



“E” COURSE CATALOG

2020/2021 SCHOOL YEAR



2020/2021

ENCORE EDUCATION CORPORATION
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College Board Approved A-G Courses

Language Other Than English

American Sign Language 1A and 1B

Basic Course Information:
Title: American Sign Language 1A and 1B (online only)
Length of Course: Full Year
Subject Area: Language Other than English (E) / LOTE Level 1
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 9 th , 10 th , 11 th , 12 th
Course Description: NOTE: This course was self-reported from Cyber High. Please contact them for a full course description.

American Sign Language 2A and 2B

Basic Course Information:
Title: American Sign Language 2A and 2B (online only)
Length of Course: Full Year
Subject Area: Language Other than English (E) / LOTE Level 2
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 9 th , 10 th , 11 th , 12 th
Course Description: NOTE: This course was self-reported from Cyber High. Please contact them for a full course description.

AP Spanish Language and Culture

Basic Course Information:
Title: American Sign Language 2A and 2B (online only)
Length of Course: Full Year

Subject Area: Language Other than English (E) / LOTE Level 4+
UC Honors Designation? Yes
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 11 th , 12 th
Course Description: This course is adopted from The College Board Advanced Placement Program . Please refer to their course list for a full course description.

Spanish 4

Basic Course Information:
Title: Spanish 4
Length of Course: Full Year
Subject Area: Language Other than English (E) / LOTE Level 4+
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 10 th , 11 th , 12 th
Course Description: The purpose of this course is to further establish and reinforce what was acquired in Spanish 3. This course will heavily emphasize speaking and understanding of written texts, including those of a literary and informational nature. Students will focus on the spoken and written conventions of the language, and correct pronunciation will be stressed during conversational activities in the classroom. Students will develop extended compositions for a variety of purposes, including for the domains of exposition, persuasion, and personal reflection. Students will be able to summarize concisely the primary points of a number of written texts and documents.
Spanish 4 is an advanced class in which students are expected to read and comprehend both literary and informational material. Students will develop extended compositions, writing for a variety of purposes and genres, demonstrating correct usage of written Spanish language conventions and mastery over Spanish grammatical structures and usage. Students will also display fluency in the spoken form of the language, as well as recognition and comprehension of audio elements. Systematic vocabulary development will also form a significant component of this advanced course of study.
--Students begin class by performing warm-up exercises in the form of review material from the previous class session.

--Students perform various projects regarding prominent cultural figures, certain geographic regions and country-based studies, important government figures, and influential authors and artists. For example, students worked in groups to research and present the various geographic regions of Spain. Students also researched and presented an important Chicano cultural figure. Students typically complete a similar research-based presentation for each cultural/geographic region that is studied. Students will deliver the presentations in Spanish and are required to include a visual aide, either in the form of posterboard or PowerPoint.

--Students periodically compose essays on the Spanish-language literature they've studied and how it relates to students' personal experiences. For example, students read "Un dia de estos" by Gabriel Garcia Marquez and then compose an essay in which they analyze the irony present in the story. Students peer review and revise all essay-based assignments.

--Students regularly complete grammar and vocabulary exercises based on the new and/or advanced grammatical structures encountered throughout the course of study. Students also complete systematic vocabulary fluency and enrichment development throughout the course of the year. These exercises are largely based on the reading selections, as well as thematic components of units.

--Students also take comprehensive notes when encountering new grammatical forms or rules. This is to precede and complement the activities that students practice with in the Spanish textbook and accompanying workbook.

--Direct instruction is utilized for the introduction of new concepts, as well as during reading assignments. Students will read a piece or excerpt of literature in Spanish, and instructor will periodically pause and explain/summarize/clarify the content of the reading.

--Direct instruction is also utilized for the explication of texts and introduction of analysis of literary elements, such as irony, symbolism, characterization, etc.

--Direct instruction is also utilized for review before exams in the form of examples of previous student work and review/discussion questions.

--Think-pair-share activities are utilized for review exercises, bellwork, textbook-based grammar and vocabulary activities, and response to literature questions.

--Ink-pair-share methods are utilized for chunking various portions of larger assignments. For example, students would pair up and distribute the assigned amount of sentence-based verb conjugations.

--For research-based presentations, students divide into small groups of four to research material and then distribute the roles and tasks within their group.

--Students rehearse selected Spanish-language pop-culture songs to practice pronunciation rules.

--Informal comprehension checks throughout the course of the lesson are frequently implemented. The purpose of these frequent checks is to ensure that students are grasping the material, whether the material be vocabulary development, grammar instruction, reading comprehension, or literary analysis.

--Textbook and workbook-based homework and classwork assignments serve to reinforce key concepts covered in class and to review prior concepts introduced. These assignments would consist of conjugation of verbs, sentence formations, sentence completions for vocabulary, and literature response/review questions to gauge comprehension and application of the material to students' personal experiences.

--Verbal group presentations monitor students' fluency and speaking skills, as well as the amount of effort that was devoted to the research, and to assess the quality and caliber of the sources used for research. These presentations also assess students' interaction and intrapersonal communication in Spanish.

--Essays assess students' overall comprehension of the material, as well as their ability to construct coherent sentences, the development and continuation of a central idea or thesis statement, proper grammatical conventions in the target language, organization skills, and implementation of newly acquired vocabulary.

--Quizzes and tests serve to periodically and formally gauge students' comprehension of newly presented concepts. Formal assessments such as quizzes and tests serve to reinforce prior concepts and typically assess students' understanding of vocabulary terms, grammatical rules, knowledge of historical figures and events that have helped shape the history of a country, as well as knowledge selected literary and artistic works.

--Students' pronunciation is assessed through their ability to sing selected Spanish-language pop-culture songs.

This course of study will introduce students to Hispanic culture in the U.S., including prominent Chicano/a, Puerto Rican, and Cuban public figures. Students will study the history and literature of the Hispanic culture in the United States, and students also will focus on usage of the ser vs. estar verbs, descriptive adjectives, stem-changing and irregular verbs, demonstrative pronouns, and the comparative vs. superlative forms.

This course of study will also introduce the origins of Spain up to what modern Spain is today by covering historical figures such as El Cid, Alfonso X el sabio up to modern figures such as Juan Carlos 1st of Spain, Sergio Garcia, and Antonio Banderas. During this course of study, the students will also be introduced to important literature such as Don Quijote de la Mancha; y Guernica: El corazon del Reina Sofia. The students will also focus on the preterite of the

regular verbs, personal a, imperfect verbs, infinitive verbs, irregular verbs, preterite verbs that change in the root, and pronouns of the direct object.

Students will also expand their knowledge by learning about important figures that have impacted Mexico and Guatemala such as Octavio Paz, Elena Poniatowski, Rigoberta Menchu, Henry Stokes, and Martin Machon. The students will also cover important aspects of the past of Mexico and Guatemala that has shaped these two countries to what they are today. The students will practice gramatical rules such as the preterite, the imperfect, Adjectives, demonstrative pronouns, and the prepositions of par y por.

The students will also acquire knowledge about the Caribbean countries such as Cuba, Dominican republic, and Puerto Rico. The students will study the past history of these countries as well as learning about influential figures such as Fidel Castro, Nicolas Guillen, Julia Alvarez, Oscar de la Renta, Sila Calderon, y Ricky Martin. The students will also read poetry from Eliseo Diego as well as Juan Luis Guerra. The grammatical rules that students will practice will be the past participle, present subjunctive, formal commands with tu, and the subjunctive nominal clauses.

Central American countries such as El Salvador, Honduras, Nicaragua, and Costa Rica will be introduced to the students by studying the history of each country. Students will also acquire knowledge of important public figures of these countries such as Oscar Arnulfo Romero, Jose Napoleon, Gabriela Munez, Lempira, Daniel Ortega, and Sonia Picalo Sotela. The students will also read literature from Manilo Argueta and Ruben Dario. The students will also practice gramatical rules such as relative pronouns, present subjunctive adverbial clauses, and present subjunctive adjective clauses.

The students will be introduced to Simon Bolivar's Great Columbia which was the time when Colombia, Panama, and Venezuela used to be one united country. The history of how Gran Colombia came to be, and how these separated into different countries will be introduced to the students as well as being introduced to important public figures such as Gabriel Garcia Marquez, Juan Pablo Montoya, Ruben Blades, Juan Carlos Navarro, Jose Luis Rodriguez, y Maria Conchita Alonso. The students will also read literature from Gabriel Garcia Marquez, and Ruben Blades. The gramatical rules includes verbs in the future tense, the conditional verbs, and the imperfect subjunctive.

South American countries that are rich in their Incan History such as Peru, Ecuador, and Bolivia will be introduced to the students by going through its rich History. The students will acquire knowledge on public figures that have influenced these countries such as Javier Perez de Cuellar, Tania Libertad, Gilda Holst, Jaime Paz Zamora, and Alcides Arguedas. The students will also be introduced to literature from these regions such as reading El hombre y la vibora, a Quechan legend, and also Las islas Galapagos: gran zoologico del mundo, by

Gustavo Vasconez. The students will practice grammatical rules in the imperfect subjunctive of nominal clauses, adjectival clauses, and adverbial clauses.

The last section that will be covered in this class focuses on the South American countries of Argentina, Uruguay, Paraguay, and Chile. The history of these countries will be introduced to the students as well as being introduced to important public figures such as Luis Borges, Christina Peri Rossi, Josefina Pla, Jose Luis Chilavert, Isabel Allende, and Pablo Neruda. The students will also read literature from Julio Cortazar, and Augusto Roa Bastos. The grammatical rules that are featured in this section are Imperfect of the subjunctive in the principal clauses, indicative sequence of tenses, and perfect tenses.

Spanish I

Basic Course Information:

Title: Spanish I

Length of Course: Full Year

Subject Area: Language Other than English (E) / LOTE Level 1

UC Honors Designation? No

Prerequisite: None

Co-requisites: None

Integrated (Academics / CTE): No

Grade Levels: 9th, 10th, 11th, 12th

Course Description: The purpose of the course is to have students develop basic speaking, writing, and listening skills in Spanish 1. Students that successfully complete the course will be able to go to Spanish 2.

This is a year-long, proficiency-oriented introduction to speaking, reading, writing, and understanding Spanish. Students and instructor will communicate in Spanish through a variety of activities and strategies such as interactive group work, cultural videos and readings, text and multimedia technology via the Internet. This course will develop students' abilities to: engage in interactions of Spanish for a variety of purposes and contexts, using socially and culturally appropriate forms, write, read, understand, and interpret written and spoken language on a variety of topics, present information, concepts, and ideas to an audience of listeners or readers, develop strategies to continue acquiring Spanish beyond this course. The ultimate goal is to create life-long learning and appreciation of the Spanish language for all students. The students will also develop basic knowledge that will move into Spanish 2, for those who want to move beyond Spanish 1.

In Spanish 1, students are required to have basic comprehension skills. All students will be able to have listening and speaking comprehension, at the very least. This class will focus on acquiring those two very important skills. Students will practice their pronunciation at the

beginning of the class to reinforce the vocabulary from the prior lesson. Students will also create dialogues that they will allow them to actively engage by using their acting skills.

Example: In Semester 1:

Students were able to learn basic speaking skills that would lower their affective filter in my class.

An example: Students were able to successfully introduce themselves to their classmates while at the same time learning how to say My name is _____. I am ___ years old, in Spanish.

Students will also have projects that assess and demonstrate their basic understanding of most important information being learned in Spanish.

It is also important to assess students, this will be done at the end of each unit. The student will be assessed on the new vocabulary that was acquired. They will also be questioned on their grammar and other relevant information for that specific chapter.

The main instructional method that will be used is direct instruction. Students will be given the information through classnotes and by the instructor doing classwork with the class.

Other methods that will also be incorporated are listening skills. The students will be allowed to listen to the target language at least half of the class. By doing this, students will become familiar with the language being learned and will allow them to lower their affective filter if their comprehension skills are being well developed.

Students will also be allowed to explore their artistic skills within the classroom. A good way for students to reinforce what they learned is by doing individual work or group work. Since the method that is being used is direct instruction, students will also have the option to explore on their own. Students will allow to have many options when it comes to learning their vocabulary and applying it to their daily lives.

Some of the basic topics that will be covered in Spanish 1 are as follows:

- I. Alphabet: the sounds that are made in Spanish.
- II. Numbers, Days of weeks, Days of Month. Etc.
- III. Be able to conjugate the verbs in the present and past tense.
- IV. Students will be able to talk about likes and dislikes.
- V. Students will be able to talk about family and describe their family members.

VI. Students will be able to talk about foods and be able to show likes and dislikes.

The examples above are different topics that will be covered in Spanish 1 class. Students will be using the textbook as their primary source in Spanish 1. The textbook will be used to reinforce class notes and for students to do classwork activities that pertain to the certain topic that is being covered.

Chapter 5: Familia

In this chapter students will be introduced to the new vocabulary by getting a printout of all the words of the chapter.

Students will learn how to pronounce the words by an interactive CD that is part of Paso A Paso 1 book. Students will use visuals from the book while at the same time being able to listen and learn the new vocabulary.

After the listening activities and vocabulary activities. Students will begin doing writing activities. This will help students acquire the Spanish written language that is needed to succeed in that chapter.

Students will be given weekly quizzes. The quizzes will help the instructor assess their skills for that particular week. This will allow the instructor to make changes to the lesson, if required.

Students will also be assessed summatively at the end of the unit. This will allow the instructor to see whether the material was successfully learned and/or taught.

In the assessment,, they will include a speaking, listening, and writing portion. This is important to check because it allows to see if student is at his or her level of comprehension.

Spanish II

Basic Course Information:
Title: Spanish II
Length of Course: Full Year
Subject Area: Language Other than English (E) / LOTE Level 2
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 9 th , 10 th , 11 th , 12 th

Course Description: This course is designed for students that successfully completed Spanish 1. The course will teach students to communicate in Spanish at the second level. In this course, students will be able to build a stronger language foundation. Students will be able to communicate above the basic skills that were acquired in Spanish 1. The course will also emphasize instruction in listening, writing, speaking and reading and will prepare students to advance to Spanish 3.

The main purpose of this course is to develop the ability to communicate at an intermediate level in the target language.

1. The basic objectives of Spanish 2 are to help each student attain equal proficiency in the four language skills of listening, speaking, reading and writing in order to interpret the language within the context of the contemporary Spanish speaking world and its culture.
2. Second, another main focus of this proficiency oriented course is to develop the student's basic communication in Spanish at level 2.

In this course the student is introduced to the language and the Spanish and Hispanic world through a variety of techniques which develop communicative competence: everyday situations, conversations, creative face to face dialogues, oral presentations, written exercises and compositions.. The student is introduced to Spanish and Hispanic culture and life through a situational approach and a wide range of media presentations, mainly through reading were they expand their vocabulary.

Students are assessed as follows:

1. Cuadernos (journals/classwork): 20%
2. Tarea (Homework): 20%
3. Participation: 10%
4. Test: 30%
5. Quiz: 10%
6. Projects: 10%

Spanish Soap Opera. Students watch a Telenovela and answer questions regarding the novela. The objective of the novela is to help the students develop a more advance listening skill. Students listen to the novela in Spanish and have the subtitles in English.

Empiezo (Class starters): Every day students have a class starter in which they review previous material or are exposed to new material. The objective is that students will review and lower the affective filter because everyone is required to perform at the same level.

Cuaderno (Journal): Students have a Journal in which they keep all their notes and classwork together and organized. Students are able to go back to the journal and notes to review any material that needs to be covered again.

Skits: Students work in groups and create dialogues in which they can apply to daily life. Students are required to make realistic scenarios in which the target language is the only language being spoken. This allows students to develop listening, speaking and writing skills.

1. Warm ups
2. Group Activities
3. Direct instruction, information provided in powerpoints or handouts
4. Empiezo's
5. Vocabulary games/competitions with classmates
6. Reading comprehension
7. Telenovela in the target language

Topics covered in Spanish 2:

Capítulo 1: ¿Cómo es tu escuela? (How's your school?)

Capítulo 2: ¿Qué haces todos los días? (What do you do everyday?)

Capítulo 3: ¿Qué ropa está de moda? (What clothes is in style?)

Capítulo 4: ¿Cómo te diviertes? (How do you have fun?)

Capítulo 5: ¿Qué te gustaba hacer de pequeño? (What did you like to do as a child?)

Capítulo 6: ¡Celebremos! (Celebrate!)

Capítulo 7: ¿Es un lujo o una necesidad? (It is a luxury or a necessity?)

Capítulo 8: ¿Dónde sueles hacer tus compras? (Where do you usually do your shopping?)

Capítulo 9: ¿Tuviste un accidente? (Did you have an accident?)

Capítulo 10: ¿De qué se trataba la película? (What was the movie about?)

Capítulo 11: ¿Cómo será el futuro? (How will the future be?)

Capítulo 12: ¡El pasaporte, por favor! (The passport, please!)

Capítulo 13: ¿Qué sugieres que pida? (What do you suggest I ask?)

Capítulo 14: ¡Me encanta la naturaleza! (I love nature!)

In each unit, the student will expand their vocabulary knowledge. The students will also be learning about verb tenses at a more intermediate level. Students will review the past, present, and future tenses. They will also learn the conditional tense, and imperfect tense, which will allow them to be at a level where the student can communicate at a deeper level in the target language.

Example:

The students are given an introduction to the unit. Students are encouraged to use their background knowledge and apply what they know before beginning the new unit.

The students are given the new vocabulary. The students translate the new words, so that they can make connections to their native language.

The book is incorporated when students are learning how to correctly pronounce the vocabulary words. The instructor uses the Interactive Audio in conjunction with the textbook. Students have both the audio and visuals to learn and develop their new oratory skills.

The book is also used to reinforce the new skills taught. Students are given homework from the book, which helps students review and put into practice their new skills.

Spanish III

Basic Course Information:

Title: Spanish III

Length of Course: Full Year

Subject Area: Language Other than English (E) / LOTE Level 3

UC Honors Designation? No

Prerequisite: Two years of successful Spanish classes

Co-requisites: None

Integrated (Academics / CTE): No

Grade Levels: 10th, 11th, 12th

Course Description: The course is designed for students that have successfully completed Spanish 2. In this course students will be taught how to communicate in Spanish at a more advanced level. Instruction will be emphasized in the four key areas of learning; listening, speaking, reading, and writing. Students will express themselves about various topics at an advanced level in the target language. Additional emphasis will include cultural reading comprehension and preparation for Spanish 4.

The purpose of this course is to go beyond the Foreign Language State Standards. In this course students will be at an advanced level in Spanish and will gain a broader understanding of culture and literature through the learning of the target language.

Cuadernos: (notebooks): Students will have daily class starters.

Group projects: such as the literature circles. Learning social and communicative skills with peers.

Grammar and vocabulary drills.

Reading comprehension.

Listening for comprehension.

Classwork and note taking.

Movies- documentaries.

Ensayos (Essays): Students will develop strong writing skills by writing an essay for each piece of literature that they will read from Sendas Literarias 1.

Vocabulary: The students will be learning new vocabulary from the different readings and from their reading comprehension they will create different types of essays, using their new vocabulary words, if applicable. This will allow students to develop strong comprehension skills, and increase their vocabulary in the target language.

Literary skills: Students will create literature circles. The students will have the option to choose a reading from any author in the target language. Students will engage in discussion in the target language and increase their understanding of different works of art.

Documentaries: Students will watch different documentaries from countries that speak the target language. The students will review their Spanish skills while at the same time developing their understanding of the countries that speak the target language.

Students will be assessed as follows:

Classwork/Notebook: 20%

Homework: 20%

Test/Quizzes: 40%

Essays: 10%

Projects: 10%

Unidad 1: El sentido de nuestras vidas (The meaning of our lives)

- Exploremos el lenguaje: (exploring language)
 - El lenguaje (language)
 - La oración (sentences)
 - La oración: sujeto y predicado (Nouns)
 - Palabras variables y no variables (Variables and no variables)
 - Los prefijos y los sufijos (prefix and suffix)

Unidad 2: Nuestra vida en comunidad (Our community)

- Exploremos el lenguaje: (Exploring language)
 - El sustantivo (The noun)
 - El pronombre (the pronoun)
 - Los artículos (the articles)
 - El adjetivo (the adjective)
 - La concordancia (the concordance)

Unidad 3: La experiencia migrante (The migrant experience)

- Exploremos el lenguaje: (Exploring language)
 - El verbo, las partes del verbo, el infinitivo (the verb, parts of a verb and infinitive)
 - Resumen (Review)

- Persona y número (Person and Number)
- La conjugación (Conjugations)
- Los verbos regulares e irregulares (Regular and irregular verbs)

Unidad 4: Relaciones familiares (Family relations)

- Exploremos el lenguaje: (Exploring language)
- Los tiempos del verbo (Verb tenses)
- Los tiempos simples del verbo en pasado (Verb in simple tense and past tense)
- El presente perfecto y el pluscuamperfecto (Perfect present tense)
- El condicional (the conditional)
- Complementos del verbo (complementing verbs)

Unidad 5: Cuando era puertorriqueña (When I was Puertorican)

- Exploremos el lenguaje:
- El adverbio (The adverb)
- Los enlaces (Intertwining)
- La preposición y las frases prepositivas (Prepositions and opposites)
- La conjunción y las frases conjuntivas (Conjunctions)
- Repaso (Review)