



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE

CONTENT AREA(S): World Language
COURSE/GRADE LEVEL(S): Spanish 4Honors / Grades 11-12

I. Course Overview

This course is a pre-AP Spanish language course designed for students who have successfully completed level III of Spanish. It will have a clear emphasis on grammar and literature while continuing to stress communication and culture. It is designed to develop accurate and fluent oral and written use of the language and to increase knowledge of the finer points of expression through the study of vocabulary (including idioms) and advanced grammatical constructions. Readings include novels, short stories, and poetry, as well as contemporary and historical articles of cultural interest. Various other materials dealing with everyday life are used to stimulate conversation and written assignments. In keeping with the College Board guidelines, thematic topics will cover aspects of contemporary life, family and communities, beauty and aesthetics, global challenges, private vs. public identities, and science and technology. Students are expected to use only the target language in all appropriate classroom situation.

The primary goal of this course is for students to achieve proficiency at the ACTFL Intermediate High level for listening, reading, speaking and writing.

II. Standards

Aligned with the 2009 New Jersey Core Curriculum Content Standard, 7.1 World Languages:

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities. In keeping with the Intermediate-High proficiency range, the following standards are addressed in each of the three communication modes:

Interpretive:

- 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.
- 7.1.IH.A.2 Demonstrate comprehension of spoken and written language in formal and informal settings, through appropriate responses.
- 7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.

- 7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.A.6 Analyze and critique readings from culturally authentic materials.
- 7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.

Interpersonal:

- 7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
- 7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
- 7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
- 7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
- 7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.

Presentational:

- 7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
- 7.1.IH.C.3 Use language creatively in writing for a variety of purposes.
- 7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
- 7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
- 7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

III. Learning Objectives

- Use connected sentences and paragraphs independently to analyze and synthesize written and oral texts.
- Identify supporting details in written and oral texts and infer meaning of unfamiliar words in new contexts.
- Infer and interpret an author's intent.

- Identify cultural perspectives and principles in written and oral texts.
- Understand the role of travel and how traveling to another country affects the perspectives of our everyday life; incorporate and compare ideas pertinent to education and national identity.
- Collect, share and analyze data related to global issues, problems and challenges; understand how these issues are perceived and addressed considering different cultural perspectives.
- Be able to view one's own culture through the lens of others to contrast global issues.
- Appreciate the different realities, traditions, etc. across/within cultures that lead to and/or are represented in various art forms (i.e. individual and collective responsibility, censorship vs. free speech, Magical Realism, etc.).
- Be cognizant that communication in more than one language leads to enhanced career opportunities and marketability.
- Examine the roles of race, ethnicity, gender, and religion through history and across cultures to understand the current sociopolitical landscape
- Have an understanding of and be able to discuss contemporary issues such as politics and politicians, international organizations, immigration, discrimination, etc.
- Narrate and describe spontaneously across a wide-range of topics.
- Compare/contrast and offer/support opinions.
- Make/change plans and offer advice.
- Handle situations with complications as they arise.
- Be able to persuade someone to change a point of view.

IV. Essential Questions (The open-ended, provocative questions that help frame inquiry)

Unit 1: España ahora (Spain Today)

- How is the Spanish society defined by traditions and culture?
- How does the Spanish educational system work?
- How is the Spanish society defined by social and political systems?
- What are the challenges of contemporary life?
- How does language help us understand the culture?
- How does the culture help us to learn the language?

Unit 2: España - Historia y Cultura (Spain - History and Culture)

- How were people defined by their social and political systems?
- What political and social issues posed a challenge at the beginning of the 20th Century?
- When things didn't work, who was responsible?
- How did Literature both challenge and reflect cultural perspectives?

Unit 3: La ONU y Latinoamérica (The U.N. and Latin America)

- How are Latin American societies defined by traditions and culture?
- How are Latin American societies defined by social and political systems?
- What are the challenges of contemporary life?
- How does language help us understand the culture?
- How does the culture help us to learn the language?
- How do international organizations affect national politics?

Unit 4: Héroes y Villanos (Heroes and Villains)

- How were Latin-American people defined by their social and political systems?
- What political and social issues posed a challenge in Latin-American History?
- When things didn't work, who was responsible?
- How did Literature both challenge and reflect cultural perspectives?

V. Key Performance and Benchmark Tasks may include, but are not limited to:

Unit 1:

Formative assessments:

- Review answers to questions from Listening activities with class as a measure of checking for understanding:
 - i. Listening quiz 'news from rtve.es'
- Review answers to questions from Reading activities with class as a measure of checking for understanding;
 - i. Write a letter to a Spanish College (use of formality and specific vocab.)
- Group class discussions and debates:
 - i. watch 2 mock interviews and afterwards discuss weaknesses and strengths
- Group discussion of end of the unit "Essential questions."
- Compare and Contrast activities.

Summative assessments:

- Written grammar: present indicative vs subjunctive
- SGO pre-assessment (written) 'formal email to host family in Spain'
- SGO 2 (6 weeks later from pre-assess.) 'Formal (oral) interview with Spanish College'
- SGO 3 written 'interpersonal email message'
- Written Chapters 1 & 2 "Las Inquietudes de Shanti Andía"
- Written Chapter 3 "Las Inquietudes de Shanti Andía"

Unit 2:

Formative assessments:

- Review answers to questions from Listening activities with class as a measure of checking for understanding.
- Review answers to questions from Reading activities with class as a measure of checking for understanding.
- Group class discussions and debates.
- Group discussion of end of the unit "Essential questions."
- Compare and Contrast activities.

Summative assessments:

- Written Chapter 4 "Las Inquietudes de Shanti Andía" & Grammar 'past tense indicative'

- Written Chapter 5 & Epilogue “Las Inquietudes de Shanti Andía” & Grammar ‘past subjunctive’
- Listening “Carol’s journey Ch. 2’
- Listening & Speaking ‘Mariposa’
- Poetry Project

Unit 3:

Formative assessments:

- Review answers to questions from Listening activities with class as a measure of checking for understanding.
- Review answers to questions from Reading activities with class as a measure of checking for understanding.
- Group class discussions and debates.
- Group discussion of end of the unit “Essential questions.”
- Compare and Contrast activities.

Summative assessments:

- U.N. research project
- Crónica Chapter tests (Reading comprehension)
- Listening test
- Grammar test
- Integrated skills test: Vocabulary, listening, reading comprehension, grammar.

Unit 4:

Formative assessments:

- Review answers to questions from Listening activities with class as a measure of checking for understanding.
- Review answers to questions from Reading activities with class as a measure of checking for understanding.
(group work) ‘divide reading ‘
- Group class discussions and debates.
(game) “Cien mejicanos dicen’
- Group discussion of end of the unit “Essential questions.”
- Compare and Contrast activities.

Summative assessments:

- Written & Reading comprehension *Crónica* Chapters 4 & 5
- Written ‘Un poco de todo’ (incl. grammar & listening)
- Presentation ‘Proyecto final Crónica’
- Presentation Project ‘¿Héroe o villano?’

VI. Units of Study

Unit 1: Unit 1: España ahora (Spain Today)

Unit 2: España - Historia y Cultura (Spain - History and Culture)

Unit 3: La ONU y Latinoamérica (The U.N. and Latin America)

Unit 4: Héroes y Villanos (Heros and Villains)

VII. Instructional Materials may include, but are not limited to:

Authentic sources, i.e. newspapers and e-news from Spanish speaking countries, tourism magazines and articles.

Listening activities / YouTube videos

Additional internet websites for grammar concepts, information, and practice.

Schoology / Language Lab / Google Docs

Smart Board with applications and lessons

Teacher-created materials

Texts, etc. used as reference may include:

- Blanco, José A., et. al. Imagina español sin barreras. Boston: Vista Higher Learning, 2007.
 - (This textbook offers an integrated program with related internet resources available to the student at www.imagina.vhlcentral.com , which include audio, video, grammar, etc.)
- Abriendo puertas: Lenguaje, McDougal Littell, 2007.
- Abriendo puertas: Literatura, McDougal Littell, 2007.
- Gatski, Barbara & John McMullan. Triángulo, Wayside Publishing, 2006
- Couch, James H., et. al. Una vez más, New York: Longman Publishing Group, 2003

Various Internet sites such as:

Radio Naciones Unidas <http://www.un.org/radio/es/>; <http://www.podcast.net/cat/93>; etc.

Additional resources include:

Unit 1:

- Literature - "Las Inquietudes de Shanti Andía" by Pío Baroja
- Radio and newspaper articles ´rtve.es´;
Listening comprehension video:
 - i. Las maravillas de España” and
 - ii. “Rap del pasajero”
- Pasajes Lengua “Comida Celestial”
- Music ´No hay marcha en NY´ by Mecano;
“Un velero llamado libertad” by Jose Luis Perales;
“La camisa negra” by Juanes

Unit 2:

- Literature - Las Inquietudes de Shanti Andía” by Pío Baroja
- Article -s “Revista Cervantes” *pre-post Spanish Civil War*
- Poems by P Neruda, F Garcia Lorca, and M Hernandez
- Movies - ‘ Mariposa’
- Radio and newspaper articles ‘rtve.es’
- Music;
 - i.Abriendo puertas by Gloria Estefan
 - ii.Hijo de la Luna by Mecano
- Culture ‘trabalenguas’ (tongue twisters)

Unit 3:

- Literature : Crónica de una muerte anunciada, by Gabriel Garcia Márquez
- Movies : Bajo la misma luna
- Radio and newspaper articles :bbc mundo.com, univision.com
- Music: América, América (Nino Bravo)Mojado (Ricardo Arjona), Por amor (Los tigres del norte)

Unit 4:

- Literature - “Crónica de una muerte anunciada ”
- Movie - “Bajo la misma luna”
- Plays - “Crónica de una muerte anunciada ” (El Repertorio)
- Pasajes y Culturas: “Heroes y villanos, España y Latinoamérica en el Siglo XX´
- Lectura II - “Los EEUU en Latinoamérica: Metas y motivos”
- Chapter 35 ‘La Historia de Hispanoamérica’
- Radio and newspaper articles :bbc mundo.com, univision.com
- Music and lyrics - “¿Qué pasa? por Juanes

Revision Date: July 2014