

**Murrieta Valley Unified School District**  
**High School Course Outline**  
**April 2011**

**Department:** Foreign Language

**Course Title:** Spanish IV

**Course Number:** 4125

**Grade Level:** 11 - 12

**Length of Course:** Year

**Prerequisite:** Completion of Spanish 3 with a grade of C or better

**UC/CSU (A-F) Requirement:** E

**Brief Course Description:**

This course meets UC/CSU (E) and district graduation requirements. This course gives an analytical perspective of the culture and philosophical/political influences of Spanish speaking countries. Students will interpret literature/current events in the target language, be presented with realistic situations and specialized vocabulary which will encourage/enable conversation in the target language. This course will be taught primarily in the target language.

**I. Goals**

The student will:

- A. Analyze Hispanic literature
- B. Write essays in the Spanish language of 4-5 paragraphs with a high degree of structural accuracy and on a variety of topics.
- C. Describe in spoken and written form themes, philosophies and concepts of Spanish speaking countries, including culture and literature.
- D. Analyze films with Spanish language themes
- E. Express original and creative thought through written and spoken skills in the target language by the telling of stories in pairs, groups, or individually
- F. Utilize correct grammatical structures in the target language
- G. Demonstrate knowledge of formal and informal spoken Spanish when listening to

the target language.

## **II. Outline of Content for Major Areas of Study**

### *Semester I*

- A. Analyze Spanish Literature
  - 1. Utilize literal and figurative terminology in the Spanish language
  - 2. Generate relevant questions about readings for discussions
  - 3. Discuss historically and/or culturally significant works of Hispanic literature
- B. Develop writing strategies in the Hispanic language
  - 1. Utilize organizational devices and key ideas
  - 2. Use precise language, action verbs, sensory details, appropriate modifiers and active voice
  - 3. Revise writing to improve organization by controlling perspective, word choice and tone
- C. Discuss current events and the social, political and economic developments in Hispanic America
- D. Prepare and perform oral presentations in the Spanish language on a prepared topic

### *Semester II*

- A. Participate in discussions about Spanish literature and society
- B. Speak extemporaneously on a given topic using appropriate vocabulary and accurate grammar
- C. Expand vocabulary through analysis of Spanish literary works
- D. Reflect on Spanish literature
- E. Write persuasive essays and detailed responses to a variety of topics.

## **III. Accountability Determinants**

- A. Key Assignments
  - 1. In class discussions and assignments
  - 2. Homework
  - 3. Writing Compositions
  - 4. 100% of student participation in target language
- B. Assessment Methods
  - 1. Teacher observation of daily classroom participation, effort, and achievement
  - 2. Free response questions in target language
  - 3. Projects and presentations
  - 4. Department generated common assessments

#### **IV. Instructional Materials and Methodologies**

- A. Required Textbook(s)

Levy, Stephen L., and Nassi, Robert J. *Spanish Three Years Review Text*. New York, New York: AMSCO School Publications Inc., 1988.
- B. Supplemental Materials

Jarvis, Ana C., Lebreto, Luis. *Spanish for Business and Finance Sixth edition*. New York, New York: Houghton Mifflin Company 2000.

Ulloa, Justo. De Ulloa, Leonor Alvarex. *Graded Spanish Reader: Segunda Etapa*. Lexington, Massachusetts, D.C. Heath and Company, 1996.

Newspapers  
Periodicals  
Videos  
CDs  
Internet

- C. Instructional Methodologies
  - 1. TPR/TPRS
  - 2. Direct Instruction
  - 3. Direct Response Questions
  - 4. Cooperative Learning
  - 5. Think Pair Share
  - 6. Games/Songs
  - 7. Guided Listening Activities
  - 8. Thinking Maps
  - 9. KWL
  - 10. Guided Practice