

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## Spanish for Spanish Speakers 3

<b>Board Approval Date:</b>	<b>Course Length: 2 Semesters</b>
<b>Grading: A-F</b>	<b>Credits: 5 Credits per Semester</b>
<b>Proposed Grade Level(s): 9-12</b>	<b>Subject Area: Elective Elective Area (if applicable): World Language</b>
<b>Prerequisite(s): Completion of Spanish for Spanish Speakers 2 with a C or better and/or teacher approval OR score of 60% or higher on the Spanish speakers 1 &amp; 2 challenge test</b>	<b>Corequisite(s): None</b>
<b>CTE Sector/Pathway: N/A</b>	
<b>Intent to Pursue 'A-G' College Prep Status: Yes</b>	
<b>A-G Course Identifier: N/A</b>	
<b>Graduation Requirement: No</b>	
<b>Course Intent: Site Specific Program (if applicable): N/A</b>	

### COURSE DESCRIPTION:

Spanish for Spanish Speakers 3 is a continuation of the Spanish Speakers course sequence. It continues to expand and reinforce skills acquired in level 2. Students who have successfully completed Spanish Speakers 2 or the equivalent may be admitted. Curriculum is based on the development of literacy, writing, speaking, and listening skills. This course extends the reading and writing skills of the fluent speaker with attention to problems particular to Spanish-speaking students. Extensive writing improves the grammar, spelling, and mechanics of formal language use. The students read, discuss, and write about various genres of Hispanic literature, focusing on improving reading comprehension, critical thinking, and analytical skills. The course includes cultural, sociological, and literary insights into the Spanish-speaking world. The course is conducted entirely in Spanish. The course is defined by the content standards of the California World Language Standards, and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics.

**DETAILED UNITS OF INSTRUCTION:**

<b>Unit Number/Title</b>	<b>Unit Essential Questions</b>	<b>Examples of Formative Assessments</b>	<b>Examples of Summative Assessment</b>
<p><b>1. Narrative- La música y otras artes</b></p>	<p>What is creativity and what is its importance for the individual / a culture?            What is art and its function in our lives?            How do different art forms reflect a country's culture?</p>	<p>*Vocabulary and grammar warm-ups, quizzes, online and textbook activities, supplemental readings and listening activities to review key concepts, vocabulary and grammar structures.            *Paired and group discussions            *Analysis of short narratives by Spanish speaking authors.            *Vocabulary for narrating, descriptive words, adjectives as vocabulary.            *Grammar review of the preterit, imperfect, conditional, future, and imperfect subjunctive tenses            *Spelling: x and use of Spanish dictionary.</p>	<p>*Create a book of short poems/comics (graphic novel)/song lyrics (Criteria: A, C and D).</p>
<p><b>2. Expository- Student Life</b></p>	<p>What is a community?            What makes me feel connected to my community here at Cordova High School and in Rancho Cordova?            Why is building community important at Cordova High School?            Am I aware of what happens in my community?            How can I inform or make my community aware of current events that affect their daily lives?            How can I become an active participant at my school?</p>	<p>*Vocabulary and grammar warm-ups, quizzes, online and textbook activities, supplemental readings and listening activities to review key concepts, vocabulary and grammar structures.            *Paired and group discussions, analysis of short narratives.            *Analysis of news articles by Spanish speaking authors in authentic publications.            *Vocabulary for expository writing, grammar review of the perfect tenses (tiempos compuestos) and hypothetical comparisons; past subjunctive (subjuntivo del pluscuamperfecto).            *Spelling: G and J</p>	<p>*Expository writing- article for social media, newsletter, etc..            *Put together sections of newspaper highlighting events and life at Cordova High School; post to FB page for Spanish speaking parent community.            *Send to print shop as a newsletter (Criteria B and D)</p>
<p><b>3. Descriptive- Problemas</b></p>	<p>How does reflection help me to make positive</p>	<p>*Vocabulary and grammar warm-ups, quizzes, online and</p>	<p>*Journaling/blogging about a service project</p>

<p><b>Sociales y servicio</b></p>	<p>changes for myself and others?          How can my voice influence change abroad?          What steps can I take to personally help a community?          What resources/technology are available for me to make these changes?</p>	<p>textbook activities, supplemental readings and listening activities to review key concepts, vocabulary and grammar structures.          *Paired and group discussions          *Analysis of blogs, vlogs, journals by Spanish speaking authors.          *Vocabulary for discussing social challenges and issues, vocabulary for reflection.          *Grammar review of the present subjunctive.          *Spelling: y, ll</p>	<p>related to their Latin identity/international community in need (Criteria B and D).</p>
<p><b>4. Persuasive- Retos de la vida</b></p>	<p>What aspects of the student experience at CHS do I think can be improved upon?          What factors affect my success and involvement on campus as a student?          How can I support my argument to persuade others to create change?          Why is my perspective important?</p>	<p>*Vocabulary and grammar warm-ups, quizzes, online and textbook activities, supplemental readings and listening activities to review key concepts, vocabulary and grammar structures.          *Paired and group discussions          *Analysis of persuasive articles and videos by Spanish speaking authors.          *Vocabulary for persuasion, expressing opinion.          *Grammar review of the future perfect; passive voice, passive se.          *Spelling: h</p>	<p>*Formal debate: Students choose a relevant topic related to Cordova High School to argue either for or against (Criteria A, B, C, D).</p>

**ESSENTIAL STANDARDS:**

World Language GVC Level 3 district-wide essential standards

**Speaking**

Students should be able to speak/give an oral presentation for 2-3 minutes with set preparation time. Be able to ask and respond to questions and initiate complex conversations.

**Reading Comprehension**

Demonstrate understanding of main idea and key details in authentic text (recipes, news articles, short stories and literary excerpts).

### Writing

Students can write 2-3 paragraphs connecting ideas using multiple tenses, independently.  
Students can demonstrate writing in multiple formats and a variety of audiences.

### Listening

Students can demonstrate an understanding of a variety of authentic sources (music, podcasts, film interviews, news radio) from a variety of different dialects.

## **RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:**

### **Link to Common Core Standards (if applicable):**

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.actfl.org/sites/default/files/news/AligningCCSSLanguageStandards.pdf>

### **Link to Framework (if applicable):**

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

### **Link to Subject Area Content Standards (if applicable):**

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

[https://drive.google.com/file/d/15Qjtd8wH5B0jnH1mOm-QJN4PZl1R6\\_fx/view](https://drive.google.com/file/d/15Qjtd8wH5B0jnH1mOm-QJN4PZl1R6_fx/view)

### **Link to Program Content Area Standards (if applicable):**

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

## TEXTBOOKS AND RESOURCE MATERIALS:

### Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
		<i>¡Avancemos!</i>		Holt McDougal		
		<i>¡Qué chévere! 3</i>	Sarah W. Link, Charisse Litteken, Paul J. Hoff	EMC Publishing LLC	1st	
		<i>Español para hablantes de herencia.: Primer y Segundo Semestre</i>	Margarita Casas	Independentl y published		

### Other Resource Materials

*Literatura y arte: Intermediate Spanish*, Holt Rinehart Winston 1997, *Perspectivas-Holt Rinhart Winston* 1998, *Leyendas latinoamericanas- National Textbook* 1996, Graw Hill 1998, *El Sol Magazine*, <https://maryglasgowplus.com/> (Subscription), Pomelo y Limon,

### Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, programs).