

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

Course Title	<i>Spanish 4AB</i>	Course Code	<i>G0344-345</i>
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Transcript Title:	Spanish 4AB	Grades Levels:	<i>10-12</i>	Board Adoption Date:	
Content Area:	World Language	GPA Scale:	<i>4.0</i>	Date Course Submitted:	<i>November 2011</i>
Credential Req:		Graduation Subject Areas:	<i>Humanities</i>	<i>Elective</i>	
UC/CSU "A-G" Area Approvals:		School Site that wrote and submitted the course:	<i>District Committee</i>		
Prerequisite(s):	<i>Spanish 1, 2, 3</i>				
Next course(s):					

COURSE DESCRIPTION

The goal of Spanish 4 is to put to use all of the concepts and themes learned in prior levels. The emphasis is standards based, focusing on *content, communication, culture, structures, and settings*. The course is project-based, with an emphasis on increasing fluency, comprehension, and accuracy of grammar through a variety of teaching methods. Students will read, write, speak and listen in Spanish. The class will be taught in Spanish and students are required to speak only in Spanish. Students are expected to have a solid foundation from levels one through three. Students are also expected to work both independently as well as collaboratively on a variety of assignments. The course is designed to be challenging and engaging.

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.)

**World Language Content Standards for California Schools, Kindergarten Through Grade Twelve:
(For complete standards, see: www.celta.net/standards/standards.pdf)**

Content: Students acquire relevant content through various topics.

Communication: Students convey and receive messages effectively.

Cultures: Students discern how a culture views the world.

Structures: Specific and appropriate to the Spanish language.

Comparisons: students gain insights into languages as they compare their respective use of expressions, conventions, and language structures.

Settings: Use of elements of language appropriate for a given situation.

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.

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

Course Outline

Aventuras Vascos	Course Title			
	Key Terms	Standards*	Model Tasks	Tools & Text
	Present indicative Passive voice Preterit/imperfect	<p><u>Content:</u> 3.0, 3.1 <u>Communication:</u> 3.1, 3.2, 3.6 <u>Cultures:</u> 3.0, 3.2, 3.3 <u>Structures:</u> 3.1, 3.2 <u>Settings:</u> 3.0, 3.1</p>	<p>H M L</p> <ul style="list-style-type: none"> Identify key vocabulary Watch and respond to videos Answer comprehension questions Journal entries Dialogs Conversations 	<p><u>Discovery Education</u></p> <p>Teacher-made practice materials</p>
Differentiation	Support -- for students struggling with content	<p>Content: Answer fewer questions on reading comprehension</p> <p>Process: Cooperative learning groups and rubrics specified for high/low achievers</p> <p>Product: Write shorter essays/paragraphs; modified requirements</p>		

Evaluation	<p>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.</p> <p>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.</p>
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El décimo	Course Title			
Key Terms	Standards*		Model Tasks	Tools & Text
<ul style="list-style-type: none"> • Preterite/imperfect • Present perfect, past perfect progressive 	<p>Content: 4.0, 4.1</p> <p>Communication: 4.0,4.1,4.2, 4.4, 4.5</p> <p>Cultures: 3.0, 4.1, 4.2, 3.5</p> <p>Structures: 4.0, 3.1, 3.2</p> <p>Settings: 4.0</p>	<p>H</p> <p>M</p> <p>L</p>	<ul style="list-style-type: none"> • Identify key vocabulary • Answer comprehension questions • Journal entries • Dialogs • Conversations • Alternate ending • Making comparisons 	<p><u>Abriendo paso</u></p> <p>Teacher-made practice materials</p>
Differentiation	<p>Support -- for students struggling with content</p>	<p>Content: Answer fewer questions on reading comprehension</p> <p>Process: Cooperative learning groups and rubrics specified for high/low achievers</p> <p>Product: Write shorter essays/paragraphs; modified requirements</p>		
Evaluation	<p>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.</p> <p>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.</p>			

Una carta a Diós	Course Title			
	Key Terms	Standards*	Model Tasks	Tools & Text
	<ul style="list-style-type: none"> Preterite/imperfect cognates 	<p>Content: 4.0, 3.1 Communication: 4.0,4.1,4.2, 4.3, 3.5 Cultures: 4.0, 4.1, 4.2, 4.3 Structures: 3.0, 3.1, 3.2 Settings: 3.0, 3.1</p>	<p>H M L</p> <ul style="list-style-type: none"> Identify key vocabulary Answer comprehension questions Journal entries Dialogs Conversations 	<p><u>Sendas literarias</u></p> <p>Teacher-made practice materials</p>
Differentiation	Support -- for students struggling with content	<p>Content: Answer fewer questions on reading comprehension</p> <p>Process: Cooperative learning groups and rubrics specified for high/low achievers</p> <p>Product: Write shorter essays/paragraphs; modified requirements</p>		
Evaluation	<p>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.</p> <p>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.</p>			

“La llorona” and “Bailando con un fantasma”	Course Title			
	Key Terms	Standards*	Model Tasks	Tools & Text
<p>Legends vs. Literatura</p> <p>Comparison of American legends and famous Latin-</p>	<ul style="list-style-type: none"> Present Present progressive 	<p>Content: 4.0, 3.1 (a, e) Communication: 3.0, 4.1, 4.2, 4.3, 3.4, 4.4, 3.5, 3.6 Cultures: 3.1, 3.2, 4.2, 3.3 Structures: 3.0, 3.1, 3.2</p>	<p>H M L</p> <ul style="list-style-type: none"> Identify key vocabulary Dramatize the legends Compare and contrast the two stories with American “spooky” stories and analyze the significance of such stories ion society Re-create the legend for modern times/ themes Answer comprehension questions 	<p><u>Sendas literarias</u></p> <p>Teacher-made practice materials</p>

<p>American legends</p> <p>Comparison of various versions of the same legend</p> <p>Retelling of an American legend in Spanish</p>		<p>Settings: 3.0, 3.1</p>	<ul style="list-style-type: none"> • Journal entries • Dialogs • Conversations 	
<p>Differentiation</p>	<p>Support -- for students struggling with content</p>	<p>Content: Answer fewer questions on reading comprehension</p> <p>Process: Cooperative learning groups and rubrics specified for high/low achievers</p> <p>Product: Write shorter essays/paragraphs; modified requirements</p>		
<p>Evaluation</p>	<p>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.</p> <p>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.</p>			

<p>Language Lab</p> <p>“conversation days”</p>	<p>Course Title</p>			
	<p>Key Terms</p>	<p>Standards*</p>	<p>Model Tasks</p>	<p>Tools & Text</p>
<p>Students will practice conversation skills as they respond to a</p>	<p>Conversational vocabulary, colloquial expressions</p>	<p>Content: 4.0, 3.1 (a, d, g, h, l, k, j) Communication: 3.0, 4.1, 4.2, 3.4</p>	<p>H</p> <p>M</p> <ul style="list-style-type: none"> • Students use the “random pairing” feature of the language lab to engage in various conversations about a variety of themes and topics 	<p>Teacher-made practice materials</p>

variety of themes and personal questions	Circumlocution Present Preterite/imperfect Future Conditional Imperfect subjunctive w/ "if" clauses Progressive Perfect tenses	Cultures: 3.0, 4.0, 3.2 Structures: 3.0, 3.1 Settings: 3.0, 3.1	L		
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: Write shorter essays/paragraphs; modified requirements			
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.				

Show and Tell	Course Title				
	Key Terms	Standards*	Model Tasks	Tools & Text	
Students will share a personal memory or experience and the effect that it has had on their life	Preterite/imperfect Conditional future	Content: 4.0, 3.1 (e, l, k) Communication: 3.0,4.1,4.2, 4.3, 3.4 Cultures: 3.2 Structures: 3.0, 3.1 Settings: 3.0, 3.1	H M L	<ul style="list-style-type: none"> Prepare an original presentation of at least 5 minutes in length Audience members must ask appropriate questions and engage in conversation with the presenter 	Teacher-made practice materials
	Support -- for	Content: reduced presentation time and modified grammar rubric			

Differentiation	students struggling with content	Process: Cooperative learning groups and rubrics specified for high/low achievers Product: lower level questioning
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.	

Love and Music	Course Title				
	Key Terms	Standards*	Model Tasks	Tools & Text	
Students will analyze a variety of popular Latin-American music related to love	<ul style="list-style-type: none"> • Identify key vocabulary (music, love, personal relationships) • Poetry analysis • Present • Preterite/imperfect • Present and past subjunctive • progressive 	<u>Content:</u> 4.0, 3.1 (a, b, d, e, g) <u>Communication:</u> 3.0, 4.1, 4.2, 4.3, 4.4, 4.5, 3.6 <u>Cultures:</u> 3.0, 3.1, 3.2, 4.2, 3.3 <u>Structures:</u> 3.0, 3.1, 3.2 <u>Settings:</u> 3.0, 3.1	H M L	<ul style="list-style-type: none"> • Identify key vocabulary • Interpret and demonstrate understanding of a song through a music video • Compare and contrast songs, music, genres • Produce an "album" which comprises songs with a common theme • Song analysis • "Portrait of an artist" research/analytical essay 	<u>Popular music</u> Teacher-made practice materials Video editing You Tube
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: Write shorter essays/paragraphs; modified requirements			
	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				

Evaluation	<p>homework review. Benchmark tests are required for all state tested subjects.</p> <p>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.</p>
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La Navidad en Latino Amercia	Course Title			
	Key Terms	Standards*	Model Tasks	Tools & Text
Students will compare and contrast various holiday traditions from around the world	<ul style="list-style-type: none"> Identify key vocabulary: food, traditions, Christmas and holidays, personal experiences, childhood Present tense Preterite/imperfect 	<p>Content: 4.0, 3.1 (a, d, e, j, m)</p> <p>Communication: 3.0, 4.1, 4.2, 4.3, 4.4, 4.5, 3.6</p> <p>Cultures: 3.0, 3.1, 3.2, 4.2, 3.3</p> <p>Structures: 3.0, 3.1, 3.2</p> <p>Settings: 3.0, 3.1</p>	<p>H</p> <p>M</p> <p>L</p> <ul style="list-style-type: none"> Identify key vocabulary Explain personal family and/or religious holiday traditions Explain the significance of food and tradition Present the Christmas traditions of one Latin American country (as a dramatization, a "lecture", or artistically) Compare and contrast Santa Claus and the Three Kings Christmas and consumerism (journal entry and class conversation) Class debate: Santa Claus – good or bad?, Christmas- religious or not? Christmas stories – students work with a partner to make a children's book telling a story appropriate for the season. Story must include a problem or conflict and a resolution, written in the past tense. 	<p>Popular music</p> <p>Teacher-made practice materials</p> <p>Various internet sites</p>
Differentiation	<p>Support -- for students struggling with content</p>	<p>Content: Answer fewer questions on reading comprehension</p> <p>Process: Cooperative learning groups and rubrics specified for high/low achievers</p> <p>Product: Write shorter essays/paragraphs; modified requirements</p>		
	<p>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</p>			

Evaluation	<p>homework review. Benchmark tests are required for all state tested subjects.</p> <p>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.</p>
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Día de los muertos	Course Title				
	Key Terms	Standards*		Model Tasks	Tools & Text
Students analyze the significance of Day of the Dead and compare and contrast with Halloween	<ul style="list-style-type: none"> Identify key vocabulary (related to the holiday) Poetry analysis Preterite/imperfect Present and past subjunctive 	<p>Content: 4.0, 3.1 (a, d, e, j)</p> <p>Communication: 3.0, 4.1, 4.2, 4.3, 4.4, 4.5, 3.6</p> <p>Cultures: 3.0, 3.1, 3.2, 4.2, 3.3</p> <p>Structures: 3.0, 3.1, 3.2</p> <p>Settings: 3.0, 3.1</p>	<p>H</p> <p>M</p> <p>L</p>	<ul style="list-style-type: none"> Identify key vocabulary Honor a someone who has passed (either personally connected or someone famous) Create an “autopoema”, an autobiographical poem honoring the person and focusing on their importance to the writer Presentation of autopoemas and engaging in conversations with others about their subject and their significance Relating personal experiences or stories Compare and contrast views of death in Latin America and the US Essay- create a “eulogy” of ones’ self 	<p>video: “el día de los muertos” – Teacher’s Discovery</p> <p>Teacher-made practice materials</p>
Differentiation	Support -- for students struggling with content	<p>Content: Answer fewer questions on reading comprehension</p> <p>Process: Cooperative learning groups and rubrics specified for high/low achievers</p> <p>Product: Write shorter essays/paragraphs; modified requirements</p>			
Evaluation	<p>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.</p> <p>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.</p>				