New Fairfield Public Schools

New Course Proposal

Directions:
Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

Course Being Proposed Spanish for Health and Community, I and II

Proposal submitted by Ernest Fabrizio-García

School New Fairfield High School

1. **Indicate the department/grade level in which this course/program will run.**

   World Language / Grades 11 and 12

2. **Please indicate if the new course or instructional program is a semester long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.** This new course would be available to 11th and 12th students at NFHS. The course in full is a one semester course, sectioned across two semesters (I and II). Students could select to take semester 1(0.5 credit), semester II (0.5 credit), or the full year course (semester I and II) (1.0 credit).
   The course is an elective in the World Language department but will require a prerequisite Spanish skill level (completion of Spanish III, or teacher interview and recommendation, including for heritage Spanish students).
   This course (full-year) will be offered for ECE credit through Western Connecticut State University (WCSU CEP Spanish 170: Spanish for Health and Community).

3. **Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.**
   This course provides an opportunity to continue study of World Language for high school students who choose not to pursue honors or AP Spanish. This allows these students, particularly those interested in our Allied Health Pathway, nursing, and pre-med, to continue

their study of Spanish, while also giving them the opportunity to connect their Spanish speaking skills to real-world, work-force related applications and occupations.

Please indicate the target population for this proposal.

Grades 11 and 12 with previous Spanish coursework (Spanish III) as well as heritage Spanish speakers.

4. **Please explain if this course or instructional program is an addition or a replacement for an existing course or program.**

   This course is an addition to the World Language offerings at NFHS, and will be our only elective course outside of the existing Spanish sequence.

5. **List any prerequisites for this course or instructional program.**

   Spanish I, II and III or teacher interview and recommendation (including for heritage Spanish speakers).

6. **Please write a short description of the new course or instructional program that would be suitable for the high school Program of Studies or for a curriculum document.**

   These courses offer an intensive study of specialized communication in Spanish oriented towards the development of Spanish communication skills and cultural knowledge to serve the needs of the community in professional health care-related settings. The courses will focus on Spanish language training, translation/interpretation skills, Latino cultural practices, specialized health-related vocabulary, and community health issues.

7. **Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.**

   Course goals for students include learning in the following:

   Students will ...

   1. Strengthen their oral and written Spanish proficiency by accurately using anatomical, medical, and health-related terminology.
   2. Develop foundation skills to accurately translate and interpret between English and Spanish during healthcare consultations and community dialogues.
   3. Identify false cognates and medical jargon to prevent language misunderstandings and support patient-provider communications.

4. Analyze ethical dilemmas, professional codes of conduct, and laws about language rights in community healthcare settings.

5. Grow in understanding of Latino cultural traditions, values, and health practices across the Spanish-speaking world.

6. Examine verbal and nonverbal communication patterns across diverse populations to be able to navigate patient interactions effectively.

Long term program course and program goals seek to increase the percentage of students who continue their study of Spanish across 3-4 years of high school by offering electives such as this course as an option to upper classmen. The goal is to also provide opportunities for a wider-range of students to continue their world language study and connect world language to work-force occupations and post-graduation goals for students.

Given this additional Spanish course opportunity, the World language program continues to seek to increase the number of students who earn the Seal of Biliteracy during their time at NFHS.

7. **Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?**

Unit	Descripción	Description
	SEMESTER 1	
1	• Presentación del curso • Repaso de anatomía y vocabulario • Amigos Falsos	• Class Introduction • Review of Anatomy and Related Vocabulary • False Cognates
2	• El sistema de salud de los Estados Unidos • Traducción e interpretación	• The Health Care System of the US • Translation and Interpretation
3	• Leyes y políticas sobre el acceso al idioma • Interpretación médica y comunitaria	• Laws and Policies Regarding Access to Language Services • Medical and Community Interpretation
4	• Protocolos y modos de interpretación • Consultas médicas: diálogos	• Protocols and Methods of Interpretation • Medical Appointments: Dialogues
5	• Ética y conducta profesional	• Ethics and Professional Conduct

	• Dilemas éticos en la interpretación	• Ethical Dilemmas in Interpretation
6	• La salud en el mundo Hispano • Temas culturales	• Health in the Spanish Speaking World • Cultural Themes
	SEMESTER 2	
7	• Terminología y traducción médica	• Medical Terminology and Translation
8	• Salud mental	• Mental Health
9	• Salud femenina	• Women's Health
10	• La dieta en el mundo Hispano	• Diet in the Spanish Speaking World
11	• Enfermedades cardiovasculares	• Cardiovascular Health
12	• La profesión del traductor e intérprete	• Translation and Interpretation Careers

Full Course Description

Assessments will include quizzes, oral presentations, a medical glossary project, translation projects, interpretation exercises, and a final exam (as per WestConn requirements).

The Spanish for Health and Community course is unique in its application of Spanish specific to community health and health-related professions; nursing and health-related fields are areas of specific interest among our high school student population.

While also expanding the depth and breadth of our Allied Health Career Pathways, this course is an innovative way to position our students to move into health fields with the related communication skills and global citizen dispositions that we value in our Vision of a Learner.

8. **Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.**

All materials and texts will be delivered to students via Google Classroom. All materials will be teacher created and extensive use of the World Language Lab will be used. Staffing: One section

per semester = .2 FTE. (This FTE will be reallocated from existing FTE based on course enrollment in the department.)

9. **If this course will require a textbook, what is the title and cost estimate of a likely text?**

   N/A

10. **What impact will this course/program proposal have upon other courses/programs currently being offered in the district?**

    This is an opportunity for students to continue their study of Spanish in a meaningful, relevant, and practical way that will also serve as a useful elective for students who are interested in the Allied Health pathway and/or health profession. Because there are no semester electives in World Language currently, this is also an opportunity to explore the benefits of such offerings. This course is also an ECE course offering if students elect to take both semesters in an academic year, thereby enhancing our dual enrollment offerings for students as well.

Signatures of those making this proposal:

Teacher	11/12/24 **Date**
Department Chair (if applicable)	11/12/24 **Date**
Principal	11/13/24 **Date**
Assistant Superintendent	11/13/24 **Date**