

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE Spanish 3			
DISTRICT COURSE NUMBER #0413		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 2207	
Rationale:	Spanish 3 is a highly recommended course for admission to most universities. The ability to communicate in a second language enables students to build a foundation for interpersonal understanding and global awareness and to build an intellectual base for further studies.		
Course Description that will be in the Course Directory:	Spanish 3 continues to develop the four skills of communication: listening, speaking, reading, and writing, and to deepen student knowledge of cultures of the Spanish-speaking world. Spanish is the primary language of classroom communication and instruction. Students are provided language-use activities that enable them to function in most information and some formal settings; understand the main ideas and most supporting details in concrete and factual texts (oral/written), and produce paragraph-level discourse, simple narration, description, and explanation; deal with topics related to the external environment; comprehend and produce oral/written paragraphs; and comprehend and be understood by sympathetic Spanish speakers.		
How Does this Course align with or meet State and District content standards?	Units of study parallel the World Language Content Standards for California Public Schools.		
NCLB Core Subjects:	<i>Select up to two that apply:</i> <input type="checkbox"/> Arts <input type="checkbox"/> Economics <input type="checkbox"/> English <input checked="" type="checkbox"/> Foreign Language <input type="checkbox"/> Geography <input type="checkbox"/> Civics and Government <input type="checkbox"/> History <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Science <input type="checkbox"/> Not Core Subject		
CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input checked="" type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject _____ <input checked="" type="checkbox"/> N/A	INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input checked="" type="checkbox"/> N/A
Length of Course:	<input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester		
Grade Level(s):	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12		
Credit:	<input checked="" type="checkbox"/> Number of credits: 10 credits <input checked="" type="checkbox"/> Meets graduation requirements (subject _____) <input type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement _____		<input checked="" type="checkbox"/> College Prep
Prerequisites:	Grade of "C" or better in Spanish 2; good study habits.		
Department(s):	World Languages		
District Sites:	EDHS, ORHS, PHS, UMHS, Virtual Academy		

Board of Trustees COS Adoption Date:	5/14/2013
Textbooks / Instructional Materials:	¡Avancemos! Level 3, Gahala, Carlin, Heining-Boynton, Otheguy & Mondloch, Holt McDougal Publishing, Copyright: 2013, ISBN: 978-0-544-02007-8
Funding Source:	General Fund
Board of Trustees Textbook Adoption Date:	6/11/2013

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

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Course Title: Spanish 3 #0413

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EDUCATIONAL SERVICES

Department: **World Language**

Course Title: **Spanish 3**

Course Number: **#0413**

Unit Title: **Personal Life**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Content 2.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines, 2.1 Students address topics related to self and the immediate environment.

Communication 2.0 Students use created language (sentences and strings of sentences) 2.1 Engage in oral and written conversations, 2.2 Interpret written and spoken language, 2.3 Present to an audience of listeners and readers, 2.4 Initiate in, participate in, and close a conversation; ask and answer questions, 2.5 Demonstrate understanding of the general meaning, key ideas and some details in authentic texts, 2.6 Produce and present a simple written or oral product in a culturally authentic way.

Cultures 2.0 Students choose an appropriate response to a variety of situations, 2.1 Demonstrate understanding of the roles that products, practices and perspectives play in the culture, 2.3 State reasons for cultural borrowings.

Structures 2.0 Students use sentence-level elements (morphology or syntax or both) to understand concrete and factual topics, 2.1 Use sentence-level elements (morphology and syntax or both) to produce informal communications, 2.2 Identify similarities and differences in the sentence-level elements (morphology or syntax or both) of the languages the students know.

Settings 2.0 Students use language in interpersonal settings, 2.1 Participate in age-appropriate cultural or language-use opportunities outside the classroom.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Spanish 3 students will continue to develop the ability to create language when talking about familiar topics related to their personal life. They are able to recombine learned material in order to express personal meaning in a variety of moods and tenses. Students will produce sentence-level language, ranging from discrete sentences to strings of sentences which may include but are not limited to topics such as: personal interests, home life, cuisine, travel and leisure activities and health.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Teachers will use direct instruction, collaborative learning, blended learning and a variety of vocabulary acquisition strategies to engage students in the recognition and production of vocabulary and grammar related to personal life.

Some example activities may include, but are not limited to: reading, writing, speaking and listening activities such as authentic sources (short stories, news articles, broadcasts and songs), videos, powerpoints, realia, audio sources, web-based activities, drawings, games, stories, compositions, repetition techniques and dialogues.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to: white board activities, web-based evaluations, verbal responses, teacher observation, dialogues, daily warm-ups and in class writing, listening, speaking and reading and comprehension practice.

Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects and written exams.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students who do not master unit formative and summative assessments will be offered a variety of opportunities to review and strengthen their understanding and production of content related to personal life which may include but are not limited to: opportunities to develop acquisition of vocabulary through tutoring, textbook web-based resources, teacher student conferences and pairing of struggling students with students that have shown understanding of the content of personal life.

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Department: **World Language**

Course Title: **Spanish 3**

Course Number: **#0413**

Unit Title: **People of the World**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Content 2.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines, 2.1 Students address topics related to self and the immediate environment.

Communication 2.0 Students use created language (sentences and strings of sentences) 2.1 Engage in oral and written conversations, 2.2 Interpret written and spoken language, 2.3 Present to an audience of listeners and readers, 2.4 Initiate in, participate in, and close a conversation; ask and answer questions, 2.5 Demonstrate understanding of the general meaning, key ideas and some details in authentic texts, 2.6 Produce and present a simple written or oral product in a culturally authentic way.

Cultures 2.0 Students choose an appropriate response to a variety of situations, 2.1 Demonstrate understanding of the roles that products, practices and perspectives play in the culture, 2.3 State reasons for cultural borrowings.

Structures 2.0 Students use sentence-level elements (morphology or syntax or both) to understand concrete and factual topics, 2.1 Use sentence-level elements (morphology and syntax or both) to produce informal communications, 2.2 Identify similarities and differences in the sentence-level elements (morphology or syntax or both) of the languages the students know.

Settings 2.0 Students use language in interpersonal settings, 2.1 Participate in age-appropriate cultural or language-use opportunities outside the classroom.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Spanish 3 students will continue to develop the ability to create language when talking about familiar topics related to people of the world. They are able to recombine learned material in order to express personal meaning in a variety of moods and tenses. Students will produce sentence-level language, ranging from discrete sentences to strings of sentences which may include but are not limited to topics such as: historical figures, literature, the arts, and culture.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Teachers will use direct instruction, collaborative learning, blended learning and a variety of vocabulary acquisition strategies to engage students in the recognition and production of vocabulary and grammar related to people of the world. Some example activities may include, but are not limited to: reading, writing, speaking and listening activities such as authentic sources (short stories, news articles, broadcasts and songs), videos, powerpoints, realia, audio sources, web-based activities, drawings, games, stories, compositions, repetition techniques and dialogues.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to: white board activities, web-based evaluations, verbal responses, teacher observation, dialogues, daily warm-ups and in class writing, listening, speaking and reading and comprehension practice. Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects and written exams.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students who do not master unit formative and summative assessments will be offered a variety of opportunities to review and strengthen their understanding and production of content related to people of the world which may include but are not limited to: opportunities to develop acquisition of vocabulary through tutoring, textbook web-based resources, teacher student conferences and pairing of struggling students with students that have shown understanding of the content of people of the world.

EDUCATIONAL SERVICES

Department: **World Lanuage**

Course Title: **Spanish 3**

Course Number: **#0413**

Unit Title: **Human Interaction with the World**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Content 2.0 Students aquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines, 2.1 Students address topics related to self and the immediate environment.

Communication 2.0 Students use created language (sentences and strings of sentences) 2.1 Engage in oral and written conversations, 2.2 Interpret written and spoken language, 2.3 Present to an audience of listeners and readers, 2.4 Initiate in, participate in, and close a conversation; ask and answer questions, 2.5 Demonstrate understanding of the general meaning, key ideas and some details in authentic texts, 2.6 Produce and present a simple written or oral product in a culturally authentic way.

Cultures 2.0 Students choose an appropriate response to a variety of situations, 2.1 Demonstrate understanding of the roles that products, practices and perspectives play in the culture, 2.3 State reasons for cultural borrowings.

Structures 2.0 Students use sentence-level elements (morphology or syntax or both) to understand concrete and factual topics, 2.1 Use sentence-level elements (morphology and syntax or both) to produce informal communications, 2.2 Identify similarities and differences in the sentence-level elements (morphology or syntax or both) of the languages the students know.

Settings 2.0 Students use language in interpersonal settings, 2.1 Participate in age-appropriate cultural or language-use opportunities outside the classroom.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Spanish 3 students will continue to develop the ability to create language when talking about familiar topics related to human interaction with the world. They are able to recombine learned material in order to express personal meaning in a variety of moods and tenses. Students will produce sentence-level language, ranging from discrete sentences to strings of sentences which may include but are not limited to topics such as: technological advances and innovation, political and social issues, professions, occupations and the working world.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Teachers will use direct instruction, collaborative learning, blended learning and a variety of vocabulary acquisition strategies to engage students in the recognition and production of vocabulary and grammar related to human interaction with the world. Some example activities may include, but are not limited to: reading, writing, speaking and listening activities such as authentic sources (short stories, news articles, broadcasts and songs), videos, powerpoints, realia, audio sources, web-based activities, drawings, games, stories, compositions, repetition techniques and dialogues.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to: white board activities, web-based evaluations, verbal responses, teacher observation, dialogues, daily warm-ups and in class writing, listening, speaking and reading and comprehension practice. Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects and written exams.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students who do not master unit formative and summative assessments will be offered a variety of opportunities to review and strengthen their understanding and production of content related to human interaction with the world which may include but are not limited to: opportunities to develop acquisition of vocabulary through tutoring, textbook web-based resources, teacher student conferences and pairing of struggling students with students that have shown understanding of the content of human interaction with the world.

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Department: **World Language**

Course Title: **Spanish 3**

Course Number: **#0413**

Unit Title: **Natural Environment**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Content 2.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines, 2.1 Students address topics related to self and the immediate environment.
Communication 2.0 Students use created language (sentences and strings of sentences) 2.1 Engage in oral and written conversations, 2.2 Interpret written and spoken language, 2.3 Present to an audience of listeners and readers, 2.4 Initiate in, participate in, and close a conversation; ask and answer questions, 2.5 Demonstrate understanding of the general meaning, key ideas and some details in authentic texts, 2.6 Produce and present a simple written or oral product in a culturally authentic way.
Cultures 2.0 Students choose an appropriate response to a variety of situations, 2.1 Demonstrate understanding of the roles that products, practices and perspectives play in the culture, 2.3 State reasons for cultural borrowings.
Structures 2.0 Students use sentence-level elements (morphology or syntax or both) to understand concrete and factual topics, 2.1 Use sentence-level elements (morphology and syntax or both) to produce informal communications, 2.2 Identify similarities and differences in the sentence-level elements (morphology or syntax or both) of the languages the students know.
Settings 2.0 Students use language in interpersonal settings, 2.1 Participate in age-appropriate cultural or language-use opportunities outside the classroom.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Spanish 3 students will continue to develop the ability to create language when talking about familiar topics related to the natural environment. They are able to recombine learned material in order to express personal meaning in a variety of moods and tenses. Students will produce sentence-level language, ranging from discrete sentences to strings of sentences which may include but are not limited to topics such as: the climate, flora and fauna, natural disasters, geographic features and conservation.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Teachers will use direct instruction, collaborative learning, blended learning and a variety of vocabulary acquisition strategies to engage students in the recognition and production of vocabulary and grammar related to the natural environment. Some example activities may include, but are not limited to: reading, writing, speaking and listening activities such as authentic sources (short stories, news articles, broadcasts and songs), videos, powerpoints, realia, audio sources, web-based activities, drawings, games, stories, compositions, repetition techniques and dialogues.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to: white board activities, web-based evaluations, verbal responses, teacher observation, dialogues, daily warm-ups and in class writing, listening, speaking and reading and comprehension practice. Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects and written exams.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments. Students who do not master unit formative and summative assessments will be offered a variety of opportunities to review and strengthen their understanding and production of content related to the natural environment which may include but are not limited to: opportunities to develop acquisition of vocabulary through tutoring, textbook web-based resources, teacher student conferences and pairing of struggling students with students that have shown understanding of the content of the natural environment.

