

**EL DORADO UNION HIGH SCHOOL DISTRICT**  
**Educational Services**

**New Course of Study Information Page**

Course Title: Conversational Spanish (Course #418)	
Rationale: The existing Spanish I class is a college-prep course requiring quick absorption of new material and intense study outside of class. Some students have interest in learning Spanish but do not have the learning and study skills required to succeed at this pace. Teaching half the curriculum would allow these students success in learning another language and in developing the necessary skills for future language classes.	
Course Description: Students will learn approximately half of the material presented in Spanish I, allowing more practice of concepts and vocabulary. Students who complete this course may take Spanish I the following year.	
Length of Course:	One Year
Grade Level:	9 - 12
Credit: <input checked="" type="checkbox"/> Number of units <u>5 per semester</u> <input checked="" type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-f" requirements <input type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Vocational	
Prerequisites:	An interest in learning Spanish
Department(s):	Foreign Language
District Sites:	PHS, ORHS, EHS
Board of Trustees Adoption Date:	
Textbook Title:	¡Ven Conmigo! Level I
Publishers:	Holt, Rinehart and Winston
Edition:	
Copyright Date:	1996
Date Adopted by the Board of Trustees:	May 13, 1997

# EL DORADO UNION HIGH SCHOOL DISTRICT

Department: Foreign Language  
Course Title: Conversational Spanish

<b>Course Goals:</b>	Students will develop introductory skills and knowledge in speaking, listening, reading, writing, and cultural concepts, covering approximately half of the current Spanish I curriculum. Students will also practice learning skills related to success in foreign language classes and practical applications/uses of Spanish in the workplace/world.
<b>Student Performance Objectives:</b>	<ol style="list-style-type: none"><li>1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li><li>2. Students understand and interpret written and spoken language on a variety of topics.</li><li>3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li><li>4. Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.</li><li>5. Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.</li><li>6. Students reinforce and further their knowledge of other disciplines through the foreign language.</li><li>7. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li><li>8. Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own.</li><li>9. Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.</li><li>10. Students use the language both within and beyond the school setting.</li><li>11. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</li><li>12. Students engage in the activities which prepare them to use the target language to achieve career goals.</li></ol>
<b>Instructional Units:</b>	<ol style="list-style-type: none"><li>1. Explore personal interests and the world around us.</li><li>2. Request and give information through interaction.</li></ol>

# EL DORADO UNION HIGH SCHOOL DISTRICT

Department: Foreign Language  
Course Title: Conversational Spanish

**UNIT # 1:** Explore personal interests and the world around us.

**GOAL:**

OBJECTIVES	ACTIVITIES
The student will:	
Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.	Teacher models simple commands, verbally and physically. Teacher gives verbal commands; student responds physically. Students give verbal command; class responds physically.
Exchange essential information such as greetings, leave takings, and common classroom interactions using culturally appropriate gestures and oral expressions.	Student pairs demonstrate how they greet people: Close friends of the same or opposite sex, parents, grandparents, the school principal, a small child, a new student in school.
Demonstrate comprehension of main ideas in developmentally appropriate oral narratives such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes.	Students listen to taped interviews of native speakers discussing at what time they usually go to school, what they do after class, and which classes they like. Students fill in a graphic organizer showing the speakers' class times, favorite post-class activities, and preferred classes.
Identify people and objects in their environment or from other school subjects, based on oral and written description.	Student draws a picture of the object that the teacher orally describes.
Observe, identify, and/or discuss simple patterns of behavior or interaction in various settings such as the school, family, and community.	Teacher describes the target culture's perception of the meaning of age in that culture's society and various rites of passage associated therewith.
Use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions.	Student pairs present an oral dialog in which they show people in the target culture physically and verbally greet and take leave of each other.
Discuss and/or participate in cultural activities such as games, songs, birthday, and holiday celebrations.	Teacher plays tape of target culture's traditional birthday song(s). Students learn the lyrics and practice singing when classmates celebrate birthdays.
Identify and observe tangible products of the culture, such as toys, dress, types of dwelling, and foods.	Teacher prepares a typical lunch which is representative of the target culture. Students make a graphic organizer of the principle components of the meal.
Identify, experience, or read about expressive products of the culture, such as children's songs and types of artwork enjoyed or produced by their peer group in the cultures studied.	Students listen to popular music of teenagers of the target culture. Students note central theme which is reflective of that culture.

OBJECTIVES	ACTIVITIES
The student will:	
Students discuss themes, ideas, or perspectives of the culture.	Students view a video about the target culture's passage into adulthood and discuss what it means to be an adult in that culture and the ceremonies associated with the change.
Demonstrate an understanding about concepts learned in other subject areas in the target language, including weather math facts, measurements, animals, insects, or geographical concepts.	Students learn how to convert Fahrenheit temperature to Centigrade temperature.
Cite and use examples of words that are borrowed in the language they are learning and their own, and pose guesses as to why languages in general might need to borrow words.	Students brainstorm in sixty seconds as many words in English that we have borrowed from the target language.
Realize that cognates enhance comprehension of spoken and written language and demonstrate their awareness by identifying commonly occurring cognates in the language they are learning.	Students look through target language magazines. Students write down as many target language/English cognates they can encounter in twenty seconds.
Demonstrate an awareness of formal and informal forms of language in greetings and leave takings and try out expressions of politeness in other languages as well as their own.	Teacher role plays a dialog between an older and a younger person. Teacher discusses differences in how a young person addresses an older person and how an older person addresses a younger person.
Recognize differences and similarities between the sound and writing systems of their own language and the language being learned, and demonstrate critical sound distinctions that must be mastered in order to communicate meaning.	Students practice saying tongue twisters to reinforce correct vowel sounds.
Contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.	Videotape students around campus greeting each other. Compare and contrast how similarly aged students would greet each other in the target culture.
Demonstrate an awareness that they, too, have a culture based on comparisons of sample daily activities in the target culture and their own.	Using the same videotape, students note behavior in our own culture when greeting each other. Students list steps we take during an appropriate greeting in our own culture.

OBJECTIVES	ACTIVITIES
The student will:	
Hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) as a result of analyzing selected practices from the target cultures and their own.	Students view a video about celebrating the new year in the target culture. They note how that culture's system of beliefs is reflected in the activities they choose to celebrate the new year and how those beliefs and activities differ from their own.
Hypothesize about the relationship between cultural perspectives and expressive products (e.g., music, visual arts, appropriate forms of literature) by analyzing selected products from the target cultures and their own.	Class celebrates a mock new year's party from the target culture utilizing specific products inherent to that culture's mode of practices for that holiday.
Read materials and/or use media from the language and culture for enjoyment.	Students read comic books from the target culture.
Play sports or games from the culture.	Teacher will teach the class some typical children's games from the target culture.
Attend or view cultural events and social activities.	Class will attend a performance of the National Theater of the Performing Arts respective to the target language.
Listen to music, sing songs, or play musical instruments from the target culture.	Class will watch a popular music video from the target culture.
Compare and contrast a variety of career options in which the use of languages other than English is critical.	Students go to the Career Center and research careers which require knowledge of a language other than English.

# EL DORADO UNION HIGH SCHOOL DISTRICT

Department: Foreign Language  
Course Title: Conversational Spanish

UNIT # 2: Request and give information through interaction.

GOAL:

OBJECTIVES	ACTIVITIES
The student will:	
Ask and answer questions about topics such as family, school events, and celebrations in person or via letters, E-mail, audio, or video tapes.	Students write and answer letters to and from pen pals in other classes.
Exchange descriptions of people and tangible products of the culture such as toys, dress, types of dwellings, and foods with each other and members of the class.	Students prepare, describe, and answer questions about typical foods from the target culture.
Exchange essential information such as greetings, leave takings, and common classroom interactions using culturally appropriate gestures and oral expressions.	Students use the target language to request information from h teacher to satisfy their classroom needs, such as page number, homework information, permission to use the rest room, etc.
Write or tell about products and/or practices of their own culture to peers in the target culture.	Students participate in a pen pal program in which they correspond with peers in the target culture.
Discuss and/or participate in cultural activities such as games, songs, birthday, and holiday celebrations.	Students prepare a mock celebration of a typical Christmas season practice within the target culture.
Identify and observe tangible products of the culture, such as toys, dress, types of dwelling, and foods.	Students view slides showing various types of architectural design in the target culture.
Identify, experience, or read about expressive products of the culture, such as children’s songs, and types of artwork enjoyed or produced by their peer group in the cultures studies.	Students go on a field trip to Crocker Art Museum to view samples of artwork from the target culture.
Students discuss themes, ideas, or perspectives of the culture.	Students discuss applications of the target culture’s view of the elderly.
Demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, or geographical concepts.	Students use the target language to discuss seasons and weather changes from the Northern Hemisphere to the Southern Hemisphere.
Contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.	Students view videotape of native speakers and discuss examples of gestures from the target culture used as a means to communicate.
Demonstrate an awareness that they, too, have a culture, based on comparisons of sample daily activities in the target culture and their own.	Students brainstorm gestures from their own culture to compare with those of the target culture.

OBJECTIVES	ACTIVITIES
The student will:	
Hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) as a result of analyzing selected practices from the target cultures and their own.	Students compare daily work/school schedules of the target culture and their own culture.
Hypothesize about the relationship between cultural perspectives and expressive products, (e.g., music, visual arts, appropriate forms of literature) by analyzing selected products from the target cultures and their own.	Students compare programming for television in both cultures.
Use the language to create imaginary situations.	Students role-play a situation: being introduced to your new host family.