



World Language Department Curriculum Guide

Spanish 4 – CP

Course Description

<p>This course is designed to strengthen the concepts learned in Spanish 3, while adding some new vocabulary and grammar. Students will be scaffolding on their prior knowledge of the target language while expanding their communication and comprehension. This course will also help students to better understand cultural similarities and differences through exposure to literature, films, music, audio excerpts, videos, webquests, research projects, and various realia. There is an emphasis on collaborative work in order to gain cultural competence, recognize diverse perspectives, and make connections between their lives and those of the youth of the Hispanic world. Students are encouraged to take an active role in class and are required to do work outside of class in order to strengthen their knowledge and skills. The target proficiency level for students in this course is Intermediate Low.</p>
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Communication Standards (Intermediate Low)
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| <ol style="list-style-type: none"> 1. Interpretive Communication - In texts and conversations on topics that relate to students and their immediate environment, relying upon understanding of simple sentences, supported by repetition and plain language, students: <ol style="list-style-type: none"> a. Understand traits of multiple cultures and communities. (IL.1.a) b. Understand the main idea and related information. (IL.1.b) 2. Interpersonal Communication - In conversations on topics that relate to students and their immediate environment in a variety of settings, creating unconnected simple sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners understand, students: <ol style="list-style-type: none"> a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IL.2.a) b. Understand, answer, and ask a variety of questions. (IL.2.b) c. Initiate, maintain, and end conversations by understanding and creating language that conveys authentic, personal meaning. (IL.2.c) 3. Presentational Communication - In presentations on topics that relate to students and their immediate environment in a variety of settings, creating unconnected simple sentences, sometimes relying upon clarification and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners understand, students: <ol style="list-style-type: none"> a. Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. (IL.3.a) b. Present information, raise awareness, and express personal preferences in culturally appropriate ways. (IL.3.b) c. Explain their own authentic thoughts in culturally appropriate ways. (IL.3.c) 4. Intercultural Communication - In interactions in a variety of settings, creating unconnected simple sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners understand, students: <ol style="list-style-type: none"> a. Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience's or interlocutor's culture to demonstrate understanding and curiosity of a target-language culture and respect towards diversity. (IL.4.a) b. Use appropriate learned gestures and behaviors. (IL.4.b) c. Avoid major social blunders. (IL.4.c) |
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Linguistic Cultures Standards (Intermediate Low)

5. **Cultures** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:
 - a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. (IL.5.a)
 - b. Investigate, explain, and reflect on how culture affects identity. (IL.5.b)
 - c. Investigate, explain, and reflect on the similarities and differences of cultures over time. (IL.5.c)
6. **Comparisons** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:
 - a. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target-language cultures studied and their own by:
 1. Making comparisons between products, practices, and perspectives. (IL.6.a.1)
 2. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. (IL.6.a.2)
 - b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 1. Interpreting, expressing, and comparing the meaning of idioms. (IL.6.b.1)
 2. Making comparisons of basic language forms. (IL.6.b.2)

Lifelong Learning Standards (Intermediate Low)

7. **Connections** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:
 - a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (IL.7.a)
 - b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (IL.7.b)
8. **Communities** - In a variety of settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students minimally but consistently:
 - a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
 1. Engaging with resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (IL.8.a.1)
 2. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. (IL.8.a.2)
 - b. Become lifelong learners by:
 1. Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. (IL.8.b.1)
 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (IL.8.b.2)
 3. Explaining language education requirements for careers of interest. (IL.8.b.3)
 4. Setting goals for growth in these areas and reflecting upon progress. (IL.8.b.4)



Subject: Spanish 4 – Honors

Units	Concepts / Skills	Activities May Include
SEPTEMBER Así Se Dice Level 3 Chapter 5 Review Buenos o Malos Modales	<ul style="list-style-type: none"> ▪ Learn customary terms, gestures, and actions of courtesy and manners in the Spanish-speaking world ▪ Read, watch and listen to Spanish-speakers greeting and saying goodbye to each other ▪ Compare and contrast the manners in Spanish-speaking countries to those in the United States ▪ Read authentic literature, “El Conde Lucanor” by Don Juan Manuel ▪ Learn advanced structures to express conjecture or actions that were dependent on another action, in the past 	<ul style="list-style-type: none"> ▪ Write a story about an event that happened in the past. ▪ Listen to conversations in target language relating to all themes listed. ▪ Investigate Peru through a WebQuest ▪ Create an autobiographical video regarding their daily routines ▪ Read stories, legends and fables in the target language. ▪ View and re-create, in writing, a scene from a film in the target language ▪ Vocabulary or grammar quizzes ▪ Interactive speaking between students in target language. ▪ Digital reader: Flango (subscription required) ▪ Read one chapter per week and answer written questions. (Titles of readings will vary, most are 10-11 chapters long.) ▪



Units	Concepts / Skills	Activities May Include
OCTOBER Chapter 6 Viajes & Unit on Hispanic Heritage month	<ul style="list-style-type: none"> ▪ Learn vocabulary and expressions regarding train and airplane travel ▪ Highlight specific journeys by train and airplane over the countries of South America ▪ Review forms used for expressing that you want someone to do something ▪ Be exposed to cultural readings about Bolivia, specifically the unusual protocols for taking off and landing a plane, the geography of the area, including Lake Titicaca and the indigenous peoples who live in the region ▪ Literature, in the form of a short story, "Temprano y con sol" by Emilia Pardo Bazán 	<ul style="list-style-type: none"> ▪ Vocabulary and grammar quizzes ▪ Partner "Password" game for vocabulary review ▪ Gimkit and Kahoot for thematic vocabulary review ▪ Read short biographies of important people of Hispanic Heritage and play "Find Someone Who", ▪ Create a display for school of posters of the important Hispanics learned about in class. ▪ Watch documentary about the "Nazca lines" in Peru. ▪ Watch a video of traveling up the Andes by train. ▪ Listen to a conversation regarding the preparations for taking a trip ▪ Read cultural reading, "A Bolivia ya" ▪ Chapter project: Create a digital Travel Brochure of a Latin American country that highlights accommodations, food, cultural sites, points of interest, currency, weather and geography. ▪ Presentations will be made to the class ▪ Digital reader: Flango, read one chapter per week and answer questions that follow ▪ Option: Field trip to see the Hispanic Flamenco Ballet



Units	Concepts / Skills	Activities May Include
NOVEMBER-DECEMBER Chapter 7: Arte y literatura & unit on El Día de los muertos and Holidays	<ul style="list-style-type: none"> Learn vocabulary and grammatical forms to discuss art, and its genres, as well as different types of literature, including prose and poetry. Learn how to express what would happen if something else happened. (dependent clauses) How to read an excerpt from “Don Quijote” will be read and discussed How to interpret artwork by Diego Rivera, and other famous hispanic artists will be displayed How to interpret a sonnet by Federico García Lorca and a poem by Nicolás Guillén Compare and contrast types of art and literature 	<ul style="list-style-type: none"> Watch a dialog that takes place in a Spanish literature class Read a conversation, “Oh if only i had talent!-Ojalá que tuviera talento!” Digital reader: Flango, read a chapter per week Choose a piece of art by a hispanic artist and answer questions in Spanish, writing your own art critique. Watch an EdPuzzle on the holiday tradition of “Las Posadas” Read poem in class,” No sé por qué piensas tu”, and listen to recording in target language for rhythmic changes Read a short story on a famous latin american legend and how it came into existence. Option: Field Trip to Museum of Fine Arts in Boston
JANUARY-FEBRUARY Chapter 8: Latinos en Estados Unidos	<ul style="list-style-type: none"> Scaffold on the Hispanic Heritage unit, focusing the history of Hispanics in the United States Learn the vocabulary and grammatical functions to talk about social media, television, radio and print journalism Compare and contrast the experience of Latinos vs non-latino in the United States Gain knowledge of Spanish speaking television shows, movies, magazines, newspapers and websites in the United States 	<ul style="list-style-type: none"> Watch Netflix documentary, “Made in L.A.” regarding sweatshop conditions for Latin immigrants in the garment industry in the 1990’s and how it had changed. Play a GimKit game, “Hispanics in the media” to review vocabulary Read a conversation about how the Spanish-speaking media has increased in the U.S Digital reader: Flango, read one chapter per week and answer questions Present a biography of an important or famous Hispanic person, by doing research and answering a page of individual questions orally, as asked by the members of the class



Units	Concepts / Skills	Activities May Include
<p>FEBRUARY-MARCH</p> <p>Chapter 9: Historia de la comida latina & "Locura de marzo" music unit</p>	<ul style="list-style-type: none"> ▪ Learn vocabulary and grammar structures relating to the foods in the typical Latin kitchen. ▪ Understand the history of certain foods that are traditional and widely used in Latinamerican dishes. ▪ How there exists Arabic influence on Latin cuisine ▪ How to read a poem by Chilean poet Pablo Neruda, called "Oda a la alcachofa" (Ode to the artichoke) ▪ How to describe food preparation ▪ How to speak and write using a passive voice ▪ Be able to describe why the tomato was once considered poisonous in Europe ▪ Use proper structures to express how long you have been doing something 	<ul style="list-style-type: none"> ▪ Vocab and grammar quizzes ▪ EdPuzzle: The History of Latin Foods ▪ GimKit: La Historia de Comida Latina ▪ Watch NetFlix documentary, "Street Foods, Latin America" ▪ Read and listen to a conversation, "¿Los tomates son venenosos?!" ▪ Read a cultural essay about the history of food. ▪ Watch videos and dialogs relating to the vocabulary and grammatical forms ▪ Write and speak in the passive voice about the origins of foods in different regions of Latin America and Spain ▪ Read, discuss and analyze the poem by Pablo Neruda, "Oda a la alcachofa" ▪ Chapter project: To celebrate a cultural exchange in your school, write a news article for your school newspaper about a specific Spanish or Latin American dish that combines ingredients from the Spanish-speaking world and the Americas, and how it mixes Old World and New World elements. ▪ Digital Reader: Flango- read a chapter per week ▪ Option: Field trip to a Latinamerican, Spanish or Mexican restaurant ▪ Option: Vote daily on a national March Madness Song bracket of Spanish Pop songs (Locura de marzo): www.señorashby.com (subscription required)



Units	Concepts / Skills	Activities May Include
APRIL-MAY Chapter 10: Carreras	<ul style="list-style-type: none"> ▪ Learn vocabulary relating to work, specific careers and trades, and job interviews ▪ Have a job interview ▪ Better understand the importance of learning a second language ▪ Read a short story by Colombian author Gabriel Garcia Marquez ▪ How to prepare a resume ▪ How to describe an ideal job ▪ Compare the jobs of teenagers in the U.S to teens in Latin American and Spain 	<ul style="list-style-type: none"> ▪ Vocabulary and grammar quizzes ▪ Listen and read a conversation about a girl applying for a job ▪ Watch a dialog between two people during a job interview ▪ Read an essay about the importance of speaking a second language when applying for certain jobs ▪ Read, listen to, and analyze a short story, called "One fo these days" (Un día de éstos) by Gabriel Garcia Marquis ▪ Create and write your own personal resume in Spanish. ▪ Act out a skit: Apply for a job assigned by teacher and undergo an actual interview for that job in Spanish. Students will each take turns being the interviewer and the applicant. ▪ Digital reader: Flango- continue reading a chapter a week.
JUNE Cultural Artifact Capstone Project	<ul style="list-style-type: none"> ▪ Apply knowledge learned regarding the daily life as well as the history of the hispanic world 	<ul style="list-style-type: none"> ▪ Final project: Make a replica of an authentic historical, architectural, geographical or artistic artifact from a country in South America, Central America or Spain. Include a written history of the indigenous people who it belonged to, and explain the purpose of it, and the location it specifically came from.

Textbook
<ul style="list-style-type: none"> ▪ <i>¡Asi se Dice! Level 3</i>, by Conrad J. Schmitt and McGraw-Hill authors; published by Glencoe/McGraw-Hill