

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>				Course Code	<i>[Office use only]</i>
Transcript Title:	Spanish For Spanish Speakers 2AB	Grades Levels:	9-12	Board Adoption Date:		
Content Area:	World Language	GPA Scale:	4.0	Date Course Submitted:	March 2011	
Credential Req:		Graduation Subject Areas:	Humanities	Elective		
UC/CSU "A-G" Area Approvals:	Yes	School Site that wrote and submitted the course:			NHHS	
Prerequisite(s):						
Next course(s):						

COURSE DESCRIPTION

Spanish for Spanish Speakers level 2 is a course designed to extend the 9-unit curriculum of Spanish for Spanish Speakers level 1 and continue the preparation of the use of the language with academic and socio-cultural intention. This one-year course adds importance in the developing of reading and comprehension, reflective and/or critical writing and refinement of the academic language through cultural investigation and introduction to Literature. Spanish for Spanish Speakers level 2 has been structured academically to produce effectiveness in the learning process of Spanish through 1) interpersonal, interpretative and persuasive communication; 2) a direct bonding with the perspectives and practices of various cultural groups; 3) acknowledging the importance of the relationship between language and culture in a multicultural society; and 4) the usage of the Spanish language to develop a better understanding of the world that we live in.

GOALS: Upon the completion of this level, students will be able to:

1. comprehend and produce language to perform successfully in formal and informal situations (accuracy and contexts);
2. understand the main ideas and supporting details of narration, description, explanation, discussion and supported opinion (receptive functions);
3. narrate, describe, explain, discuss and support opinions (productive functions);
4. foster a strong sense of understanding from factual and abstract topics related to the Hispanic culture (content);
5. comprehend and produce oral/written paragraphs and essays (text-types);

California Content Standards

While current State guidelines are being completed for World Languages, the NMUSD will adhere to National standards & guidelines. Foreign languages and our ability to use them are an effective instrument for international understanding and allows students access into the global community. The World Languages program is dedicated to providing a comprehensive, competitive program for language learners that integrates the "five 'C's" of language acquisition which are aligned with the National Standards, ACFTL Proficiency Guidelines (See Index), California Framework for World Languages, and California Standards for the Teaching Profession:

COMMUNICATION - Students present information and exchange ideas about a variety of subjects.

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

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>	Course Code	<i>[Office use only]</i>
---------------------	---	--------------------	--------------------------

Standard 1.2- Students understand and interpret spoken and written Spanish on a variety of topics. *Standard 1.3-* Students present information, concepts, and ideas in Spanish to an audience.

CULTURES - Students acquire knowledge and develop understandings of cultures other than their own.

Standard 2.1- Demonstrate understanding between practices and perspectives of Hispanic Cultures.

Standard 2.2- Demonstrate understanding of the relationship between the products and perspectives of Hispanic cultures.

CONNECTIONS - Topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.

Standard 3.1- Students reinforce and further their knowledge of other disciplines through Spanish.

Standard 3.2- Acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and cultures.

COMPARISONS - Students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques.

Standard 4.1- Demonstrate understanding of the nature of language through comparisons between Spanish and English.

Standard 4.2- Demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

COMMUNITIES - Students learn to use the target language within and beyond the school setting.

Standard 5.1- Use Spanish both within and beyond the school setting.

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

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, journals, socio-cultural projects, and participation. Spanish for Spanish Speakers I will be assessed using the following scale:

Grading Scale				
Far Below Basic = F	Below Basic = D	Basic = C	Proficient = B	Advanced Proficient = A
0-59%	60-69%	70-79%	80-89%	90-100%

Unit 10	El mundo de hoy			
	Key Terms	Standards*	Model Tasks	Tools & Text
El mundo de	* La vida en la ciudad y el campo	*Content: Stage III	* Video analysis: El Norte Collaborative discussion: Study guide for the film El Norte and reflective writing	* Entre Mundos Pearson Prentice

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>		Course Code	<i>[Office use only]</i>
<p>hoy (15 days)</p> <p>BEGINNING OF FIRST QUARTER</p>	<ul style="list-style-type: none"> * El terrorismo El complemento directo de la oración y el uso de la “a” personal. * Los verbos preposicionales *Repaso de ortografía *Repaso de la acentuación * La inmigración * Equivalencias de expresiones inglesas al español 	<ul style="list-style-type: none"> *Communication: Stage III * Cultures: Stage III * Structures: Stage III * Settings: Stage III 	<ul style="list-style-type: none"> * Mini-lecture on the definition of terrorism *Power Point display on September 11 * Guided reading of lectura: Adherido a las esquinas (Poem) * Shared reading and discussion on lectura: “No cierren las puertas” * Power point presentation on the direct object and the personal “a” * Grammar worksheets and interactive participation through smart-board * Visual adaptation of the lifestyle of an immigrant after September 11: Romantico. 	<p>Hall</p> <ul style="list-style-type: none"> * Entre Mundos: Student workbook Pearson Prentice Hall * Supplementary material: Manual de Gramática y ortografía para Hispanos * Film El Norte; directed by Gregory Nava * Documentary Romantico; directed by Mrsk Becker * Microsoft Power Point *Computer, LCD, smart-board

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>		Course Code	<i>[Office use only]</i>
Differentiation	Support -- for students struggling with content	<p>Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support.</p> <p>Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.</p> <p>Product: Differentiated grading, including but not limited to: group testing.</p>		
	Extension – for high achieving students. Required activities for all honors courses.	<p>Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics.</p> <p>Process: Cooperative learning activities, Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry.</p> <p>Product: Presentations, projects, independent study.</p>		
Evaluation	<p>Formative Assessments: Checks for understanding, quizzes, homework, free and focused writing and participation.</p> <p>Benchmark tests: N/A</p> <p>Summative Assessments: Unit exam, research project, midterm and final exams.</p>			

Unit 11	La comunidad mexicana en los Estados Unidos			
	Key Terms	Standards*	Model Tasks	Tools & Text
<p>La comunidad Mexicana en los Estados Unidos</p> <p>(14 days)</p>	<p>* Los indocumentados</p> <p>* Historia sociopolítica de los mexicanoamericanos</p> <p>* Proyecto socio-cultural: Entrevista a un inmigrante</p> <p>* El futuro del</p>	<p>*Content: Stage III</p> <p>*Communication: Stage III</p> <p>* Cultures: Stage III</p> <p>* Structures: Stage III</p> <p>* Settings: Stage III</p>	<p>* Collaborative work to activate previous knowledge on the studied topic</p> <p>* Audio comprehension on the history of Mexican immigration</p> <p>*Film discussion: La ciudad and reflective writing</p> <p>* Shared reading of lectura: Yo soy Joaquín</p> <p>* Visual discussion on the socio-cultural project</p>	<p>* Entre Mundos Pearson Prentice Hall</p> <p>* Entre Mundos: Student workbook Pearson Prentice Hall</p> <p>* Supplementary materials: Manual de</p>

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>		Course Code	<i>[Office use only]</i>
	<p>indicativo</p> <p>* El habla mexicana</p> <p>* Anglicismos</p>		<p>* Power point presentation on the future tense</p> <p>* Grammar worksheets and interactive participation through smart-board</p> <p>* Mini-lecture on anglicismos</p>	<p>Gramática y ortografía para Hispanos</p> <p>Internet grammar practices</p> <p>* Microsoft Power Point</p> <p>*Computer, LCD, smart-board</p>
Differentiation	Support -- for students struggling with content	<p>Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support.</p> <p>Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.</p> <p>Product: Differentiated grading, including but not limited to: group testing.</p>		
	Extension – for high achieving students. Required activities for all honors courses.	<p>Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics.</p> <p>Process: Cooperative learning activities, Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry.</p>		

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>	Course Code	<i>[Office use only]</i>
---------------------	---	--------------------	--------------------------

	Product: Presentations, projects, independent study.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework, free and focused writing and participation. Benchmark tests: N/A Summative Assessments: Unit exam, research project, midterm and final exams.

Unit 12	La comunidad puertorriqueña en los Estados Unidos			
	Key Terms	Standards*	Model Tasks	Tools & Text
La comunidad puertorriqueña en los Estados Unidos (14 days) END OF FIRST QUARTER	<ul style="list-style-type: none"> * La identidad cultural * Historia sociopolítica de los puertorriqueños * El condicional * La fonología y léxico puertorriqueno * Continuación sobre los anglicismos 	<ul style="list-style-type: none"> *Content: Stage III *Communication: Stage III * Cultures: Stage III * Structures: Stage III * Settings: Stage III 	<ul style="list-style-type: none"> * Electronic research and collaborative presentation on the Puerto Rican culture * Audio comprehension on the history of Puerto Rican immigration * Shared reading of lectura: Pasaje de ida y de vuelta * Guided reading and reflective writing: Una comunidad política cumple 50 años. * Power point lecture on the conditional in Spanish * Grammar worksheets * Mini-lecture on anglicismos 	<ul style="list-style-type: none"> * Entre Mundos Pearson Prentice Hall * Entre Mundos: Student workbook Pearson Prentice Hall * Supplementary materials: Manual de Gramática y ortografía para Hispanos Internet grammar practices * Microsoft Power Point *Computer, LCD, smart-board and personal laptops

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>		Course Code	<i>[Office use only]</i>
Differentiation	Support -- for students struggling with content	<p>Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support.</p> <p>Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.</p> <p>Product: Differentiated grading, including but not limited to: group testing.</p>		
	Extension – for high achieving students. Required activities for all honors courses.	<p>Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics.</p> <p>Process: Cooperative learning activities, Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry.</p> <p>Product: Presentations, projects, independent study.</p>		
Evaluation	<p>Formative Assessments: Checks for understanding, quizzes, homework, free and focused writing and participation.</p> <p>Benchmark tests: N/A</p> <p>Summative Assessments: Unit exam, research project, midterm and final exams.</p>			

Unit 13	La comunidad cubana en los Estados Unidos			
	Key Terms	Standards*	Model Tasks	Tools & Text
<p>La comunidad cubana en los Estados Unidos</p> <p>(24 days)</p> <p>BEGINNING OF SECOND</p>	<p>* La comunidad cubana en los Estados Unidos</p> <p>* Historia sociopolitical de los cubanos</p> <p>* El pasado participio</p>	<p>*Content: Stage III</p> <p>*Communication: Stage III</p> <p>* Cultures: Stage III</p> <p>* Structures: Stage III</p> <p>* Settings: Stage III</p>	<p>* Electronic research and collaborative presentation on the Cuban culture</p> <p>* Audio lectura: La inmigración cubana</p> <p>* Video presentation: Balseros</p> <p>* Guided reading and reflective writing: Carta de Cuba (La escritura de la libertad)</p>	<p>* Entre Mundos Pearson Prentice Hall</p> <p>* Entre Mundos: Student workbook Pearson Prentice Hall</p>

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>		Course Code	<i>[Office use only]</i>
QUARTER	<ul style="list-style-type: none"> * El futuro perfecto * El léxico cubano * Continuación sobre los anglicismos 		<ul style="list-style-type: none"> * Power point presentation on the past participle and the perfect future * Grammar worksheets * Mini-lecture on anglicismos 	<ul style="list-style-type: none"> * Supplementary materials: <li style="padding-left: 20px;">Manual de Gramática y ortografía para Hispanos Internet grammar practices * Microsoft Power Point *Computer, LCD, smart-board, personal laptops * Film Balseros; directed by Carlos Bosch and Josep Maria Domènech
Differentiation	Support -- for students struggling with content	<p>Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support.</p> <p>Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.</p> <p>Product: Differentiated grading, including but not limited to: group testing.</p>		
	Extension – for high achieving	<p>Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics.</p>		

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>	Course Code	<i>[Office use only]</i>
	<p>students. Required activities for all honors courses.</p> <p>Process: Cooperative learning activities, Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry.</p> <p>Product: Presentations, projects, independent study.</p>		
Evaluation	<p>Formative Assessments: Checks for understanding, quizzes, homework, free and focused writing and participation.</p> <p>Benchmark tests: N/A</p> <p>Summative Assessments: Unit exam, research project, midterm and final exams.</p>		

Unit 14	La violencia			
	Key Terms	Standards*	Model Tasks	Tools & Text
<p>La violencia</p> <p>(25 days)</p> <p style="color: red; font-weight: bold;">END OF SECOND QUARTER</p>	<p>* Violencia e injusticia</p> <p>* Causas y efectos de la violencia</p> <p>* El imperfecto del subjuntivo</p> <p>* Equivalencias de adjetivos y sustantivos con -ing</p> <p>* Proyecto Socio-cultural: Museum of Tolerance</p>	<p>*Content: Stage III</p> <p>*Communication: Stage III</p> <p>* Cultures: Stage III</p> <p>* Structures: Stage III</p> <p>* Settings: Stage III</p>	<p>* Mini-lecture on human rights violations in Latin America</p> <p>* Collaborative work on analyzing lectura “¿Quiere Ud. rabiarse conmigo?”</p> <p>* Power point presentation on the imperfect of the subjunctive</p> <p>* Grammar worksheets</p> <p>*Focused writing</p>	<p>* Entre Mundos Pearson Prentice Hall</p> <p>* Entre Mundos: Student workbook Pearson Prentice Hall</p> <p>* Supplementary materials:</p> <p style="text-align: center;">Manual de Gramática y ortografía para Hispanos</p> <p style="text-align: center;">Nuevos Mundos</p> <p style="text-align: center;">Internet grammar practices</p>

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>			Course Code	<i>[Office use only]</i>
					<p>* Microsoft Power Point</p> <p>*Computer, LCD, smart-board</p> <p>* Museum of Tolerance (Los Angeles, CA.)</p>
Differentiation	Support -- for students struggling with content	<p>Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support.</p> <p>Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.</p> <p>Product: Differentiated grading, including but not limited to: group testing.</p>			
	Extension – for high achieving students. Required activities for all honors courses.	<p>Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics.</p> <p>Process: Cooperative learning activities, Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry.</p> <p>Product: Presentations, projects, independent study.</p>			
Evaluation	<p>Formative Assessments: Checks for understanding, quizzes, homework, free and focused writing and participation.</p> <p>Benchmark tests: N/A</p>				

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>	Course Code	<i>[Office use only]</i>
---------------------	---	--------------------	--------------------------

	Summative Assessments: Unit exam, research project, midterm and final exams.
--	---

Unit 15	Las clases sociales			
	Key Terms	Standards*	Model Tasks	Tools & Text
<p>Las clases sociales (23 days)</p> <p>BEGINNING OF THIRD QUARTER</p>	<ul style="list-style-type: none"> * Cambios sociales * Las clases sociales * Los pronombres del objeto directo, indirecto y los pronombres reflexivos * Las conjunciones * Equivalencias de la preposicion “por” en español 	<ul style="list-style-type: none"> *Content: Stage III *Communication: Stage III * Cultures: Stage III * Structures: Stage III * Settings: Stage III 	<ul style="list-style-type: none"> * Reading and comprehension on “Los quince de Finita” * Academic analysis of lectura “El delantal blanco” * Power point presentation on the object pronouns and reflexive pronouns * Grammar worksheets * Power point lecture on las conjunciones *Focused writing 	<ul style="list-style-type: none"> * Entre Mundos Pearson Prentice Hall * Entre Mundos: Student workbook Pearson Prentice Hall * Supplementary materials: Manual de Gramática y ortografía para Hispanos Internet grammar practices * Microsoft Power Point *Computer, LCD, smart-board

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>	Course Code	<i>[Office use only]</i>
---------------------	---	--------------------	--------------------------

Differentiation	Support -- for students struggling with content	<p>Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support.</p> <p>Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.</p> <p>Product: Differentiated grading, including but not limited to: group testing.</p>		
	Extension – for high achieving students. Required activities for all honors courses.	<p>Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics.</p> <p>Process: Cooperative learning activities, Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry.</p> <p>Product: Presentations, projects, independent study.</p>		
Evaluation	<p>Formative Assessments: Checks for understanding, quizzes, homework, free and focused writing and participation.</p> <p>Benchmark tests: N/A</p> <p>Summative Assessments: Unit exam, research project, midterm and final exams.</p>			

Unit 16	La libertad de expresión			
	Key Terms	Standards*	Model Tasks	Tools & Text
La libertad de expresión (22 days) END OF THIRD	<ul style="list-style-type: none"> * La censura * Las ventajas y las desventajas de la censura * Los 	<ul style="list-style-type: none"> *Content: Stage III *Communication: Stage III * Cultures: Stage III 	<ul style="list-style-type: none"> * Mini-lecture on censorship * Audio analysis. Poem: “Fotografía de una desaparecida” * Film analysis: “La historia oficial” 	<ul style="list-style-type: none"> * Entre Mundos Pearson Prentice Hall * Entre Mundos: Student workbook Pearson Prentice

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>		Course Code	<i>[Office use only]</i>
QUARTER	<p>desaparecidos y la represión</p> <p>* La voz pasiva</p> <p style="padding-left: 40px;">* Los pronombres relativos</p> <p>* Equivalencias de la frase “To become” en español</p> <p>Proyecto Socio-cultural: Special guest speakers</p>	<p>* Structures: Stage III - IV</p> <p>* Settings: Stage III</p>	<p style="text-align: center;">* Focused writing on the film</p> <p>* Shared reading on short story: “Los censores”</p> <p>* Power point presentation on the passive voice</p> <p style="padding-left: 40px;">* Grammar worksheets</p> <p style="padding-left: 40px;">*Focused writing</p> <p>* Panel discussion with guest speakers.</p>	<p style="text-align: center;">Hall</p> <p>* Supplementary materials:</p> <p style="text-align: center;">Manual de Gramática y ortografía para Hispanos</p> <p>* Internet grammar practices</p> <p>* Microsoft Power Point</p> <p>* Computer, LCD, smart-board</p> <p>* Guest Speakers</p> <p style="text-align: center;">Film La Historia Oficial; directed by Luis Puenzo</p>
Differentiation	<p>Support -- for students struggling with content</p>	<p>Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support.</p> <p>Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.</p>		

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>	Course Code	<i>[Office use only]</i>
	<p>Extension – for high achieving students. Required activities for all honors courses.</p>	<p>Product: Differentiated grading, including but not limited to: group testing.</p> <p>Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics.</p> <p>Process: Cooperative learning activities, Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry.</p> <p>Product: Presentations, projects, independent study.</p>	
Evaluation	<p>Formative Assessments: Checks for understanding, quizzes, homework, free and focused writing and participation.</p> <p>Benchmark tests: N/A</p> <p>Summative Assessments: Unit exam, research project, midterm and final exams.</p>		

Unit 17	La delincuencia			
	Key Terms	Standards*	Model Tasks	Tools & Text
<p style="text-align: center;">La delincuencia (22 days)</p> <p style="color: red; text-align: center;">BEGINNING OF FOURTH QUARTER</p>	<ul style="list-style-type: none"> * El crimen y sus consecuencias * Los juicios * Los castigos * El pluscuamperfecto de el subjuntivo * Cláusulas con si... * Equivalencias de la frase “To raise” 	<ul style="list-style-type: none"> *Content: Stage III *Communication: Stage III * Cultures: Stage III * Structures: Stage III - IV * Settings: Stage III 	<ul style="list-style-type: none"> * Cultural context: Film “Rojo amanecer” * Audio analysis. Poem: “Memorial de Tlatelolco” * Shared reading on short story: “El huésped” 	<ul style="list-style-type: none"> * Entre Mundos Pearson Prentice Hall * Entre Mundos: Student workbook Pearson Prentice Hall * Supplementary materials: <li style="padding-left: 20px;">Manual de Gramática y ortografía para Hispanos <li style="padding-left: 20px;">Internet grammar practices

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>			Course Code	<i>[Office use only]</i>
					<p>* Microsoft Power Point</p> <p>*Computer, LCD, smart-board</p> <p>Film Amanecer Rojo; directed by Jorge Fons</p>
Differentiation	Support -- for students struggling with content	<p>Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support.</p> <p>Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.</p> <p>Product: Differentiated grading, including but not limited to: group testing.</p>			
	Extension – for high achieving students. Required activities for all honors courses.	<p>Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics.</p> <p>Process: Cooperative learning activities, Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry.</p> <p>Product: Presentations, projects, independent study.</p>			

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>	Course Code	<i>[Office use only]</i>
---------------------	---	--------------------	--------------------------

Evaluation	<p>Formative Assessments: Checks for understanding, quizzes, homework, free and focused writing and participation.</p> <p>Benchmark tests: N/A</p> <p>Summative Assessments: Unit exam, research project, midterm and final exams.</p>
-------------------	---

Unit 18	Culturas en contacto			
	Key Terms	Standards*	Model Tasks	Tools & Text
<p>Culturas en contacto (21 days)</p> <p style="color: red; font-weight: bold;">END OF FOURTH QUARTER</p>	<ul style="list-style-type: none"> * Las creencias culturales: La etnografía * Continuación sobre el pluscuamperfecto * Equivalencias de las frases “right y wrong” * Contacto de culturas: proyecto socio-cultural (Las primeras culturas de la Américas) 	<ul style="list-style-type: none"> *Content: Stage III *Communication: Stage III * Cultures: Stage III * Structures: Stage III - IV * Settings: Stage III 	<ul style="list-style-type: none"> * Audio analysis: Academic journal “La destrucción de la amazonía” * Shared reading and focused writing on short story: Walimai * Mini-lecture on the pluscuamperfecto * Collaborative work on grammar drills. * Group presentation on socio-cultural project 	<ul style="list-style-type: none"> * Entre Mundos Pearson Prentice Hall * Entre Mundos: Student workbook Pearson Prentice Hall * Supplementary materials: <li style="padding-left: 20px;">Manual de Gramática y ortografía para Hispanos <li style="padding-left: 20px;">Hispanomundo: Latinoamérica <li style="padding-left: 20px;">Internet grammar practices * Microsoft Power Point *Computer, LCD, smart-board

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>		Course Code	<i>[Office use only]</i>
Differentiation	Support -- for students struggling with content	<p>Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support.</p> <p>Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.</p> <p>Product: Differentiated grading, including but not limited to: group testing.</p>		
	Extension – for high achieving students. Required activities for all honors courses.	<p>Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics.</p> <p>Process: Cooperative learning activities, Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry.</p> <p>Product: Presentations, projects, independent study.</p>		
Evaluation	<p>Formative Assessments: Checks for understanding, quizzes, homework, free and focused writing and participation.</p> <p>Benchmark tests: N/A</p> <p>Summative Assessments: Unit exam, research project, midterm and final exams.</p>			

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>	Course Code	<i>[Office use only]</i>
---------------------	---	--------------------	--------------------------

INDEX

California Department of Education Executive Office

Adopted by the State Board of Education, Jan 7, 2009

World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve

Timeframes for Learning Languages and Cultures

The Language Learning Continuum (see *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve*), a framework developed by the College Board, is used to indicate growth in linguistic and cultural proficiency. It provides benchmarks for progress in a series of qualitatively different stages of performance:

- Stage I (Formulaic), learners understand and produce signs, words, and phrases.
- Stage II (Created), learners understand and produce sentences and strings of sentences.
- Stage III (Planned), learners understand and produce paragraphs and strings of paragraphs.
- Stage IV (Extended), learners understand and produce cohesive texts composed of multiple paragraphs.

The Language Learning Continuum includes Stage V (Tailored) proficiency, which represents performance typically achieved through university level study.

It should be noted that secondary learners may require more than one year to progress from one stage to the next and may spend a significant amount of time within two adjacent stages. For example, learners of Russian, a Category III language, may require two years to move beyond Stage I in listening and speaking, but longer than two years for reading and writing. Programs may focus on specific communicative modes. For example, a Mandarin program may emphasize different communicative modalities in order to attain Stage III proficiency in listening and speaking, Stage II proficiency in reading, and Stage I proficiency in writing. By necessity, Classical Greek and Latin programs will emphasize reading from the very beginning of instruction. Further, it will be common in the elementary school context for non-heritage learners to remain in Stage I for an extended period of time.

California's Language Programs

California offers a variety of language programs, beginning in elementary school, continuing in middle school, and most typically in comprehensive high school. Elementary programs include immersion, Foreign Language in the Elementary School (FLES), and Foreign Language Experience

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>	Course Code	<i>[Office use only]</i>
---------------------	---	--------------------	--------------------------

(FLEX) that differ substantially in the contact hours allocated to the curriculum. These programs need to be age-appropriate in order to address students' cognitive, emotional, and social needs. Some middle schools also offer immersion and FLEX programs as well as introductory courses that may be equivalent to the first and/or second year of high school study. High school programs traditionally offer a four or five-year sequence preparing students for the Scholastic Aptitude Test (SAT) II examinations in language and often culminating in the Advanced Placement and, less frequently, the International Baccalaureate program in language and literature. Programs for heritage and native speakers can include immersion, specialized courses designed to meet learner needs, and accommodations for these learners within the foreign language classroom. The standards provide an organizing principle to ensure the continuous development of student proficiency, irrespective of the multiple points of entry and exit from California's language programs.

Organization of the Standards

The *World Language Content Standards for California Public Schools, Kindergarten through Grade Twelve (World Language Content Standards)* represents a strong consensus that the study of a wide variety of world languages and cultures is part of the core curriculum. The *World Language Content Standards* present the knowledge, skills, and abilities that **all** learners should acquire during thirteen years in the California public school system.

Due to the considerable number of languages in California, the *World Language Content Standards* was developed to accommodate all languages and the various stages a learner goes through to become proficient. Therefore, the *World Language Content Standards* are not language-specific. In addition, due to the various levels of student proficiency and the multiple points of entry and exit from California's language programs, the *World Language Content Standards* that follow are not tied to specific grade levels but rather describe the levels of linguistic and cultural acquisition. For ease of presentation, the standards are separated into five categories: **Content, Communication, Cultures, Structures, and Settings**. They should be taught together and in practice merge into seamless instruction within the various stages of the Language Learning Continuum.

Content

Language users address a wide variety of topics that are age and stage appropriate. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity from stage to stage on the Language Learning Continuum.

Communication

Real-world communication occurs in a variety of ways. It may be **interpersonal** in which culturally appropriate listening, reading, viewing, speaking, signing, and writing occur as a shared activity among language users. It may be **interpretive** in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be **presentational** in which speaking, signing, and writing occur in culturally appropriate ways.

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

Course Title	<i>Spanish for Spanish Speakers 2AB</i>	Course Code	<i>[Office use only]</i>
---------------------	---	--------------------	--------------------------

Cultures

Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie them. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

Structures

The *World Language Content Standards* use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire **orthography**, the writing systems in languages that have them; **phonology**, the sound systems of language or parameters in ASL; **morphology**, the rules for word formation; **syntax**, the principles of sentence structure; **semantics**, language-based meaning systems; and **pragmatics**, meaning systems connected to language use.

Settings

Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be determined by the requirements of the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.