

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

SPANISH 4

Date: November 2008

Category: Foreign Language

Proposed Grade Level(s): 11th and 12 graders

Course Length: 1 year

Grading: A-F

Number of Credits: 5 per Semester

Prerequisites: Successful completion of Spanish 3 with a grade of C or higher

COURSE DESCRIPTION:

This course will enable students to continue with their communicative skills in Spanish through vocabulary development and specific career thematic units which focus on conversational Spanish without the rigor or pressure required in AP Spanish.

GENERAL GOALS/PURPOSES:

To provide students the opportunity to expand speaking, listening comprehension and communicative skills in order to be able to successfully converse in Spanish in a variety of venues.

STUDENT READING COMPONENT:

Selected readings will be taken from the Spanish 3 textbook plus selected readings as determined by the instructor. Class discussions and situational analysis of specific real life events will be conducted daily

STUDENT WRITING COMPONENT:

Students will be required to create and write personal skits utilizing new vocabulary and thematic units.

STUDENT ORAL COMPONENT:

Daily usage of the target language will increase students' ability to speak and comprehend everyday language exchanges.

DETAILED UNITS OF INSTRUCTION:

Spanish 4 will cover the remaining three remaining units of En Español III textbook.

Unit 4 covers career choices, Latin American economics as themes. The grammar is past perfect subjunctive, conditional perfect, placement of object pronouns and future perfect.

Unit 5 covers Spain and The New World as themes. The grammar is relative pronouns and nominalization of adjectives.

Unit 6 covers things to see in the Spanish-speaking world and technology as themes. The grammar is sequence tenses, Pero vs. Sino, Se for unplanned occurrences and verbs with prepositions.

Students will perfect their speaking, writing, reading and listening skills in preparation for college. Audiovisual materials, tapes, etc. and realia such as newspaper articles, internet articles, stories, etc. will be used to illustrate and enhance information.

Students are given a variety of opportunities to develop the aforementioned skills through practice in different settings such as written work, oral work, listening and reading or exercises that combine two or more skills. Culture is how people cope with their environment and how they survive; therefore, understanding other cultures is also discovering one's own through similarities and understanding of differences.

Material: En Español III, En Español III workbook.

Supplemental Materials: Spanish for Mastery III book for literature and supplemental grammar, Dime Dos workbook for short stories and listening activities, Pasaporte 21 workbook and tapes for grammar and listening activities, Una Vez Mas for grammar, realia such as magazines and newspaper articles, audio video such as thematic movies and music. Through readings, movies, music, role playing and discussions students compare and contrast cultural differences and similarities between their cultures and the target culture.

Instruction: Class is conducted in Spanish and students are expected to address the teacher in the target language. Students work in pairs or bigger groups in all types of exercises, to promote communication, listening comprehension, and peer help for an affective filter where students practice in a relaxed environment before being evaluated.

Homework: Students are expected to complete homework prior to the beginning of class, no later. Homework is expected to be completed carefully and following the concept addressed. Otherwise few or no points are awarded. Students are responsible for getting and making up missed assignments. They have two days per excused absence. Class work is sometimes collected to check for accuracy and also for assessment.

Assessment: Students are assessed through written tests, quizzes, assignments, oral assignments and tests, listening exercises and test, oral questioning in the classroom.

Grading: Grading is weighed in the following manner:

98	-	100	=	A+
94	-	97	=	A
90	-	93	=	A-
88	-	89	=	B+
84	-	87	=	B
80	-	83	=	B-
78	-	79	=	C+
74	-	77	=	C
70	-	73	=	C-
68	-	69	=	D+
64	-	67	=	D
60	-	63	=	D-
0	-	59	=	F

Exams: 40%, quizzes 20 %, class work 20%, homework 15%, oral 5%, final 15%* (after adjusting for the other percentages)

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

- Increase the number of students enrolled in A-G courses on campus.
- Use of National Standards to increase students' fluency in language.
- Students understand and interpret written and spoken language on a variety of topics.
- Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.

- Students demonstrate an understanding of the relationship between the practices and the perspectives of the culture studied.
- Students reinforce and further their knowledge of other disciplines through the foreign language.
- Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Students use the language both within and beyond the school setting.

THIS COURSE WILL PREPARE STUDENTS FOR THE CHASEE AND/OR CSTs:

Writing, Reading, Language Arts

LAB FEE IF REQUIRED:

Spanish 3 Más Práctica workbook (\$15.00)

DISTRICT ESLRs TO BE BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** *Set and reach personal goals~ Apply learning to the real world ~Demonstrate the ability to transfer knowledge to new situations ~Accept responsibility for their own learning~* Students will finish the remaining 3 units of the En Español 3 textbook-Students will prepare for the SAT Spanish Subject Test
- **Effective Communicators:** *Express ideas clearly ~Use verbal, written, artistic and technological forms of communication~ convey messages, ideas, thoughts, feelings, and opinions to others~ Listen and respond to the messages of others~* Students will practice Spanish in a variety of skit-like settings requiring them to “think on their feet.”
- **Quality Producers/Performers:** *Use appropriate resource/technology to complete a task~ Create projects which reflect originality and high standards ~Demonstrate the ability to work both independently and collaboratively~* Students will be given opportunities to explore the myriad of new online cultural activities through the use of technology for the WL classroom.
- **Constructive Thinkers:** *Build meaning and understanding for themselves~* Students who enroll in this class are doing so for a love of the language. They have already met the college requirement and they are seeking to further enrich their Spanish Language experience.
- **Collaborative Workers:** *Work effectively within culturally and organizationally diverse settings~ Cooperate with others to initiate, plan, and evaluate projects~ Contribute time, energy, and ideas to a group-* These students will be in the unique position of being able to actively support International Night (a multi-cultural event) in a “leadership role”-These students will be able to collaborate with the AP students in a manner that is mutually beneficial to the whole department as a group through conversations, skits, outings.
- **Responsible Citizens:** *Contribute time, energy, and talents to improve the welfare of themselves and others-Promote and model effective communication between people of different backgrounds, lifestyle, and cultures~* Students will be given ample opportunity for community involvement through International Night support, AP support, and perhaps through weekly Spanish tutorials to fifth graders at Sutter.