

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Spanish 3AB</i>	Course Code	
---------------------	--------------------	--------------------	--

Transcript Title:	<i>Spanish 3AB</i>	Grades Levels:	<i>9-12</i>	Board Adoption Date:	<i>May 2014</i>
Content Area:	<i>World Language</i>	GPA Scale:	<i>4.0</i>	Date Course Submitted:	<i>April 2014</i>
Credential Req:		Graduation Subject Areas:	<i>Humanities</i>	<i>Electives</i>	
UC/CSU "A-G" Area Approvals:			School Site that wrote and submitted the course:	<i>District</i>	
Recommend Skill(s):	<i>Must have a C- or better in Spanish 2</i>				
Next course(s):					

COURSE DESCRIPTION

The goal of Spanish 3 is to enable students to communicate accurately and appropriately in Spanish at the third level. The program focuses on developing the receptive skills of listening and reading, developing the productive skills of speaking and writing, emphasizing communication in Spanish. Technology is integrated to immerse students in authentic language and culture through the use of video.

GOALS: (Expected performance outcomes for students)

Mastery of all outlined state standards with a concerted effort made to ensure command of standards identified as high and medium frequency standards on the California Standards Tests.

California Content Standards

The following abbreviations are included to indicate the assessments used to measure a student's proficiency in each of the appropriate standards: California Standards Test (CST); California High School Exit Exam (CAHSEE); Practice Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMQST). Standards that are underlined and in bold are identified as high frequency standards on the CST. Standards that are in bold are identified as medium frequency standards on the CST.

World Language Content Standards for California Public Schools

STAGE I

Content

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Spanish 3AB	Course Code	
--------------	-------------	-------------	--

- A.1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
- A.1.1 Students address discrete elements of daily life, including:
 - A.1.1.a. greetings and introductions
 - A.1.1.b. family and friends
 - A.1.1.c. pets
 - A.1.1.d. home and neighborhood
 - A.1.1.e. celebrations, holidays, and rites of passage
 - A.1.1.f. calendar, seasons and weather
 - A.1.1.g. leisure, hobbies and activities, songs, toys and games, sports
 - A.1.1.h. vacations and travel, maps, destinations and geography
 - A.1.1.i. school, classroom, schedules, subjects, numbers, time, directions
 - A.1.1.j. important dates in the target culture
 - A.1.1.k. jobs
 - A.1.1.l. food, meals, restaurants
 - A.1.1.m. shopping, clothes, colors, and sizes
 - A.1.1.n. parts of the body, illness
 - A.1.1.o. technology

Communication

- B.1.0 Students use *formulaic language* (learned words, signs [ASL] and phrases).
- B.1.1 Students engage in oral, written or signed (ASL) conversations.
- B.1.2 Students interpret written, spoken or signed (ASL) language.
- B.1.3 Students present to an audience of listeners, readers or ASL viewers.

Functions

- B.1.4 Students list, name, identify, enumerate.
- B.1.5 Students identify learned words, signs (ASL) and phrases in authentic texts.
- B.1.6 Students reproduce and present a written, oral or signed (ASL) product in a culturally authentic way.

Cultures

- C.1.0 Students use appropriate responses to rehearsed cultural situations.
- C.1.1 Students associate products, practices and perspectives with the target culture.
- C.1.2 Students recognize similarities and differences within the target cultures and among students' own cultures.
- C.1.3 Students identify cultural borrowings.

Structures

- D.1.0 Students use orthography, phonology or ASL parameters to understand words, signs (ASL) and phrases in context.
- D.1.1 Students use orthography, phonology or ASL parameters to produce words or signs (ASL) and phrases in context.

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Spanish 3AB	Course Code	
--------------	-------------	-------------	--

..... D.1.2 Students identify similarities and differences in the orthography, phonology or ASL parameters of the languages they know.

Settings

..... E.1.0 Students use language *in highly predictable common daily settings*.

..... E.1.1 Students *recognize* age appropriate cultural or language use opportunities outside the classroom.

STAGE II

Content

..... A.2.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.

..... A.2.1 Students address topics related to self and the immediate environment, including:

..... A.2.1.a. social relationships

..... A.2.1.b. people in the community

..... A.2.1.c. zoo and farm animals, fables

..... A.2.1.d. care of the home, interacting with people in the community

..... A.2.1.e. holiday customs and transition points in life

..... A.2.1.f. climate

..... A.2.1.g. cultural and leisure-time activities, outdoor, recreational activities, music

..... A.2.1.h. transportation, lodging, itineraries, geographical features and landmarks

..... A.2.1.i. curricular and extra-curricular interests and events

..... A.2.1.j. significant historical figures

..... A.2.1.k. professions and the working world

..... A.2.1.l. cuisine and recipes

..... A.2.1.m. clothing and fashion

..... A.2.1.n. health, medical care

..... A.2.1.o. technological advances and innovation

Communication

..... B.2.0 Students use *created language* (sentences and strings of sentences).

..... B.2.1 Students engage in oral, written or signed (ASL) conversations.

..... B.2.2 Students interpret written, spoken or signed (ASL) language.

..... B.2.3 Students present to an audience of listeners, readers or ASL viewers.

Functions

..... B.2.4 Students initiate, participate in, and close a conversation, ask and answer questions.

..... B.2.5 Students demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.

..... B.2.6 Students produce and present a simple written, oral or signed (ASL) product in a culturally authentic way.

Cultures

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Spanish 3AB	Course Code	
--------------	-------------	-------------	--

- C.2.0 Students choose an appropriate response to a variety of situations.
- C.2.1 Students demonstrate understanding of the roles products, practices and perspectives play in the culture.
- C.2.2 Students state similarities and differences within the target cultures and among students' own cultures.
- C.2.3 Students state reasons for cultural borrowings.

Structures

- D.2.0 Students use sentence level elements (morphology and/or syntax) to understand concrete and factual topics.
- D.2.1 Students use sentence level elements (morphology and/or syntax) to produce informal communications.
- D.2.2 Students identify similarities and differences in the sentence level elements (morphology and/or syntax) of the languages they know.

Settings

- E.2.0 Students use language *in interpersonal settings*.
- E.2.1 Students *participate in* age appropriate cultural or language use opportunities outside the classroom.

STAGE III

Content

- A.3.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
- A.3.1 Students address concrete and factual topics related to the immediate and external environment, including:
 - A.3.1.a. social norms
 - A.3.1.b. historical and cultural figures, stereotypes
 - A.3.1.c. animals and their habitats
 - A.3.1.d. community issues, current events
 - A.3.1.e. origins of rites of passage, social and regional customs
 - A.3.1.f. environmental concerns
 - A.3.1.g. media, internet, television, radio, film
 - A.3.1.h. cultural, historic and geographic aspects of travel
 - A.3.1.i. curricular and extra-curricular subjects
 - A.3.1.j. significant historical events
 - A.3.1.k. careers and future plans
 - A.3.1.l. nutrition, fitness, and health
 - A.3.1.m. geographically and culturally appropriate clothing
 - A.3.1.n. cultural differences in health care
 - A.3.1.o. effects of technology in the modern world

Communication

- B.3.0 Students use *planned language* (paragraphs and strings of paragraphs).

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Spanish 3AB	Course Code	
--------------	-------------	-------------	--

- B.3.1 Students engage in oral, written or signed (ASL) conversations.
 B.3.2 Students interpret written, spoken or signed (ASL) language.
 B.3.3 Students present to an audience of listeners, readers or ASL viewers.

Functions

- B.3.4 Students describe, narrate, explain, state an opinion.
 B.3.5 Students demonstrate understanding of the main idea and key details in authentic texts.
 B.3.6 Students produce and present a written, oral or signed (ASL) product in a culturally authentic way.

Cultures

- C.3.0 Students determine appropriate responses to situations with complications.
 C.3.1 Students use products, practices and perspectives in culturally appropriate ways.
 C.3.2 Students describe similarities and differences within the target cultures and among students' own cultures.
 C.3.3 Students describe how products and practices change when cultures come in contact.

Structures

- D.3.0 Students use knowledge of text structure to understand topics related to the external environment.
 D.3.1 Students use paragraph level discourse (text structure) to produce formal communications.
 D.3.2 Students identify similarities and differences in the paragraph level discourse (text structure) of the languages they know.

Settings

- E.3.0 Students use language *in informal and some formal settings*.
 E.3.1 Students *initiate* age appropriate cultural or language use opportunities outside the classroom.

Evaluation

Student achievement will be measured using multiple assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, homework, classwork, notebooks, portfolios, authentic performance assessments, and written assessments using the district's rubric. District-wide benchmark assessments will be assessed using the following chart:

Performance Standards - Benchmark Assessments						
Far Below Basic = F		Below Basic = D		Basic = C	Proficient = B	Advanced Proficient = A
0-29%		30-43%		44-63%	64-77%	78-100%
Preliminar <u>A Busy Life</u>	Spanish 2					
	Key Terms	Standards*		Model Tasks	Tools & Text	
Una vida ocupada (8-10 days for unit)	100 Essential Verbs Saber and Conocer The verb Gustar	1.2 1.3		Readings (from <u>Avancemos</u> text, WKBK, and supplemental materials)	Avancemos 3 Holt McDougal	

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Spanish 3AB	Course Code	
--------------	-------------	-------------	--

	Ser or Estar Regular present-tense verbs Stem Changing Verbs Reflexive verbs	2.1 2.1 4.1 4.2		Talk about yourself, people and places Describe your daily routine Make comparisons Say what you know how to do	Video series with text. Teacher made practice materials.
Differentiation	Support -- for students struggling with content	Content: Answer fewer questions on reading comprehension and grammar Process: Cooperative learning groups and rubrics specified for high/low achievers Product: Write 3 paragraphs instead of 5 about your “likes and dislikes”			
Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to: chapter tests, research papers, CST's and final exams.				

Unit 1 <u>Nos divertimos al aire libre</u>	Spanish 2			
	Key Terms	Standards*	Model Tasks	Tools & Text
(estimated to last 3-4 weeks) Leccion 1: Vamos a acampar Leccion 2: Vamos a la playa	Camping and nature Family relations; At the beach	1.1 1.2 1.3 2.1 2.2 4.1 4.2 5.1 5.2	Readings (from <u>Avancemos</u> text and WKBK) Sequencing events in the past-Preterite Tense Telling a story in the past-The Imperfect Tense (students create a legend or a fairy tale)	<u>Avancemos 3</u> Holt McDougall DVD series from textbook Video series with text Teacher-made practice Extended reading

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Spanish 3AB</i>	Course Code	
--------------	--------------------	-------------	--

Differentiation	Support -- for students struggling with content	Content: Answer fewer questions on reading comprehension Process: Cooperative learning groups and rubrics Product: Students will identify the logical sequence of events in target language.
Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects. Summative Assessments: Typically used to assess student achievement	

Unit 2 ¡Es hora de ayudar!	Spanish 2			
	Key Terms	Standards*	Model Tasks	Tools & Text
(estimated to last 3-4 weeks) Leccion 1: ¡Todos para uno y uno para todos! Lección 2:¿ Cómo nos organizamos?	Volunteer activities and projects Requests and recommendations;Media	1.1 1.2 1.3 2.2 3.1 3.2 4.1 4.2 5.2	Readings (from <u>Avancemos</u> text, WKBK, and supplemental materials) Tú commands-<i>Pronoun Subjects</i> Other commands	<u>Avancemos 3</u> Holt McDougall DVD series from textbook Video series with text Teacher-made practice Extended reading
Differentiation	Support -- for students struggling with content	Content: Answer fewer questions on reading comprehension Process: Cooperative learning groups and rubrics specified for high/low achievers Product: Play “Simon Says” to practice the informal commands in the target language.		

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Spanish 3AB	Course Code	
--------------	-------------	-------------	--

Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers and final exams.
-------------------	--

Unit 3 ¡El futuro de nuestro planeta!	Spanish 2			
	Key Terms	Standards*	Model Tasks	Tools & Text
(estimated to last 3-4 weeks) <u>Lesson 1:</u> ¿Cómo será el futuro? <u>Lesson 2:</u> Por un futuro mejor	Environmental Concerns; Social Awareness; Presenting and supporting opinions	1.1 1.2 1.3 2.2 3.1 4.	Readings (from <u>Avancemos</u> text, WKBK, and supplemental materials) Future Tense; Por and Para Novel: La Guerra Sucia Describe how the society, the planet and the environment will be in the future Listen to the Mana's song called <i>¿Dónde jugarán los niños?</i>	<u>Avancemos 3</u> Holt McDougall DVD series from textbook Video series with text Teacher-made practice Extended reading

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Spanish 3AB	Course Code	
--------------	-------------	-------------	--

Differentiation	Support -- for students struggling with content	Content: Answer fewer questions on reading comprehension Process: Cooperative learning groups and rubrics specified for high/low achievers Product: Watch a movie on Rain Forest destruction in Brazil.	
Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all the state tested subjects. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers and final exams.		

<u>Unit 4</u> Así quiero ser	Spanish 2			
	Key Terms	Standards*	Model Tasks	Tools & Text
(estimated to last 3-4 weeks)	Describing others; Professions	1.1 1.2	Readings (from <u>Avancemos</u> text, WKBK, and supplemental materials)	<u>Avancemos 3</u>
<u>Lesson 1:</u> ¿Quién te inspira?	Expressing positive and negative emotions; More professions; Supporting opinions	1.3 2.1 3.1 4.1	Future tense; Subjunctive with verbs of influence Subjunctive with doubt; Subjunctive with emotion	Holt McDougall DVD series from textbook Video series with text
<u>Lesson 2:</u> ¿Quiénes son		4.2	Have a simple debate trying to convince	

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		Spanish 3AB		Course Code	
los héroes?				someone of an alternate opinion	Teacher-made practice Extended reading
Differentiation	Support -- for students struggling with content	Content: Answer fewer questions on reading comprehension			
		Process: Cooperative learning groups and rubrics specified for high/low achievers			
		Product: Tell what you and others will happen-Using <i>quiero que...</i> , <i>espero que..</i>			
Evaluation		Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all the state tested subjects. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers and final exams.			
Unit 5 ¿Cómo te entretienes?	Spanish 2				
	Key Terms	Standards*		Model Tasks	Tools & Text
(estimated to last 3-4 weeks) Lesson 1: Comuniquémonos entre naciones Lesson 2: Nuevos amigos, nuevas oportunidades	Travel preparations; Computers; Requirements and conditions Participating in a group discussion; Leisure activities	1.1 1.2 1.3 3.1 4.1 4.2 5.2		Readings (from <u>Avancemos</u> text, WKBK, and supplemental materials) Subjunctive with conjunctions; Subjunctive with the unknown Conditional tense; Reported speech Create a board game using the target grammar; students teach the class how to play the game	<u>Avancemos 3</u> Holt McDougall DVD series from textbook Video series with text Teacher-made practice Extended reading
	Support -- for students	Content: Answer fewer questions on reading comprehension			

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Spanish 3AB		Course Code	
Differentiation	struggling with content	Process: Cooperative learning groups and rubrics specified for high/low achievers		
		Product: Partner students and have them re-teach the main concepts of the subjunctive		
Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all the state tested subjects. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers and final exams.			

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Spanish 3AB</i>	Course Code	
---------------------	--------------------	--------------------	--

<u>Unit 6</u> ¿Dónde vivimos?	Spanish 2			
	Key Terms	Standards*	Model Tasks	Tools & Text
(estimated to last 3-4 weeks) <u>Lesson 1:</u> La vida en la ciudad <u>Lesson 2:</u> Fuera de la ciudad	Around the neighborhood ; An apartment in the city Traveling by train; Describing a cultural excursion	1.1 1.2 1.3 2.2 3.1 4.1 4.2	Readings (from <u>Avancemos</u> text, WKBK, and supplemental materials) Past participle as adjectives; Present perfect tense Past perfect tense; Future perfect tense Create a murder mystery using computer technology; create an interactive visual of the crime scene and of each of the suspects' alibi.	<u>Avancemos 3</u> Holt McDougall DVD series from textbook Video series with text Teacher-made practice Extended reading
Differentiation	Support -- for students struggling with content	Content: Answer fewer questions on reading comprehension Process: Cooperative learning groups and rubrics specified for high/low achievers Product: Create and research a travel brochure about a Spanish Speaking country that they would like to visit-Include an agenda		
Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all the state tested subjects. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers and final exams.			