



Spanish 4

Grade: 11-12

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Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

Much recent research has emphasized the benefits of mastering a second language. The American Council on the Teaching of Foreign Languages (ACTFL) has identified key elements of effective foreign language instruction and its benefits. Students who learn a second language such as Spanish, also demonstrate increased mastery of English literacy skills. The Hazelwood School District offers Spanish 4 to prepare students for college level and AP Spanish as part of a fully developed Spanish language program.

ACTFL standards indicate a need for updated curriculum to ensure Hazelwood's students are adequately prepared to meet increasingly demanding language expectations. Students will leave Spanish 4 ready to succeed in college level Spanish classes and engage in real world conversations with native Spanish speakers. Revisions are needed to ensure students have adequate opportunities to develop proficiency in a course where Spanish is the dominant spoken and written language.

Best practices in foreign language instruction were the foundation of the revision process for members of the curriculum committee members. The curriculum supports a foreign language approach focused on acquisition of communicative Spanish and cultural understanding. This framework guided the selection of activities, materials and scoring guides.

The World Languages Course Level Expectations established in February, 2011, by DESE are met by the curriculum. Spanish 4 builds on previous courses to increase student fluency, advanced grammar, vocabulary, sentence structure and interaction with more complex authentic Spanish texts. The curriculum meets all of the state and district requirements for 21st century skills, cultural relevance, skill-building and student-centeredness.

The curriculum contains performance assessments, proficiency assessments and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required**; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Most activity guides within a unit are sequential and based on curricular resources to support student success on the associated assessments. Concepts and language acquisition are taught both descriptively and prescriptively to allow students to internalize language patterns.

COURSE TITLE: Spanish 4

GRADE LEVEL: 11-12

Course Description:

In Spanish 4, students improve their existing Spanish skills through conversations and reading novels and other authentic materials. Students will develop deeper insights into cultural values and contributions of Spanish-speaking people. The students and teacher will communicate primarily in Spanish. The students will write a paper in Spanish using advanced Spanish grammar and vocabulary and they will read at least one novel in Spanish. During the second semester, students will refine the use of idioms, vocabulary and the nuances of grammar through creative and spontaneous communication in Spanish. The students will read more challenging short stories and authentic Spanish periodicals/publications. The students will critique and analyze materials using their knowledge of Spanish and they will read at least one novel in Spanish. (Prerequisite: Spanish 3)

Course Rationale:

Spanish 4 prepares students to successfully participate in college level Spanish courses. Students will consistently communicate in Spanish using all three modes of communication as they engage in critical thinking, reading and writing tasks. Students will read novels, periodicals and other publications in Spanish and produce sophisticated written pieces such as analytical essays. Critical thinking, collaboration and communication skills will be further developed as students build toward fluent Spanish acquisition. Spanish 4 builds on other courses to allow students to engage in complex thinking, reading, writing and listening tasks in Spanish and develop more sophisticated understanding of Spanish language cultures and history.

Course Scope and Sequence

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>	<u>Unit 5</u>
Por Y Para	Personal and Public Identities	Global Challenges: Peace, War, and Human Rights	Families and Communities: Customs and Ceremonies	Beliefs and Values
17-19 class periods, 90 minutes in length	17-19 class periods, 90 minutes in length	17-19 class periods, 90 minutes in length	17-19 class periods, 90 minutes in length	17-19 class periods, 90 minutes in length

Unit Objectives

Unit 1

1. The learner will be able to exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
2. The learner will be able to analyze knowledge of similarities and differences between the sound and writing system of the target language and native language in communication.
3. The learner will be able to interact with culturally appropriate patterns of behavior in familiar situations.

Unit 2

1. The learner will be able to identify and interpret the main plot, subplot, characters (their descriptions, roles and significance to the story) in authentic literary texts in the target language.
2. The learner will be able to analyze the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender.
3. The learner will be able to identify and analyze cultural perspectives to determine the impact on meaning in a variety of texts.

Unit 3

1. The learner will be able to identify and analyze cultural perspectives as reflected in a variety of nonfiction and fiction texts.
2. The learner will be able to discuss aspects of a field of study and/or employment opportunities.
3. The learner will be able to regularly use information from target language sources to communicate in written and oral formats with target language speakers.
4. The learner will be able to connect objects, important people and symbols of other cultures to the underlying beliefs and perspectives of the people.

Unit 4

1. The learner will be able to analyze and explain how previous cultures influence the modern culture studied.
2. The learner will be able to present information about the target language and culture to others.
3. The learner will be able to summarize and paraphrase information from a variety of sources written in the target language about other school subjects.
4. The learner will be able to connect objects, important people and symbols of other cultures to the underlying beliefs and perspectives of the people.

Unit 5

1. The learner will be able to compare information available on a variety of topics such as art, literature, history, politics, economics and contemporary global issues in the target language.
2. The learner will be able to identify and analyze cultural perspectives as reflected in a variety of nonfiction and fiction texts.
3. The learner will be able to prepare a research based analysis of a current event or issue from the perspective of both the native and target language cultures.
4. The learner will be able to read, listen or watch authentic materials or media for personal enjoyment.
5. The learner will be able to present information about the target language and culture to others.

Essential Terminology/Vocabulary

Unit 1

- Sino, aunque, algo, mientras, de repente, otra vez, sin , nadie, etc
- escribir, caminar, vestirse (reflexive verb), justificar, saltar, etc.
- Irregular preterit tense verbs: Ending in car, gar and zar: empezar, almorzar and jugar. Other preterite irregulars: Ending in yó: creer, leer, oír, poseer, proveer and roer.
- Regular imperfect tense verbs: trabajaba, podía, visitaba, creía, entendía, prefería, dormía, etc.
- Irregular imperfect tense: ser, ir and ver.
- Irregular subjunctive: sea, vaya, busques, obtenga, venga, traigan, etc.
- Por y para.
- han decidido, siguió, había engañado, amenazó, podía alejarse, entregaba, etc.
- Pronombres personales
- Los adjetivos: los grados del adjetivo: los grados comparativos (igualdad, inferioridad, superioridad)
- Verbos: infinitivo vs. conjugación.
- Los enlaces: palabras y frases de enlace y transición
- Estructura de la oración: puntuación (usos de la coma y del punto); mayúsculas (nombres propios y según puntuación).
- Oración: oraciones simples, sujeto y predicado, sustantivos, pronombres, verbos adjetivos, el número, el género.
- El párrafo (5 o 6 oraciones usando comas y puntos seguidos y punto final)
- Los adjetivos: el adjetivo, los grados del adjetivo: los grados comparativos (igualdad, inferioridad y superioridad).

Unit 2

- has sonado, pesadilla, estan seguros, se acercó, deprecia, etc.
- Regular preterite tense high frequency vocabulary structures: cerró, chocó, abrió, me asusté, leyó, etc.
- Irregular preterite tense high frequency vocabulary structures: le importaba, regresaba,
- Future tense preterite tense high frequency vocabulary structures: hablará, abrirá, leerá, cerrará, regresará, etc.
- seguía, empieza, deja (three meanings), orgulloso.
- Sustantivos
- Adjetivos (*grande, gordo, mediano, rubio, moreno, chaparro*)
- Pronombres
- Género (masculino/femenino)
- Verbos (*ser, estar, tener, llevar, gustar*)

Unit 3

- has sonado, pesadilla, estan seguros, se acercó, deprecia, etc.
- Regular preterite tense vocabulary structures: cerró, chocó, abrió, me asusté, leyó, etc.
- Irregular preterite tense vocabulary structures: le importaba, regresaba,
- Future tense preterite tense vocabulary structures: hablará, abrirá, leerá, cerrará, regresará, etc.
- seguía, empieza, deja (three meanings), orgulloso.
- Writing comprehension using stories- present, preterite, subjunctive and future tense.

Unit 4

- limosna, mendigos, poderoso, moros, herejía, queja, penoso, ocio, Hidalgo, pluralista etc.
- Es necesario que los poderosos den limosna, Es difícil de creer que los moros, etc.
- Irregular subjunctive tense vocabulary structures: Es necesario que la iglesia se queje, Es imperativo que los hidalgos sigan defendiendo sus tradiciones, etc.
- present, preterite, future tense and subjunctive tenses.
- Tanto confiaba, no volverán, no van a cicatrizar, no le hace demasiada gracia, asegurarse, etc.

Unit 5

- manuscrito, Quijote, Don, imaginativo, fantasía, habilidad de crear un mundo alterno, ventero, caballero, venta, armar, campo, arrieros, doncella etc.
- Regular subjunctive tense vocabulary structures: Es importante que Don Quijote entienda la diferencia entre la fantasía y la realidad, Es necesario que un caballero se

arme de valor para defender a su doncella, etc.

- Irregular subjunctive tense vocabulary structures: Es importante que el caballero vaya, Es imperativo que la doncella, etc.
- lienzo, pieza, están seguros, va a rehacer, emprenden, se ha convertido, es insostenible, cruce de reproches, etc.

Course Materials and Resources:

Instructional Resources:

- Rowan, Karen *Don Quijote, el Ultimo Caballero*, TPRS Publishing Inc. 2013. ISBN: 978-0-982468-78-4
- Toth, Carrie *La Calaca Alegre*, TPRS Publishing Inc. 2014. ISBN: 978-1935575-90-0
- *La Calaca Alegre Teacher's Guide*, TPRS Publishing Inc. 2014. ISBN: 9781935575917
- Kirby, Nathaniel et al. *La Guerra Sucia*, TPRS Books, 2011. ISBN: 978-1-93495805-6
- Toth, Carrie & Gaab, Carol *La hija de sastre*, TPRS Books, 2018. ISBN: 978-1-935575-61-0
- *Vida y Muerto en la Mara Salvatrucha*, TPRS Publishing Inc. 2010. ISBN: 978-1-935575-18-4
- **Digital Bundle: Exploremos Level 4, 1st MindTap™** Blitt 1st Edition [K12, 2018] 9781337462143 / 1337462144
- **¡Exploremos! Nivel 4 Teacher's Annotated Edition** Blitt/Casas 1st Edition [K12, 2018] 9781305969513 / 1305969510
- Pen pal sites: <https://www.mylanguageexchange/Pen-pals/Language/Spanish.asp> or <http://www.studentsoftheworld.info>

Unit 1

- Por y Para ppt: <https://tinyurl.com/yax8ngc2>
- Por y Para practice: <https://tinyurl.com/y9bqfpng>
- Review 1: <https://tinyurl.com/ycorils4>
- Review 2: <https://tinyurl.com/y8uwzpsq>
- Ppt 1: <https://tinyurl.com/yb6mf7ph>
- Ppt 2: <https://tinyurl.com/y9q799bw>
- Practice exercise: <https://tinyurl.com/yav8r9zx>
- Choice Board Project: <https://tinyurl.com/y9g4wvvr>
- Choice board rubric: <https://tinyurl.com/y9rm8erc>

Unit 2

- Ppt: <https://tinyurl.com/yb2cbhe4>
- Ppt 2: <https://tinyurl.com/y83bwpf9>
- Quiz: <https://tinyurl.com/yaq4vv2v>
- Letter Assignment: <https://tinyurl.com/y8nkefh6> <https://tinyurl.com/yb2cbhe4>
- Unit 2 Test: La Calaca Alegre: <https://tinyurl.com/ydgg9zfg>

- Book Choice Board: <https://tinyurl.com/y79akn3v>
- Rubric: <https://tinyurl.com/y9rm8erc>

Unit 3

- Brighthouse Education materials: <https://tinyurl.com/ya7a3zov>
- Vocabulary exercise: <https://tinyurl.com/y89oeg5y>
- Practice: <https://tinyurl.com/y7wkybp7>
- Conversation Circle directions: <https://tinyurl.com/y84sa2ap>
- Conversation Circle Scoring Guide: <https://tinyurl.com/ycaedtpx>
- “Voces Inocentes” (<https://tinyurl.com/y7fma69z>)
- Essential Questions: <https://tinyurl.com/yctclh2a>
- Unit 3 Test: El Subjuntivo : <https://tinyurl.com/y8zgcvtj>
- Unit 3 Test: Vida y Muerte La Mara Salvatrucha: <https://tinyurl.com/y7r5z662>

Unit 4

- Lazrillo Ppt: <https://tinyurl.com/yateopcl>
- Checklist: <https://tinyurl.com/y8oo593u>
- Scoring Guide: <https://tinyurl.com/y9xrm6sb>
- Ppt: <https://tinyurl.com/yateopcl>
- Reading Materials: <https://tinyurl.com/y9d5kf8y>
- Codigos: <https://tinyurl.com/ydfdd3zs>
- Unit 4 Test: <https://tinyurl.com/ycchvy5p>
- Unit 4 Short Answer Test: <https://tinyurl.com/yadg4e86>

Unit 5:

- Don Quixote Exam: <https://tinyurl.com/y7koqui9>
- Choice Board Project: <https://tinyurl.com/y9g4wvxr>
- Choice board rubric: <https://tinyurl.com/y9rm8erc>
- Information: <https://tinyurl.com/y98oziz7>
- Two column notes: <https://tinyurl.com/y8mg92fv>
- Notes: <https://tinyurl.com/ycbudza9>
- Background videos on Don Quijote:
<http://animoto.com/play/jWqeJUKLDjLR018oSAIX0g>
<http://www.youtube.com/watch?v=qtLaRZtftwk>
- Ppt: <https://tinyurl.com/yalumfen>
- Ppt 2 with movie link: <https://tinyurl.com/yckmxno2>

Additional Resources:

- <https://spanish.yabla.com/>
- <https://www.senorwooly.com/>
- <http://www.bbc.co.uk/languages/spanish/mividaloca/>
- <http://www.antena3.com/series/el-internado/>

