ESCONDIDO UNION HIGH SCHOOL DISTRICT

COURSE OF STUDY OUTLINE

AND

INSTRUCTIONAL OBJECTIVES

COURSE TITLE: Spanish for Spanish Speakers I

COURSE NUMBERS: 2454 / 2455

DEPARTMENT: World Language

PREREQUISITE: Required - Placement by exam

LENGTH OF COURSE: One Year

SEMESTER PERIOD OF CREDITS: 5 per semester

GRADE LEVEL(S): 9-12

DATE ADOPTED: August 3, 2004

Meets EUHSD Elective Credit or Fine Arts/World Language Requirement

MEETS UC “e” ADMISSION REQUIREMENTS

(Board Approved 6/18/13)

COURSE DESCRIPTION: This course, aligned with California English/Language Arts 9 Standards, is designed to develop Spanish speakers’ critical reading, writing, thinking, and other communicative skills, preparing students for the complexities of life within the evolving contextual demands of the twenty-first century. This course will also support students' achievement on the California High School Exit Exam.
COURSE UNITS/TOPICS

AND

ALLOCATED INSTRUCTIONAL TIME

SPANISH FOR SPANISH SPEAKERS I

Suggested Instructional Time

I. Historical Analysis 9 Weeks
   WRITE Unit: La Casa en la calle Mango
II. Persuasion 9 Weeks
    WRITE Unit: Macario
III. Dramatic Literature 9 Weeks
    WRITE Unit: Rios de Lava
IV. Narration 9 Weeks
    WRITE Unit: Moneda de oro
UNIT 1: HISTORICAL ANALYSIS

**Learning Goal:**
1.0  Analyze the way in which a work of literature is related to the themes and/or issues of its historical period (*Historical Approach*) (LR&A 3.12) and consider author’s use of vocabulary, clauses, and phrases.

**Objectives:**

1.1  Analyze the way in which a literary text is related to the themes and issues of its historical period (*Historical Approach*) (LR&A 3.12).

1.2  Examine author’s use of precise language, action verbs, and sensory details (WS 1.2) in a variety of passages from a given text.

1.3  Examine author’s use of clauses (e.g., main and subordinate) (W&OELC 1.1) in a variety of passages from a given text.

1.4  Examine author’s use of phrases (e.g., gerund, infinitive, and participial) (W&OELC 1.1) in a variety of passages from a given text.

1.5  Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause (O&DOC 1.3).

1.6  Present and advance a clear thesis statement and use appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance (O&DOC 1.6).

1.7  Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations (O&DOC 1.7).

1.8  Produce concise notes for extemporaneous delivery (O&DOC 1.8).
1.9 Write an analytical essay (i.e., “expository essay”) (WA 2.2) focused on Content Objective 2.1:
- Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives (WA 2.3a);
- Convey information and ideas from primary and/or secondary sources accurately and coherently (WA 2.3b);
- Make distinctions between the relative value and significance of specific data, facts, and ideas (WA 2.3c);
- Anticipate and address readers’ potential misunderstandings, biases, and expectations (WA 2.3e);
- Use technical terms and notations accurately, (WA 2.3f).

**Assessment:**
- Students will analyze the changes of food from pre-Columbian times to present day through a PowerPoint presentation.

**Instructional Resources:**
- Thanksgiving PowerPoint Project (history and changes of food)
- Computers, Internet
- WRITE Unit: *La Casa en la calle Mango*

## UNIT 2: PERSUASION

**Learning Goal:**
2.0 Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary sources material, and other expository genres (RC 2.8)).

**Objectives:**
2.1 Evaluate the credibility of an author’s argument or defense of a claim by critiquing the comprehensiveness of the evidence (RC 2.8) in a given text.

2.2 Evaluate the credibility of an author’s argument of defense of a claim by critiquing the relationship between generalizations and evidence (RC 2.8) in a given text.

2.3 Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between the way in which the author’s intent affects the structure and tone of a given text (RC 2.8).

2.4 Evaluate the credibility of an author’s argument or defense of a claim (RC 2.8) in a previously read text by its use of specific rhetorical devices (e.g., appeal to logic through reasoning [*logos*]; appeal to emotion [*pathos*]; appeal to ethical belief or higher authority [*ethos*]) (WA 2.4.b).
2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) (SA 2.5):
   a. Structure ideas and arguments in a coherent, logical fashion;
   b. Use rhetorical devices to support assertions (e.g. by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy);
   c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning;
   d. Anticipate and address the listener’s concerns and counterarguments.

2.6 Distinguish between the denotative and connotative meaning of words (V & CD 1.2) in given passages from a given text and explain the impact of the connotative power of specified words on the audience.

2.7 Compare and contrast a series of passages from texts previously read for the use of active rather than passive voice (WS 1.2).

2.8 Analyze a series of passages from texts previously read for author’s use of sentence construction (e.g., parallel structure, subordination, and proper placement of modifiers) (W&OELC 1.2).

2.9 Analyze a series of passages from texts previously read for author’s use of the mechanics of punctuation (e.g., semicolons, ellipses, hyphens) (W&OELC 1.1).

2.10 Write a persuasive essay on a given topic:
   - Use at least two specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical beliefs or higher authority) (WA 2.4b);
   - Demonstrate a comprehensive grasp of significant ideas of literary works (WA 2.2a);
   - Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created (WA 2.2c);
   - Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text(WA 2.2d).

**Assessment:**
- Students will write a persuasive essay on a topic of their choice based on the rubric.
- Students will debate and defend a point of view, anticipating opposing arguments about a controversial topic.

**Instructional Resources:**
- WRITE unit: Macario
**UNIT 3: DRAMATIC LITERATURE**

**Learning Goal:**
3.0 Analyze the relationship between the expressed purposes and the characteristics of dramatic literature (LR&A 3.1).

**Objectives:**

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<thead>
<tr>
<th>3.1</th>
<th>Analyze the function of dialogue, soliloquies, and asides, (LR&amp;A 3.10) in a given dramatic text.</th>
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<td>3.2</td>
<td>Determine characters’ traits by what characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy (LR&amp;A 3.4) in one given dramatic text.</td>
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<td>3.3</td>
<td>Analyze interactions between main and subordinate characters in a given dramatic text (e.g., internal and external conflicts, motivations, relationships, influences) (LR&amp;A 3.3) and explain the way those interactions affect the plot.</td>
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<td>3.4</td>
<td>Analyze the use of literal and figurative meanings of words (V&amp;CD 1.1) in a variety of scenes or passages from a given text.</td>
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<td>3.5</td>
<td>Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience (A&amp;EO&amp;MD 1.11).</td>
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<td>3.6</td>
<td>Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (A&amp;EO&amp;MD 1.14).</td>
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<td>3.7</td>
<td>Write a response to literature essay (WA 2.2) either Content Objectives 1.1, 1.2, or 1.3:</td>
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<td>• Support important ideas through accurate and detailed references to the text (WA 2.2b);</td>
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<td>• Demonstrate understanding of sentence construction (e.g., parallel structure, subordination, proper placement of modifiers);</td>
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<td>• Show proper use of English usage (e.g., consistency for verb tenses (W&amp;OELC 1.2);</td>
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<td>• Demonstrate a comprehensive grasp of significant ideas of literary works (WA 2.2a);</td>
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<td>• Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created (WA 2.2C);</td>
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<td></td>
<td>• Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text (WA 2.2d).</td>
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**Assessment:**

- Students will take a test on a broad range of dramatic terms.
- In groups of 3-5, students will present one of the plays from *You're On* to the rest of the class.
- Students will write a response to literature in which they either 1) analyze the effects of translation on the mood of the play, or 2) determine a character's traits by what they observe in another group's skit.
**UNIT 4: NARRATION**

**Learning Goal:**

4.0 Analyze four basic elements of narration (plot, characterization, point of view, and theme) and determine the extent to which these literary elements in a given text shaped the student’s own response to the story.

**Objectives:**

4.1 Identify standard plot line (having beginning, conflict, rising action, climax, and denouement) and trace it through a given short story, analyzing how each event explains past or present actions(s) or foreshadows future actions(s) in a given novel (LR&A 3.2).

4.2 Identify events that advance the plot and specify how each event explains past or present actions(s) or foreshadows future action(s) in a given novel. (LR&A 3.2).

4.3 Analyze characterization as delineated through a character’s thoughts, words, speech pattern, and actions; the narrator’s description; and the thoughts, words, and actions of other characters in a narrative text of student’s choice (LR&A 3.3) and explain how these elements affected student’s response to the character(s).

4.4 Contrast points of view in a narrative text (e.g., first and third person, limited and omniscient, subjective and objective) and explain how they affect the overall theme of the work (LR&A 3.5) and student’s response to the story.

4.5 Analyze a range of responses to a given literary work and determine the extent to which literary elements in that work shaped those responses (Reader Response Approach) (LR&A 3.6).

4.6 Analyze the meaning of idioms, analogies, metaphors, and similes within their context in variety of literary texts including poetry and explain how they affect the meaning of a selected poem, passage, or text (WA&SVD 1.1).

4.7 Identify and use infinitives and participles and make accurate references between pronouns and antecedents (W & OELC 1.2) while reading a fictional narrative.
4.8 Write an **autobiographical narrative** in which students:

- Develop a standard plot line having beginning, conflict, rising, action, climax, and denouement;
- Show definite setting and point of view;
- Use a range of appropriate strategies (e.g., dialogue, suspense, naming of specific narrative action, including movement, gestures, and expressions) (WA 2.1a, 2.1b, 2.1c).

**Organization and Focus**

- Students develop structure and organization to balance all of the aspects of composition and they effectively use transitions between sentences and paragraphs to unify important concepts.

**Grammar**

Students demonstrate proficiency and adequate use of:

- Punctuation (colons, semi-colons)
- Capital and lowercase letters
- Parts of speech
- Direct and indirect objects
- Verb tenses (present, past, conditional, future, and present perfect)
- Verb mood (indicative and subjunctive)
- Infinitive, gerund, prepositions, and nominal clauses

**Instructional Resources:**

- WRITE Unit: *Moneda de oro*
- Videos: “Casi una Mujer,” “Real Women Have Curves,” “Sweet 15,” etc.
- *Teaching Reading in the Content Areas*
- *Classroom Instruction That Works*