

Orange Unified School District  
**SPANISH FOR SPANISH SPEAKERS**  
Year Course

**GRADE LEVEL:** 8-12

**PREREQUISITES:** Approval of the instructor or Placement Test

**INTRODUCTION TO THE SUBJECT:**

Spanish for Spanish Speakers is a course designed for the native speaker to challenge and further enrich his/her ability to communicate in Spanish. The course will emphasize written communication, as well as verbal articulation, through the study of significant Spanish literary selections and contemporary Spanish publications which will enhance written and verbal communication skills. This course will satisfy one year of credit towards college entrance.

Este curso tiene el propósito de desafiar y enriquecer al estudiante que ya habla español. El curso tendrá énfasis en la habilidad de escribir y hablar en español por medio de la literature hispánica y publicaciones contemporáneas. Las prácticas engrandecerán sus habilidades de poder escribir y hablar con mas dominio el espanol. Este curso cumplira u ano de credito hacia los requisitos universitarios.

**COURSE OBJECTIVES:**

**BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:**

Organize, develop, and present a formal and informal/impromptu speech.

Apply the Spanish language writing process (prewriting, pre-composing, writing, sharing revising, editing, and evaluating/publishing) through the study of Spanish literature.

Define the basic elements of a short story as related to individual works by given authors: plot, theme, character, conflict, figurative language, mood, tone, and point-of view.

Locate and use appropriate reference materials independently.

Express himself or herself effectively in small group, one-on-one, and total class discussions.

Demonstrate an understanding and appreciation of poetry and its elements through oral and written activities.

Recognize and use correctly, Spanish grammar and syntax.

Apply the conventions of writing (usage, grammar, punctuation, spelling, capitalization, etc.) to the student's own writing.

Increase vocabulary and knowledge of standard Spanish.

Understand and appreciate the impact of history on nonfiction, as well as fiction.

Appreciate cultural differences.

**Methodology:** This course will utilize a variety of student oriented activities: class discussions, literary analysis, journal writing, essay writing, dialogues, debates, interviews, choral poetry and read aloud, project presentations, text review, writing workshops, peer evaluations, critical thinking, videotaping, complex instruction and communicative activities for self-directed, peer and group practice.

**Textbooks:** El español para nosotros. Schmitt, Conrad J. Glencoe. McGraw Hill, 2006  
Literatura moderna hispánica. J.R. Gonzales. National Textbook Company, 1984

**Supplemental Texts:** Then New College Spanish and English Dictionary, Amsco Pub.  
La opinion (newspaper) Lozano Enterprises, Los Angeles, CA  
Literatura y arte, Holt, Rinehart and Winston, 1997  
Civilización y cultura, Hotl, Rinehart and Winston, 19978  
Realia from Different Spanish speaking countries.

### MONTH BY MONTH OVERVIEW:

September	Study the sounds of Spanish (Spanish alphabet, general accentuation), general history of the language, countries that speak Spanish and parts of speech in a sentence. Simón Bolívar y dos poesías. Present tense. Writing journals.
October	<u>El español para nosotros</u> : Units I & II. Plurales y singulares de artículos sustantivos y adjetivos. Writing a paragraph. Two genres: short story and novel. Unit on "Day of the Dead." (Optional)
November	<u>El español... </u> ": Unit III. Biography. Write your own biography. Synonyms and antonyms, sentence structure in Spanish and English. Oraciones declarativas e interrogativas.

December	<u>El español...</u> Units IV & V. Fiestas hispanas. "Las posadas." Poetry and literary terms. How to write an expository essay. Focus on Writing conclusions.
January	Unit V, Spelling and project presentation. End of semester and final exam.
February	Unit VI. El Cid, Film, writing mechanics: commas, periods, accents, exclamation marks. Spelling with ca, que, qui, co, cu. Syllables, The Hispanic family.
March	Unit VII. How to prepare and organize a debate. Spelling with Z, C and S. Stem changing verbs and infinitives. Choral poetry, metaphors and similes.
April	Chapters IX and X. Persuasive writing. Preterite tense, direct and indirect object pronouns. Selecting a topic and presenting finding. Writer's workshops.
May	Chapter XI. Geography of Latin America Spelling r & rr. How to use colons, semicolons, ellipsis, quotation marks and dashes. Free reading and presentations. Second formal essay. Dichos y refranes.
June	El español para nosotros: Reflexive verbs. Pronouncing and spelling with h. Narrative and personal essay. Final Exam.

### **COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:**

#### **FIRST SEMESTER**

#### **Weeks**

- |   |    |
|---|----|
| I. Themes   | 18 |
| a. Famous historical figures                          |    |
| b. Famous writers                                     |    |
| c. Ethnic groups of Spain and Latin America           |    |
| d. Family structure and holidays                      |    |
| e. Short stories                                      |    |
| f. Poetry   |    |
| g. Insurance, finances and taxes                      |    |
| h. Geography, sociology and anthropology              |    |
| i. Literary terms related to poetry and short stories |    |

II. Grammar

- a. Adjectives
- b. Noun and adjective agreement
- c. Verb tenses (regular, irregular, stem-changing)
  - i. Present, preterite, imperfect
- d. Written accent marks
- e. Prefixes
- f. Orthographical changes
- g. Synonyms and antonyms
- h. Personal pronouns
- i. Idiomatic expressions
- j. Tú vs usted
- k. Vosotros and el voseo

III. Writing

- a. Autobiography
- b. Poem

**SECOND SEMESTER**

**Weeks**

I. Themes

18

- a. Conquest of México
- b. Acquisition of language
- c. Hispanic painters
- d. Geography of Latin America
- e. Legends and fables
- f. The Aztecs, Mayas and Incas
- g. Medical, climatological, nutritional, ecological and political terms
- h. Advertisements

II. Grammar

- a. Verb tenses (regular, irregular, stem-changing)
  - i. Future, progressive, subjunctive and perfect
- b. Passive voice
- c. Accent marks: compound verb commands
- d. Orthographical changes
- e. Synonyms and antonyms
- f. Direct, indirect and reflexive pronouns
- g. Idiomatic expressions

- III. Writing
- a. Descriptive
  - b. Persuasive

**DATE OF BOARD APPROVAL:** June 8, 1995

**DATE OF CURRENT CONTENT REVISION:** March 2008