



Acalanes Adult Education
Course Outline

COURSE TITLE:	Spanish 1
DEPARTMENT:	World Language
A-22 COURSE NUMBER:	2206
DATE:	August 1, 2023
LENGTH OF COURSE:	Minimum of 10-weeks and varies depending upon yearly school calendar.
HOURS PER WEEK:	3
PREREQUISITES:	<ul style="list-style-type: none">• None.

1. **Course Description:** This first-year Spanish language course enables students to develop novice proficiency in the four overarching goals of listening, speaking, writing, and reading. Students also develop an increasing awareness of the idiomatic aspects of language and study the culture of countries using the language.
2. **Educational Purpose of Course:** Students are expected to develop basic language skills and cultural knowledge necessary to be successful at subsequent levels of study to communicate in a global society.
3. **Standards**
 - Students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics from authentic texts using technology, when appropriate, to access information.
 - Read and interpret basic authentic texts (articles from the textbook, level appropriate readers).
 - Demonstrate an understanding of reading comprehension.
 - Hear a variety of authentic listening sources (songs, videos, etc.).
 - Study vocabulary to improve reading and listening comprehension.
 - Study basic grammatical structures and syntax to promote comprehension.
 - Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken or written conversations, using technology, as appropriate, to collaborate and to share information, reactions, feelings, and opinions.
 - Use resources for conversation and recording.
 - Use online resources for communication practice.
 - Participate in role plays, skits, and games.
 - Engage in full-class and partner discussion.
 - Give spontaneous responses.
 - Exchange points of view and express preferences at a basic level.
 - Students present information, concepts, and ideas to inform, narrate, and explain on a variety of topics and for multiple purposes in culturally appropriate ways.
 - Create videos.
 - Give presentations with and without technology.
 - Present dialogues.

- Students use Spanish in highly predictable common daily settings and students recognize language use opportunities outside the classroom and set goals, reflecting on progress, and using language for enjoyment, enrichment, and advancement.
 - Interact with Spanish-speaking individuals or communities.
 - Use vocabulary and basic structures to communicate in different settings.
 - Use basic language in the greater community.
- Students use structures – writing systems and basic word and sentence formation to communicate.
 - Demonstrate understanding of words, phrases, and simple sentences on very familiar common daily topics with very basic sentence level elements.
 - Practice verb tenses (present and past) through listening and reading activities.
 - Identify Spanish verb tense in readings.
 - Complete comprehension activities (questions, True/False, games, cloze activities, workbooks).
 - Read/listen to and interpret basic sentence structures.
- Students use structures – sounds, writing systems, basic word, and sentence formation in to communicate.
 - Communicate on very familiar daily topics using words and phrases and simple sentences.
 - Use verb tenses (present indicative, present progressive, preterite) in writing and speaking.
 - Practice writing basic sentence structures.
- Students use Spanish to explain the nature of language through comparisons of similarities and differences in Spanish and their primary language to interact with communicative competence.
 - Identify similarities and differences in sentence-level elements between Spanish and English at a basic level.
 - Study cognates, word roots, prefixes, and suffixes.
 - Examine parallel sentence structures between Spanish and English.
 - Examine known-language interference.
- Students interact with cultural competence and understanding.
 - Use appropriate gestures and expressions in formal and informal structures in speech and writing (tú vs. usted).
 - Discuss cultural norms in interpersonal interactions.
- Students demonstrate understanding and use Spanish to reflect on the relationships among the products cultures produce, the practices cultures manifest, and the underlying perspectives to interact with cultural competence.
 - View/listen to and discuss films, videos, and songs showing relevant perspectives.
 - Read and discuss authentic sources, poetry, and media.
 - Discuss: Authentic foods; Art; Music; Customs and traditions; and History.
- Students use the Spanish language to reflect on the nature of culture through comparisons of similarities and differences in the target cultures and those they know to interact with cultural competence.
 - Discuss and analyze differences in cultural practices and perspectives at the basic level.
 - Acknowledge cultural differences without judgment at the basic level.
- Students demonstrate understanding and use the target language to investigate how cultures influence each other over time to interact with intercultural competence.
 - Discuss the influence of the United States in Latin America.
 - Discuss the influences of Hispanic, Latin American, and Latino cultures on the culture of the United States.
- Students build their knowledge of other disciplines using Spanish to develop critical thinking and solve problems to function in real-world situations, academic, and career-related settings.
 - Acquire, exchange, and present information in Spanish about very familiar daily topics in the following disciplines, as included in thematic units: Art and Music; History; and Geography.

- Students develop an awareness of diverse perspectives that are available in Spanish and Spanish-speaking cultures to function in real-world situations, academic, and career-related settings.
 - Accessing and analyzing primary and secondary sources to broaden perspectives about other cultures including: News media; Literature and song lyrics; and Contemporary cultural readings from the instructional materials.
4. **Language Skill Proficiencies:** Students will be able to demonstrate the following proficiencies and be able to understand and produce language at a speed necessary to effectively function in Spanish 1.

Listening

- Demonstrate limited comprehension of spoken Spanish.

Speaking

- Speak intelligible Spanish with limited awareness of appropriate stress, blending between words, intonation, and speed.

Reading

- Demonstrate comprehension of manuscript that represents previously learned oral language.

Writing

- Copy and write manuscript that represents previously learned oral language.

5. **Instructional Strategies:** The use of whole language in teaching Spanish through auditory, visual, and kinesthetic modalities is utilized at all levels. The object of a learning experience is not to see how many learning strategies can be incorporated but to determine which ones are best for students and the content being explored. Methods of instruction are based on a communicative approach and employ instructional techniques and activities that may include: Focused listening; cooperative learning; problem solving; group projects; multi-media presentations; lecture by instructor or guest speaker; technology-based instruction; and classroom discussions requiring critical thinking.
6. **Instructional Materials:**
- TBD
7. **Evaluation:**
- No applicable.
8. **Repetition of Course:** Students who successfully complete the course may be promoted; however, students who successfully complete the course and, for various reasons, drop out and later re-enter the program may be re-enrolled in this course.
9. **Statement of Civil Rights:** All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.