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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.

EDUCATIONAL SERVICES

Course Title: Spanish 4 #0414

TABLE OF CONTENTS

<u>STATE CONTENT STANDARD #</u>	<u>CONTENT STANDARD/UNIT TOPIC</u>	<u>PAGE</u>
Content 2.0, 2.1, 3.0, 3.1 Communication 2.0-2.6, 3.0-3.5 Cultures 2.0-2.3 Structures 2.0-2.2 Settings 2.0, 2.1	Personal Life	4-5
Content 2.0, 2.1, 3.0, 3.1 Communication 2.0-2.6, 3.0-3.5 Cultures 2.0-2.3 Structures 2.0-2.2 Settings 2.0, 2.1	People of the World	6-7
Content 2.0, 2.1, 3.0, 3.1 Communication 2.0-2.6, 3.0-3.5 Cultures 2.0-2.3 Structures 2.0-2.2 Settings 2.0, 2.1	Human Interaction with the World	8-9
Content 2.0, 2.1, 3.0, 3.1 Communication 2.0-2.6, 3.0-3.5 Cultures 2.0-2.3 Structures 2.0-2.2 Settings 2.0, 2.1	Natural Environment	10-11

EDUCATIONAL SERVICES

Department: **World Language**

Course Title: **Spanish 4**

Course Number: **#0414**

Unit Title: **Personal Life**

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

Content 2.0, 3.0 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. 3.1 Students address concrete and factual topics related to the immediate and external environment.

Communication 2.0 Students use created language (sentences and strings of sentences) 2.1, 3.1 Engage in oral and written conversations, 2.2, 3.2 Interpret written and spoken language, 2.3, 3.3 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. 3.0 Students use planned language (paragraphs or strings of paragraphs), 3.4 Describe, narrate, explain, and state an opinion, 3.5 Demonstrate understanding of the main idea and key details in authentic texts.

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 4 students will continue to develop the ability to create language when talking about topics related to their personal life. They will be able to recombine learned material in order to express and understand opinions, analyze, and apply personal meaning in a variety of moods and tenses. Students will produce language ranging from sentences to strings of sentences to paragraphs, which may include but are not limited to topics such as: personal interests, cuisine, trends and fads, home life, 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, peer reteaching of language foundations, web-based activities, journals, 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 assessments.

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.

EDUCATIONAL SERVICES

Department: **World Language**

Course Title: **Spanish 4**

Course Number: **#0414**

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, 3.0 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. 3.1 Students address concrete and factual topics related to the immediate and external environment.

Communication 2.0 Students use created language (sentences and strings of sentences) 2.1, 3.1 Engage in oral and written conversations, 2.2, 3.2 Interpret written and spoken language, 2.3, 3.3 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. 3.0 Students use planned language (paragraphs or strings of paragraphs), 3.4 Describe, narrate, explain, and state an opinion, 3.5 Demonstrate understanding of the main idea and key details in authentic texts.

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 4 students will continue to develop the ability to create language when talking about topics related to people of the world. They will be able to recombine learned material in order to express and understand opinions, analyze, and apply personal meaning in a variety of moods and tenses. Students will produce language ranging from sentences to strings of sentences to paragraphs, which may include but are not limited to topics such as: historical and cultural figures, economic issues, stereotypes, community issues, current events, literature, the arts, human rights and diversity 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, journals, 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 assessments.

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 Language**

Course Title: **Spanish 4**

Course Number: **#0414**

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, 3.0 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. 3.1 Students address concrete and factual topics related to the immediate and external environment.

Communication 2.0 Students use created language (sentences and strings of sentences) 2.1, 3.1 Engage in oral and written conversations, 2.2, 3.2 Interpret written and spoken language, 2.3, 3.3 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. 3.0 Students use planned language (paragraphs or strings of paragraphs), 3.4 Describe, narrate, explain, and state an opinion, 3.5 Demonstrate understanding of the main idea and key details in authentic texts.

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 4 students will continue to develop the ability to create language when talking about topics related to people of the world. They will be able to recombine learned material in order to express and understand opinions, analyze, and apply personal meaning in a variety of moods and tenses. Students will produce language ranging from sentences to strings of sentences to paragraphs, which may include but are not limited to topics such as: technological advances and innovation, media sources, political and social issues, and 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, journals, 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 assessments.

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.

EDUCATIONAL SERVICES

Department: **World Language**

Course Title: **Spanish 4**

Course Number: **#0414**

Unit Title: **Natural Environment**

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

Content 2.0, 3.0 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. 3.1 Students address concrete and factual topics related to the immediate and external environment.

Communication 2.0 Students use created language (sentences and strings of sentences) 2.1, 3.1 Engage in oral and written conversations, 2.2, 3.2 Interpret written and spoken language, 2.3, 3.3 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. 3.0 Students use planned language (paragraphs or strings of paragraphs), 3.4 Describe, narrate, explain, and state an opinion, 3.5 Demonstrate understanding of the main idea and key details in authentic texts.

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 4 students will continue to develop the ability to create language when talking about topics related to their personal life. They will be able to recombine learned material in order to express and understand opinions, analyze, and apply personal meaning in a variety of moods and tenses. Students will produce language ranging from sentences to strings of sentences to paragraphs, which may include but are not limited to topics such as: the climate, flora, fauna and habitat, natural disasters, geographic features, environmental concerns 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, peer reteaching of language foundations, web-based activities, journals, 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 assessments.

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.