.

Participation (Participación): Students are encourage to participate in each and every activity of the class. Each student will earn 1 point for each intervention. In order to avoid having the same students participating a classroom participation technique will be used. The teacher will have a set of flash cards or lollipop sticks with the students names to be used when checking for understanding at during and the end of the daily lesson. Participation comprises 20% of this course.

Quizzes (Pruebas Cortas): From time to time students are given quizzes to assess their listening, speaking, writing and critical thinking skills. This is an excellent tool to check for understanding. Some examples of the quiz formats are fill in the blanks with the right conjugations or vocabulary; crosswords; cloze up activities, etc. This type of assessment corresponds to 10% of the course.

Final exams (Exámenes Finales): The objective of the final exams is to determine whether or not the student reach a set of particular learning objectives and outcomes. The student achievement data supports instructional decision making. A final test will be given by the end of the unit and the end of the mid-term and final semesters. E.g., formal written essays; formal oral presentations; multiple choice and open question tests, etc. Precise examples are in **Unit 5, assignments 7 and 8.** These assessments are worth 50% of the grade.

Projects/Collaborative Work (Proyectos): The students will apply what they learn to real-life experiences. E.g., creating bulletin boards, posters, interviews, cultural oral presentations, Specific examples are found in **Unit 5, assignments 1-4**; **Unit 6, assignment 16** and **Unit 8, assignment 10**. Students will work on 1 project at during or by the end of each Unit. Projects are 50% of the final grade.

Three Ring Binder (Carpeta de Argollas): In every Unit students will complete and compile a series of readings, grammar, listening and writing assignments presented in the format of worksheets. Students will organize all these

documentation and turn in to the teacher every three weeks. Three Ring Binder checks are 20% of this course.

Journals (Cuadernos): For each lesson students will take notes, write vocabulary and grammar activities on their journals. Students should demonstrate evidence of correct vocabulary and grammar usage as well as application of diverse learning strategies such as: Cornell Notes, Bloom Taxonomy questions. Journals are worth 20% of the final grade.

25. Grading Policy

Grading will follow the San Leandro Unified School District's policy. It is expected that assignments will be turned in on time. Late assignments will be accepted if student has communicated to teacher the reasons and actions taken to complete the work in a timely manner.

SECTION C

26. Context for Course (optional)

REQUIRED FOR CTE COURSES

NOTE: In order to understand the context for a new course, sometimes it is helpful to understand the broader educational program and/or reform efforts of the school. How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/community needs met by this course?

27. History of Course Development (optional)

REQUIRED FOR CTE COURSES

NOTE: Likewise, it is sometimes helpful know the origins of a course and who was involved in its development. Was this course modeled after another course at another school? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has this course received any special recognitions, designations or awards? Has it been articulated to local community colleges or universities?