



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1i

Meeting Date: July 16, 2015

Subject: Course of Study Approval: NS Spanish 3 for Health Careers 1P, 2P

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Academic Office/Curriculum & Instruction

Recommendation: Approve the Course of Study for NS Spanish 3 for Health Careers 1P, 2P

Background/Rationale: In “Native Speaker’s Spanish 3 for Health Careers 3”, students continue developing cultural awareness and communication skills in reading, writing, listening, and speaking. This course will integrate medical Spanish to study Health Science and critical aspects of health care that directly affect the Latino community in the United States. The emphasis is on comprehension and production of frequently used language. The students will also study different aspects of culture, current events, and health care in Spanish speaking countries. The course will provide the opportunity to analyze cultural aspects of health care by studying the literature of Spanish and Latin American authors. The students will be able to analyze and discuss a variety of topics on culture and literary works from Spanish speaking countries. The course will be taught exclusively in the target language.

Financial Considerations: None

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Course of Study for NS Spanish 3 for Health Careers 1P, 2P

Estimated Time of Presentation: NA

Submitted by: Olivine Roberts, Chief Academic Officer and Iris Taylor, Assistant Superintendent for Curriculum & Instruction

Approved by: José Banda, Superintendent



COURSE OF STUDY

FOR

NS Spanish 3 for Health Careers 1P, 2P

GSS171, GSS172

Segment

High School

Length of Course

One Year

Developed by

A. A. Benjamin Health Professions High
School

First Edition

Fall 2014

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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TABLE OF CONTENTS

SECTION ONE — GENERAL INFORMATION

Course Description.....	3
Rationale.....	3
Course Goals.....	4
Course Standards.....	5
Supplemental Instructional Materials.....	8
Teacher Resources.....	8
Recommended Student Resources.....	8

SECTION TWO — COURSE UNITS

Unit I: Introduction to Personal Health, Diet, Lifestyles and Cultural Competency...	11
Unit II: Health Care Practices.....	12
Unit III: Finances, Health Insurance Options, and Nationalities.....	13
Unit IV: Community Rights (as citizens and patients).....	14
Unit V: Volunteer and Career Choices.....	15
Unit VI: Prevention Programs and Local Healthcare Options.....	16

SECTION ONE — GENERAL INFORMATION

Course Description

In Native Speaker's Spanish 3 for Health Careers 3 students continue developing cultural awareness and communication skills in reading, writing, listening, and speaking. This course will integrate medical Spanish to study Health Science and critical aspects of health care that directly affect the Latino community in the United States. The emphasis is on comprehension and production of frequently used language. The students will also study different aspects of culture, current events, and health care in Spanish speaking countries.

The course will provide the opportunity to analyze cultural aspects of health care by studying the literature of Spanish and Latin American authors. The students will be able to analyze and discuss a variety of topics on culture and literary works from Spanish speaking countries. The course will be taught exclusively in the target language.

The students will be able to discuss a variety of topics on health care related to family and community practices such as lifestyle, home remedies, access to insurance, and aspects of life that influence wellbeing among Latino communities. The students will learn the basic framework to communicate with Spanish speaking patients in a medical setting.

Rationale

This course will integrate the content of Spanish for Native Speakers and critical aspects of health care and health science relevant to the Latino communities living in the United States. This course also studies the cultural elements of Latin America and Spain by analyzing literary works, traditions, and history of Spanish speaking countries.

This course allows the students to use advanced- level Spanish in the medical field. This course will also inform students about cultural competency and how it affects the outcomes in health care. During the content of this course students will use reading, writing, and speaking to discuss health topics of relevance among Latinos in the United States and Spanish speaking countries. This is an advanced course that can be used to prepare students for the AP test in Spanish.

Goals

- In this course the students will have opportunity to continue refining their communication skills in Spanish and apply their knowledge of the language in medical settings either as a patient or as a health care provider.
- The students will evaluate and analyze the impact of lifestyle on physical and mental health.
- The students will observe and analyze their family's overall wellbeing and the influence of different health care practices in their communities.
- The students will develop cultural awareness and communication skills involving reading, writing, listening, and speaking with emphasis in medical terminology.
- The emphasis of the course will be on comprehension and production of frequently used language including the use of regular/ irregular preterit, discuss leisure time, comment on food, express activity preferences, discuss ways to communicate, react to news, ask for and give information, talk about things and people you know, express personal reactions, discuss family relationships, narrate in the past, discuss family celebrations, talk about activities in progress, discuss ways to stay fit and healthy, talk about daily routine and personal care, make suggestions, and discuss issues that affect personal wellbeing.
- The students will examine how finances affect health care among the Latino community in the United States.
- The students will be able to talk about health, illnesses, and give advice in Spanish.
- The students will learn about the lives and work of community organizers in the Latino community and discuss professionalism, the right to health care, and immigration.
- The students will study different aspects of culture and current events in Spanish speaking countries.
- The students will research volunteer opportunities in a health related field and reflect on the different options to actively participate and complete five community service hours.
- The students will use Spanish in role-playing situations like those in a medical environment to develop language skills and better understand the different roles, conflicts, and processes of the healthcare system.
- The students will identify obstacles immigrant patients encounter when they try to get medical care.
- The students will maintain literacy in Spanish using health care related topics to continue developing skills in reading and writing in Spanish.
- The students will be exposed to Spanish and Latin American Literature while integrating health care related themes.
- The course will promote understanding and pride in the Spanish language and Latin American & Spanish culture.

Standards for Foreign Language Learning

Communication

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Common Core Standards

Writing Standards

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal Spanish when indicated or appropriate.

Reading Standards

1. Cite specific textual evidence to support analysis of Spanish texts, attending to the precise details of explanations or descriptions.
2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept;
3. Provide an accurate summary of the text.
4. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks,
5. Attending to special cases or exceptions defined in the text.
6. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific topic context relevant to *grades 9–12 texts and topics*.
7. Analyze the structure of the relationships among concepts in a text, including relationships among key terms.
8. Analyze the author's purpose defining the question the author seeks to address.
9. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information
10. Expressed images/graphics into words.
11. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a problem.
12. Compare and contrast findings presented in a text to those from other sources noting when the findings support or contradict previous explanations or accounts.

Textbook

An Introduction to Spanish for Health Care Workers: Communication and Culture, by Robert O. Chase and Claudia Medina Chase, Third edition, Yale University Press.

Supplemental Instructional Materials

Abriendo Paso Lectura José Diaz and Stephen J. Collins, Prentice Hall 2005

Abriendo Paso Gramática José Diaz and Stephen J. Collins, Prentice Hall 2005

Triangulo, 5th Edition, Softcover (includes 1 Yr Learning Site) (Spanish Edition) by Barbara Gatski (May 3, 2013)

Album Rebecca M. Valette & Joy Renjilian-Burg, DC Heath Co. 1993

Repaso National Textbook Co. 1997

Sendas Literarias Aída Walqui-van & Ruth A. Barrasa, Heinle & Heinle Publishers. 1996

Paisajes Bretz, Dvorak, Kirschner, Bransdorfer. McGraw-Hill. 2006

Network for a Healthy California – Champions for change

<http://www.cachampionsforchange.cdph.ca.gov/en/index.php>

Latino Coalition for a Healthy California

<http://www.lchc.org/>

Medi-Cal Managed Care Health Care Options

<http://www.healthcareoptions.dhcs.ca.gov/HCOCS/Default.aspx>

Pew Research Hispanic Trends Project – Hispanics and Health Care in the United States

<http://www.pewhispanic.org/2008/08/13/hispanics-and-health-care-in-the-united-states-access-information-and-knowledge/>

California Health Interview Survey

<http://healthpolicy.ucla.edu/chis/Pages/default.aspx>

US Department of Health and Human Services – The Office of Minority Health

<http://minorityhealth.hhs.gov/espanol/>

Tu Salud Magazine – Your Guide to Latino Health

<http://www.tusaludmag.com/>

Salud de los Hispanoamericanos – MedlinePlus

<http://www.nlm.nih.gov/medlineplus/spanish/hispanicamericanhealth.html>

Centers for Disease Control and Prevention

<http://www.cdc.gov/spanish/>

National Institutes of Health

<http://www.nih.gov/>

UC Davis Medical Center

<http://www.ucdmc.ucdavis.edu/medicalcenter/index.html>

Mayo Clinic

<http://www.mayoclinic.org/>

CIMES – Centro de Investigaciones Médico-Sanitarias

<http://www.cimes.es/>

School of Medicine – Universidad Católica de Chile

<http://medicina.uc.cl/cim/centro-de-investigaciones-medicas>

Undocumented immigrants faces limited healthcare options

http://www.huffingtonpost.com/2014/01/28/undocumented-immigrants-health-care_n_4679348.html

Other Resources

[www.bbc.co.uk/languages /spanish/other.shtml](http://www.bbc.co.uk/languages/spanish/other.shtml)

<http://www.prensaescrita.com/>

www.lamusica.com

www.univision.com

<http://news.bbc.co.uk/hi/spanish/news/>

www.youtube.com

www.eltiempo.com

www.clarin.com

www.elpais.com

SECTION TWO — COURSE UNITS

UNIT 1:

Introduction to personal health, diet, life styles and cultural competency

In this unit the students will evaluate and analyze the impact of lifestyle on physical and mental health. The students will be introduced to the concept of cultural competency and learn how to engage in linguistically and culturally appropriate dialogue with a patient. The students will learn about health indicators and lifestyle as they examine their family's health, diet, and nutrition. The students will continue developing cultural awareness and appropriate vocabulary to be used in basic communication between patients and health care providers. In this unit the students will start reviewing the usage of present tense verbs, stem changing verbs, and irregular conjugations.

Key Assignments

1. Complete survey on healthy habits and nutrition. The students will share their answers in small groups. Each student will talk for one minute in the group and after all the group members have participated, they will rotate and share with a different group of students. When rotations are completed, the students will share with the class what they learned from other students during the activity. This survey will help students become aware of their own personal health and the lifestyle factors that may impact their health in positive and negative ways.
2. Using the textbook: An Introduction to Spanish for Health Care Workers: Communication and Culture, the students will start learning vocabulary to talk about different aspects of personal health by completing two written activities and participating in class discussion about the meaning of “health”. They will have the opportunity talk about some of the health related issues affecting their families and communities.
3. The class starts to identify health behaviors and categorize them as dangerous or beneficial. The students will work in groups to present to the class the list of at least ten behaviors and explain why they are either dangerous or beneficial.
4. The students will prepare a skit to illustrate the conflicts between patients and health care providers due to lack of cultural competency.
5. The students will be able to talk in Spanish about the importance of medical interpretation in the U.S. The students will first read an article about medical interpretation in the US and then make a poster and a presentation to explain communication issues, patient satisfaction, health processes, outcomes, complications, and use of health services.
6. The students will keep a binder with copies of all the assignments done from the beginning to the end of the course to be submitted with portfolio project at the end of the year.

UNIT 2:

Health Care Practices

In this unit the students will observe and analyze their family's overall well-being and the influence of different health care practices in their communities. The students will study vocabulary to talk about home remedies and the appropriate way to communicate such practices to health care providers when acting as medical interpreters. They will continue the discussion on cultural competency, patient satisfaction, diagnosis, and treatment benefits according to the level of cultural sensitivity on the part of the health care providers. The students will also learn key vocabulary to read OTC medications' labels and be able to inform Spanish speaking patients on the content and usage of a given medication. This unit will also travel and cover aspects of international travel and exposure to illnesses abroad. Using the textbook and additional informational and fictional texts the students will be informed about communicable diseases and the precautions needed before traveling abroad.

Key Assignments

1. The students will brainstorm some of the possible elements that are affecting their well-being. After this, they will discuss in small groups the health problems in their families/communities and the solutions or remedies that are being used as treatments.
2. The students will read an article on Family Health and Lifestyle. They will read out loud with a classmate. The students will stop after each reader and talk for one minute about the paragraph that was just read. After reading the paragraph they will summarize the article and then meet two other people to share the most important facts. During this activity, the students will complete a chart to write additional notes. After this the class will discuss final questions.
3. The students will watch a video Choose Health –Five steps for better health- and complete a worksheet. After this, the students will create two case scenarios to represent good and bad lifestyle practices and explain how they affect personal and family health. The students will act case scenarios out and provide a brief explanation at the end of the presentation.
4. In this activity the students will make connections between cultural practices and the role it plays in Latin American literature. The students will complete anticipation reading guide and then read an excerpt from the novel: One Hundred Years of Solitude. After the reading, each student will prepare three questions for one of the characters in the story. Each student will interview five classmates using the questions previously prepared. As students are interviewed they will play the role of the character assigned by the interviewer.
5. The students will research an assigned illness and prepare a PowerPoint presentation to explain symptoms, treatment (Prescriptions, OTC medications, and traditional healing practices), and access to medical care, emergency care, local clinics, costs, and procedures.

UNIT 3:

Finances, Health Insurance Options, and Nationalities

This unit examines how finances affect health care among the Latino community in the United States. The students will research key social problems that affect the well-being of Latino families in the US. The students will learn about ethnic groups in the local community and nationalities of Latinos in the United States. This unit will also include the Integrated Unit our school does on addiction. In this project the students will use the information learned in all their classes and their own research to create a brochure in Spanish on the assigned topic/addiction. They will also study some mathematical expressions to talk about statistics and to interpret graphical data. The students will research health insurance options and do a presentation of their top three plans to the class using graphics and the appropriate vocabulary to interpret data. The students will continue practicing verb conjugations and usage in the imperfect and preterit forms. They will practice narration in the past tense using fictional stories and by completing reading and writing assignments.

Key Assignments

1. The students will review information from previous units by playing Jeopardy. They will answer questions categorized as follows: healthy lifestyles, common illnesses, medications/traditional practices, cultural competency, and access to health care.
2. To understand the current state of health of the Latino population the students will prepare a webpage report on: <http://www.cdc.gov/minorityhealth/populations/REMP/hispanic.html>. They will also research an assigned topic found in the same website and present findings to the class.
3. In this project the students will use the information learned in all their classes and their own research to create a brochure in Spanish on the assigned topic/addiction. They will also study some mathematical expressions to talk about statistics and to interpret graphical data.
4. The students will work in groups to research a social problem that affects the Latino population to create their own informational graphs. Graphs will be posted in the classroom to represent a station in a gallery walk. The students will go to all the stations and take notes on the problem and the data represented in each graph.
5. The students will research health insurance options and prepare a presentation of their top three plans to the class using graphics and the appropriate vocabulary to interpret data.
6. The students will complete a series of worksheet to practice verb conjugations and usage in the imperfect and preterit forms. They will practice narration in the past tense by completing reading and writing assignments.

UNIT 4:

Community Rights (as citizens and patients)

In this unit the students will learn about the lives and work of community organizers in the Latino community by watching three documentaries about the struggle of Chicanos for the land, in the schools, and in the fields. They will discuss professionalism, the right to health care, and immigration. They will also learn Spanish vocabulary to be used in legal and ethical matters. The students will research and discuss in class the rights of patients and the professional code of conduct required by health care providers in the United States. They will also study commands in the positive and negative forms as well as the use of the subjunctive.

Key Assignments

1. Complete worksheets during PBS documentaries about the struggle of Mexican Americans for the land, in the schools, and in the fields. After each film the students will discuss questions in small groups and with the whole class. After watching the three films they will write a one-page individual reflection to be read in class.
2. The students will be introduced to a set of vocabulary used for legal and ethical matters. They will match vocabulary words with the appropriate definition, create a bilingual bingo chart to play in small groups, and play a game to guess the vocabulary item according to given clues.
3. The students will visit the webpage: <http://www.uscis.gov/> to find out information about immigration requirements and processes. The students will take the necessary notes to present information to the class. The students will answer a series of questions that will be shared with the class.
4. The students will debate the advantages and disadvantages that immigrants encounter in the US and the impact that their immigration status has on the quality of their health.
5. The students will watch a PBS video: To the Contrary: Immigration & Population Growth to analyze the consequences that immigration and population growth have on healthcare.
6. The students will prepare a dramatization to explain the healthcare options that undocumented immigrants have in the US. Each group has to explain the content of their presentation and cite verifiable sources to validate their arguments

UNIT 5:

Volunteer and Career Choices

By evaluating the need of their communities, the students will research volunteer opportunities in a health related field and reflect on the different options to actively participate and complete five community service hours. The students must establish a connection between the chosen volunteer activity and the career of their choice. After this, the students will research the career they are interested in and prepare a PowerPoint presentation to explain the professions of their choice. The students must also submit a written report on the chosen career according to a given rubric. They must explain why they chose the career and how they can serve their communities in that profession. In this unit the students will learn vocabulary to talk about career options and practice interviews acting as both the employer and the prospective employee. The students will also practice the use of the conditional tense, present perfect, and review the usage of the subjunctive.

Key Assignments

1. The students will use the correct grammatical forms and vocabulary in Spanish to write a biography of a fictional character who is applying for a job in the medical field.
2. The students will write an application for the fictional character used in previous activity. The students will write the application based on the assigned job description and company.
3. The students will research a career they are interested in and prepare a PowerPoint presentation to explain the profession of their choice. The students must also submit a written report on the chosen career according to a given rubric.
4. The students will complete a series of worksheets to practice the use of the conditional tense, present perfect, and review the usage of the subjunctive.
5. The students will work in small groups to prepare a job interview and present it to the class according to given rubric and vocabulary.
6. The students will write a three-page paper on how to get a job. Paper must be all in Spanish and have a detailed list of steps to follow in the search for the desired occupation.
7. The students will find a place to volunteer 5 hours – preferably in a health related program – and write a reflection on the experience. The students will also present a report to the class.

UNIT 6:

Prevention Programs and Local Healthcare Options

In unit six the students will use the information acquired during the previous units to create a portfolio. They will include a final five-page paper to demonstrate their writing skills and to reflect on the material learned during this course. The students will also prepare for a health fair to inform school community about health issues and prevention programs in the area available for Latino families. They will continue studying grammar structures, reviewing verb conjugation and usage in the imperfect, preterit, present perfect, and past perfect.

Key Assignments

1. Practice exam- The students will take a practice test to review information studied during the year-long course. The students will work in pairs to grade the test and make the necessary corrections.
2. The students will write an outline for their final paper and complete vocabulary and grammar review.
3. The students will create a pamphlet to advertise local free clinics and other clinics available to low income families. The pamphlet must have contact information, hours, and directions.
4. The students will work in groups of four to prepare a health fair to inform Latino families in the school community about health issues and local prevention programs available to them.
5. The students will write a 3-page reflection paper on the topics cover throughout the year. The paper will be part of the portfolio they will put together at the end of the course.

Instructional Methods and/or Strategies

The class will be taught exclusively in the target language. Students will use Spanish to complete assignments, participate in class discussions and debates as well as to write reports and essays. Students taking this course have already been exposed to at least a year of instruction completely in Spanish; for this reason, I do not expect major difficulties regarding the use of the target language during instruction, student participation, and assessment process.

The students will work in groups to prepare reports on current events, culture, and traditions. Each group will be assigned a country and two newspaper sections to present a weekly report to the class. Reports will be based on information obtained from online newspapers and graded according to a given rubric. In addition, each student has to write a 15-line paragraph in Spanish to express his/her reaction to the news and to formulate possible solutions when applicable.

To successfully learn and maintain literacy in Spanish and effectively use medical-related vocabulary, it is important to expose the students to authentic sources of Spanish language such as newspapers, magazines, movies, and online sources of information from Spanish speaking countries (news, radio, television). The students will read articles and essays on topics of interest to discuss and synthesize for the purpose of preparing oral presentations. From time to time, we will also have guest speakers to talk about a variety of issues that affect the Latin American community in the U.S.

Assessment Methods and/or Tools

To receive credit for an assignment it must be complete and turned in on time. Homework will include activities to practice grammar, reading, and writing assignments such as short stories, poetry, synthesis, or analysis of news/literary works to promote critical thinking.

The students will be graded based on individual participation. In some activities the student will be expected to share his/her answers in Spanish with a classmate, in small groups, or with the entire class. Class work includes discussions, oral presentations, and written analysis on information presented through video, audio/songs, articles, literary works, or guest speakers.

There will be an ongoing evaluation to assess oral and written skills. Students can expect a written assessment every week. A test will be given at the end of each chapter. Different formats will be used to assess the four elements of language: listening, writing, speaking, and reading. There will be multiple choice and essay questions. Oral quizzes will be given to assess students' ability to respond to a variety of topics and questions that promote critical thinking.

Ongoing Projects & Activities

- Cultural Participation and Research – On cultural and literary works.

- Video / Audio Activities – On culture, grammar, and health-related topics.
- Oral and written reports on current news from Spanish speaking countries with especial emphasis on current healthcare issues.
- Songs and music from Spanish Speaking countries – Singing and writing
- “Centro Literario” – An opportunity for the students to experience the richness of Spanish and Latin American literary works and culture through live representations of plays, poetry, songs, and dances from Spanish speaking countries
- Integrated Academic Units