ACALANES UNION HIGH SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – WORLD LANGUAGE

COURSE TITLE:	SPANISH 4 Honors
GRADE LEVEL:	11-12
COURSE LENGTH:	One Year
PREFERRED PREVIOUS COURSE OF STUDY:	Spanish 3
CREDIT:	10 Credits
UC/CSU CREDIT:	Meets UC/CSU credit for World Language requirement; subject area (“e”)
GRADUATION REQUIREMENT:	Fulfills 10 credits of the required 20 credits for graduation in the Breadth requirement (WL/CTE)
STANDARDS AND BENCHMARKS:	World Language Standards for California Public Schools (2019)
ADOPTED:	Adopted: May 1, 2019
INSTRUCTIONAL MATERIALS:	Imagina, Vista Higher Learning *(Adopted 8.13.2014)*

COURSE DESCRIPTION: This fourth-year Spanish language course enables students to progress from intermediate to advanced proficiency in the four overarching goals of listening, speaking, writing, and reading. Students will use idiomatic aspects of language, finish learning all structures, and continue studying the culture and literature of all Spanish-speaking countries.

COURSE GOALS: Students are expected to communicate only in Spanish during the class period and to expand their use of the language beyond the classroom. They will become familiar with all the verb conjugations and all sentence structures. They will expand their vocabulary while discussing life experiences, current events, and global issues.

ASSESSMENT: Students will be evaluated on prepared and also spontaneous speaking and writing (including presentations, long paragraphs, and compositions). The students' use of all grammatical structures and vocabulary as well as their cultural knowledge will also be assessed.

GRADING GUIDELINES: See AUHSD Grading Guidelines: Final Mark Rubric and Final Course mark Determination Components

COURSE CONTENT:

The Communication Standards	
CA Standard	**Classroom Practice**
1: Interpretive Communication Goals: Students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics, from authentic texts, using technology, when appropriate, to access information.	• Read, interpret and analyze authentic texts (newspaper articles, short stories, online articles, poems, etc.). • Identify main idea and supporting details. • Hear and analyze a variety of authentic listening sources (podcasts, songs, videos, etc.). • Study vocabulary to improve reading and listening comprehension. • Study grammatical structures and syntax to improve comprehension.
2. Interpersonal Communication Goals: Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken or written conversations, using technology as appropriate, in order to collaborate and to share information, reactions, feelings, and opinions.	• Use the language lab for conversation and recording. • Use online resources for communication practice. • Participate in role plays, skits, games, debates. • Engage in full-class and partner discussion. • Give spontaneous responses. • Exchange points of view, express preferences, and defend opinions. • Write and respond to different forms of written correspondence.
3. Presentational Communication Goals: Students present information, concepts, and ideas to inform, narrate, explain, and persuade, on a variety of topics and for multiple purposes, in culturally appropriate ways, adapting to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish.	• Create videos. • Give formal presentations with and without technology. • Write compositions including poems, articles, essays, and narratives.

4. Settings for Communication Goals: Students participate in age-appropriate, culturally-authentic, real-world and academic language-use opportunities in transactional and most informal settings in target-language communities within the United States and around the globe.	• Learn about local and global volunteer opportunities. • Interact with Spanish-speaking individuals or communities. • Use appropriate vocabulary and structures to communicate effectively in different settings. • Use language in the greater community.
5. Receptive Structures in Service of Communication Goals: Students demonstrate understanding of topics of general public interest that utilize all time frames, using their knowledge of sentence-level elements and paragraph-level and extended discourse.	• Practice all verb tenses and moods through listening and reading activities. • Identify target verb tense/mood in readings. • Complete comprehension activities (questions, T/F, games, lab practice, cloze activities, workbooks). • Develop use of object pronouns (direct, indirect, reflexive)
6. Productive Structures in Service of Communication Goals: Communicate about topics of general public interest using knowledge of sentence-level elements in all time frames and paragraph-level discourse.	• Use all verb tenses (indicative, subjunctive and imperative moods) • Develop complex sentence structures.
7. Language Comparisons in Service of Communication Goals: Students identify similarities and differences in the basic sentence-level elements between languages.	• Identify similarities and differences in sentence-level elements of the languages known. • Study cognates, word roots, prefixes, and suffixes. • Examine parallel sentence structures between Spanish and English. • Examine known-language interference. • Identify similar and different structures used in paragraph writing.

The Cultures Standards	
CA Standard	**Classroom Practice**
1: Culturally Appropriate Interaction Goal: Students interact with cultural competence and understanding	• Use formal and informal structures in speech and writing (tú and Usted, letter salutations and farewells) • Practice appropriate use of manners in greetings and goodbyes • Understand distance between speakers in interpersonal communication.

2. Cultural Products, Practices, and Perspectives
Goal: Students experience, recognize, and explore relationships among typical age-appropriate cultures' products, practices, and perspectives in culturally-appropriate ways, in transactional situations and in some informal settings.
	• View/listen to, discuss and analyze films, videos and songs showing age-appropriate perspectives.
	• Read, interpret, and discuss literature, poetry and media.
	• Discuss
	  ○ Authentic foods
	  ○ Art
	  ○ Economics
	  ○ Indigenous cultures
	  ○ Music and dance
	  ○ Rituals
	  ○ Religious influences in the culture
	  ○ History

3. Cultural Comparisons Goal: Students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and those they know in order to interact with cultural competence.	• Discuss and analyze differences in cultural practices and perspectives during our cultural studies • Acknowledge cultural differences without judgment.
4. Intercultural Influences	• Discuss the influence of the United States in Latin America. • Discuss the influences of Spanish-speaking cultures on US culture.

Goal: Students demonstrate understanding and use the target language to investigate how cultures influence each other over time in order to interact with intercultural competence.	• Discuss the influence of Spain in Latin America.

The Connections Standards	
CA Standard	**Classroom Practice**
1: Connections to Other Disciplines Goals: Students build, reinforce, and expand their knowledge of other disciplines using the target-language to develop critical thinking and solve problems in order to function in real-world situations, academic and career-related settings.	• Investigate, analyze, and discuss in Spanish topics in the following disciplines, as included in thematic units : o Art and Music o Sciences o History o Geography
2. Connections to Diverse and Distinct Perspectives Goals: Students identify diverse perspectives on topics related to the self and the immediate environment as well as topics of general public interest from age-appropriate, authentic materials in Spanish.	• Accessing and analyzing primary and secondary sources to broaden perspectives about other cultures including: o Interviews o Literature, poetry and song lyrics