



World Language Department Curriculum Guide

Spanish 4 – Honors

Course Description

Spanish 4 – Honors is a Latin American and Hispanic Studies survey course, covering the history, culture, and literature of Spain, the Caribbean, Central, and South America. This course is conducted in Spanish and is designed to integrate all previously-acquired language skills while promoting initiative and self-direction. Students will perfect their oral proficiency in communication and collaboration in the target language while simultaneously sharpening their reading, writing, and grammatical skills. Students will hone their listening comprehension skills through exposure to native speaker audio texts. Special emphasis will be given to developing interpersonal, interpretive, and presentational writing and speaking skills. Cultural knowledge will be brought alive through literature, poetry, art, and music and will also be intertwined throughout the year with other class themes utilizing authentic sources both written and aural. Students will also be introduced to the six-course themes of the AP Spanish Language and Culture class. Students will also explore opportunities for outreach into the community and/or engage in cultural exchanges.

The course is conducted in Spanish and designed to integrate all previously acquired language skills, while promoting initiative and self direction. The content covers the history, geography and culinary traditions of all of the major Hispanic nations of the world (Spain, Central and South America, and the Caribbean). In addition, students read current event articles (periodismo) and literature (poesía y cuentos cortos). The class will provide a strong foundation for the following year through the introduction of the six course themes of the AP Spanish Language and Culture course.

In regards to grammar, students review all of the major verb tenses from the previous year - present-progressive, present perfect, preterite, imperfect, future and conditional. Students are expected to master the present and imperfect subjunctive as well as the compound tenses.

The communication goals are numerous. Students will start to develop strong narration skills, and engage in longer dialogues and perfect storytelling in Spanish. The course focuses on authentic sources of language - listening to native speakers via taped narratives and cultural videos, reading on-line newspapers and short stories, and exploring podcasts. In Spanish 4H, students also will write short compare and contrast essays and respond to email prompts. Lastly, all students will continue to improve oral communication through taping.

The ultimate goal of Spanish 4 Honors is to embrace the 90% target-language participation recommended by ACTFL, the American Council on the Teaching of Foreign Languages, which is the guiding organization of world language learning in the United States. This translates to a competency level of Intermediate Mid to High on the ACTFL proficiency guidelines.



Communication Standards (Intermediate Mid)

1. **Interpretive Communication** - In texts and conversations on a wide variety of topics that relate to students and their environment, relying upon understanding of series of connected sentences, sometimes supported by repetition and plain language, students:
 - a. Understand traits of multiple cultures and communities. (IM.1.a)
 - b. Understand the main idea and some supporting details. (IM.1.b)
2. **Interpersonal Communication** - In conversations on a wide variety of topics that relate to students and their environment in a variety of settings, creating series of connected 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 easily understand, students:
 - a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IM.2.a)
 - b. Understand, answer, and ask a variety of questions. (IM.2.b)
 - c. Initiate, maintain, and end conversations by understanding and creating language that conveys authentic, personal meaning. (IM.2.c)
 - d. Provide basic advice on individual or societal issues. (IM.2.d)
3. **Presentational Communication** - In presentations on a wide variety of topics that relate to students and their environment, in a variety of settings, creating series of connected 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 easily understand, students:
 - a. Demonstrate awareness and understanding of relevant topics, sources, self, and their audience. (IM.3.a)
 - b. Present information, raise awareness, and express personal preferences in culturally appropriate ways. (IM.3.b)
 - c. State a viewpoint and provide reasons to support it. (IM.3.c)
4. **Intercultural Communication** - In interactions in a variety of settings, creating series of connected 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 easily understand, students:
 - 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. (IM.4.a)
 - b. Use appropriate learned gestures and behaviors. (IM.4.b)
 - c. Avoid major social blunders. (IM.4.c)



Linguistic Cultures Standards (Intermediate Mid)

5. **Cultures** – In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:
 - a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. (IM.5.a)
 - b. Investigate, explain, and reflect on how culture affects identity. (IM.5.b)
 - c. Investigate, explain, and reflect on the similarities and differences of cultures over time. (IM.5.c)
6. **Comparisons** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and 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. (IM.6.a.1)
 2. Explaining how stereotypes and past and present treatment of people shape identity and culture. (IM.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. (IM.6.b.1)
 2. Making comparisons of basic language forms. (IM.6.b.2)

Lifelong Learning Standards (Intermediate Mid)

7. **Connections** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:
 - a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (IM.7.a)
 - b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (IM.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 fully and 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. (IM.8.a.1)
 2. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. (IM.8.a.2)
 - b. Become lifelong learners by:
 1. Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. (IM.8.b.1)
 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (IM.8.b.2)
 3. Explaining language education requirements for careers of interest. (IM.8.b.3)
 4. Setting goals for growth in these areas and reflecting upon progress. (IM.8.b.4)



Subject: Spanish 4 – Honors

Units	Concepts / Skills	Activities May Include
<p>Unit 1: España (Spain)</p> <p>September - October</p>	<ul style="list-style-type: none"> ▪ Learn about the geography, history and culture of Spain ▪ Discuss taking a trip to Spain and the various regions of the country ▪ Read and discuss newspaper articles about the bombing of Guernica and illegal immigration to Spain ▪ Read a poem by Antonio Machado and short stories by Ana María Matute ▪ Review all forms of the preterite tense and how to narrate in the past 	<ul style="list-style-type: none"> ▪ Watch videos on Spanish café culture and the plazas of Madrid, and express their preferences ▪ Listen to youtube videos of native Spanish speakers on illegal immigration to Spain ▪ Create and present a dialogue via eyewitness perspective of the Guernica bombing ▪ Research tapas recipes and express food preferences ▪ Write a personal narrative on loss modeled after Ana María Matute's works ▪ Chapter 1 exam
<p>Unit 2: Países andinos (Ecuador, Perú, Bolivia)</p> <p>October - November</p>	<ul style="list-style-type: none"> ▪ Learn about the geography, history and culture of the Andean regions of Ecuador, Perú and Bolivia ▪ Read and discuss newspaper articles on current events in the Andes ▪ Explore poetry and literature written from the perspective of the indigenous peoples of the Andes, especially the Quechua and Inca ▪ Review the imperfect and present and past progressive tenses ▪ Review comparatives and superlatives 	<ul style="list-style-type: none"> ▪ Watch videos on Pedro Seminario, fardos funerarios and the Tren azul to Machu Picchu ▪ Write a postcard from a youth hostel in the Andes talking about lodging and historical sites ▪ Create a narrative from the perspective of an indigenous person during the encomienda system of slavery in the early 1500's modeled after the excerpt of the Inca Garcilaso de la Vega ▪ Retell the major events of the Conquest, including the taking of the Plaza of Cajamarca from Atahualpa by Pizarro ▪ Discuss the history of the original foods of the Andes including the potato, quinoa and beans ▪ Chapter 2 exam



Units	Concepts / Skills	Activities May Include
<p>Unit 3: El Cono sur (Chile, Argentina, Paraguay and Uruguay)</p> <p>November - Decemeber</p>	<ul style="list-style-type: none"> ▪ Learn about the geography, history, and culture of the Southern Cone ▪ Talk extensively about likes, dislikes, interests and personal perspectives ▪ Read a weather forecast ▪ Read and discuss an article about leaving home and attending university in Chile ▪ Explore the poetry of Pablo Neruda ▪ Read a short story by Julio Cortázar (Continuidad de los parques) ▪ Listen to protest music written during the dictatorships in Chile and Argentina ▪ Review verbs like gustar, interesar ▪ Review direct and indirect object pronoun placement 	<ul style="list-style-type: none"> ▪ Watch the movie trailer to Evita and relate it to the life of Eva Perón ▪ Watch the movie trailer to The Mission and relate it to the conversion of the Guaraní by Jesuit missionaries ▪ Present a PowerPoint or GoogleSlides presentation on weather, geography and animal life in Patagonia or the Andes ▪ Research forms of protest during the Pinochet dictatorship in Chile and explain the term “desaparecidos” ▪ Chapter 3 Exam
<p>Unit 4: América Central (Guatemala, El Salvador, Nicaragua, Costa Rica, Honduras)</p> <p>December - January</p>	<ul style="list-style-type: none"> ▪ Learn about the geography, history and culture of Central America ▪ Discuss the rise and fall of the Mayan Civilization ▪ Read and discuss newspaper articles about fitness and well-being ▪ Explore colonial architecture and the interfacing of indigenous culture with Spanish colonialism ▪ Read an excerpt about the life of Rigoberta Menchú and research the violence/massacre in the 1980's ▪ Review present subjunctive ▪ Review formal and informal commands 	<ul style="list-style-type: none"> ▪ Listen to a spoken narrative by Rigoberta Menchú and identify high frequency vocabulary ▪ Write a postcard describing the colonial city of Antigua, Guatemala ▪ Watch two cultural videos on Central America; then present a GoogleSlides deck on ecotourism in Costa Rica, Honduras or Panamá ▪ Give advice on staying healthy and in shape using commands; create a healthy living brochure ▪ Chapter 4 Exam



Units	Concepts / Skills	Activities May Include
<p>Unit 5: México</p> <p>January - February</p>	<ul style="list-style-type: none"> Learn about the geography, history and culture of México Create a timeline of the Spanish Conquest of México by Hernán Cortés Read and discuss newspaper articles on concerts and film reviews Read a chapter of La Malinche by Mexican author Laura Esquivel Review reflexive verbs, passive voice, present and pluperfect, and the present perfect subjunctive 	<ul style="list-style-type: none"> Draw a storyboard of La Malinche by highlighting key quotes from the literary excerpt; take an AP reading comp practice on La Malinche (Temas/VHL) Create an advertisement for a Mexican grocery store or almacén using the passive voice Write a movie synopsis and review in Spanish for a movie Recite a poem by Octavio Paz for pronunciation and intonation Chapter 5 Exam
<p>Unit 6: El Caribe (Cuba, Puerto Rico y La República Dominicana)</p> <p>March - April</p>	<ul style="list-style-type: none"> Learn about the culture and history of the three Spanish-speaking Caribbean islands Discuss current political trends and crises Read and discuss newspaper articles about the colonial wall in San Juan and tourism in Punta Cana Review the future and conditional, future perfect and conditional perfect, si clauses 	<ul style="list-style-type: none"> Research an endangered animal and create a conservation campaign to protect it using commands and future tense Orally present preferences on Cuban, Puerto Rican and Dominican cuisine using conditional tense Recite the poem “Sensamayá” by Nicolás Guillén and explain the influence of African immigrants on the language and culture of the Caribbean Watch a PBS special on the reconstruction of Cuba and write about the difficulties of travel there Chapter 6 Exam
<p>Unit 7: Venezuela y Colombia</p> <p>April - May</p>	<ul style="list-style-type: none"> Learn about the geography, history and culture of Venezuela and Colombia Discuss the life of the great Latin American hero Simón Bolívar Read an excerpt of a novel by the Nobel Prize winner, Gabriel García Márquez Review the imperfect subjunctive; subjunctive with adverbial clauses; subjunctive with aunque; and differences between por and para 	<ul style="list-style-type: none"> Write a two-page paper on the power of memory using personal narratives and García Márquez’ “Vivir para contarla.” Research the current political situation between Colombia and Venezuela and present current viewpoints Present a GoogleSlides deck on a famous Caribbean dish and how it represents local agriculture and culture Chapter 7 Exam



Units	Concepts / Skills	Activities May Include
<p>Unit 8: Latinos en EEUU (Latinos in the United States)</p> <p>May - June</p>	<ul style="list-style-type: none"> ▪ Learn about the difference between the words “Latino” and “Hispanic.” ▪ Discuss one’s own background or ethnicity ▪ Read a series of short stories by American writer and former UCAL professor Francisco Jiménez ▪ Review the pluperfect subjunctive and si clauses; shortened form of adjectives 	<ul style="list-style-type: none"> ▪ Watch a newscast in Spanish about border crossings and the wall between the U.S. and México ▪ Create a family tree and explain one’s heritage and lineage to the class ▪ Listen to mariachi music and express opinions about one’s preferences ▪ Write an opinion-based paper on one’s favorite short story by Francisco Jimenez and the difficulty of change

Textbook
<ul style="list-style-type: none"> ▪ <i>¡Así se Dice! Level 4</i>, by Conrad J. Schmitt and McGraw-Hill authors; published by Glencoe/McGraw-Hill