



### Course Description

This course is conducted primarily in Spanish. Students should expect to be actively involved in their own learning while working toward proficiency in the areas of reading, writing, speaking, and listening. The course pursues an in-depth analysis of Iberian and Latin American political, cultural, and historical topics. Literature, poetry, art, music, and film all serve as strategic vehicles to total-language competency. Critical thinking skills are enhanced in the target language through cooperative and collaborative activities. Authentic aural activities are integrated in the course via podcasts or short videos. Streaming Internet services and other audio and visual sources will be implemented whenever possible. The course explores topical news stories through the lens of the Latin American experience by considering authentic Latin news sources. As such, it requires reading and listening at an advanced level. Students are expected to be self-directed, motivated to increase their proficiency level, and be willing to actively participate in class discussions on a daily basis. Students are required to regularly do work outside of class in order to fully access the curriculum. The target proficiency level for students in this course is Intermediate Mid.

### 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, themselves, 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)



**Communication Standards (Intermediate Mid, continued)**

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)**

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)

**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 5 – Honors

Units	Concepts / Skills	Key Activities May Include
<p><b>Preliminary Unit</b> Expectations of senior year How to embrace the year to be successful  September</p>	<ul style="list-style-type: none"> <li>▪ Consider expectations for this class</li> <li>▪ Consider expectations for other classes and other obligations</li> <li>▪ Reflect on ways to self advocate and maintain a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>▪ Articles on mindfulness and proper nutrition</li> <li>▪ Establishment of goals both linguistic and otherwise</li> </ul>
<p><b>An Overview of Spanish Literature</b>  September - October</p>	<ul style="list-style-type: none"> <li>▪ Analyze the perspectives, practices and products of the Spanish culture through authentic literature</li> <li>▪ Analyze the use of language, vocabulary and structures in authentic Spanish literature</li> <li>▪ Apply prior knowledge to decode advanced Spanish literature</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Nosotros No</i> by José Bernardo Adolph Immortality - eternal youth</li> <li>▪ <i>La Siesta del Martes</i> by Gabriel García Márquez - stereotypes                             <ul style="list-style-type: none"> <li>○ Use of violence</li> <li>○ What is justice</li> </ul> </li> <li>▪ Cajas de Cartón                             <ul style="list-style-type: none"> <li>○ Migrant worker</li> <li>○ Family life</li> </ul> </li> </ul>
<p><b>The Art of Storytelling</b>  October - November</p>	<ul style="list-style-type: none"> <li>▪ Traditional storytelling</li> <li>▪ Describing and narrating in the past</li> <li>▪ Consideration of three forms of expressing the past</li> <li>▪ Investigation of fables, myths and legends in the Spanish speaking world</li> </ul>	<ul style="list-style-type: none"> <li>▪ Retell Mexican Legend</li> <li>▪ Cuéntame un Cuento - explore storytelling through song and poems</li> <li>▪ Collaborate on group storytelling</li> <li>▪ Write and illustrate a short story or a children's story</li> <li>▪ Storytelling via other mediums, including movies and short films</li> <li>▪ La Distancia más Larga</li> </ul>
<p><b>Technology and the Environment</b>  December - January</p>	<ul style="list-style-type: none"> <li>▪ How is technology affecting our lives</li> <li>▪ Positive and negative influences of technology</li> <li>▪ Explore the major sources of concern in the environment</li> <li>▪ Compare environmental initiatives within Latin America and/or with the US</li> <li>▪ Discuss and make projections about the future</li> <li>▪ Expressing hopes and doubts</li> </ul>	<ul style="list-style-type: none"> <li>▪ El Progreso y la Tecnología</li> <li>▪ Investigate various websites and governmental bodies that cover environmental concerns such as Ecoticias.com</li> <li>▪ Watch a documentary about eco friendly businesses in Latin America</li> <li>▪ Investigate ecotourism in Latin America; plan a trip to an ecotourism destination</li> <li>▪ Watch a documentary about coal mining in South America</li> <li>▪ Write a letter to the editor expressing a point of view concerning environmental concerns</li> </ul>



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<p><b>Human Rights</b></p> <p>February - March</p>	<ul style="list-style-type: none"> <li>▪ Consider the UN Declaration of Human Rights</li> <li>▪ Research the events of the Dirty War</li> <li>▪ Investigate historical abuses of human rights in Latin America through documentaries, movies, journals, audio files and websites</li> <li>▪ View and discuss works of art done in reaction to abuses of human rights (Chilean tapestries and weaving)</li> <li>▪ Research human rights activists from Latin America (Rigoberta Menchu)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore current day topical news stories through the lens of human rights. (Amnesty International)</li> <li>▪ View and discuss <i>Cautiva/La Historia Oficial</i> regarding children of the “disappeared”</li> <li>▪ Investigate court cases resulting from the Dirty War</li> <li>▪ Write a persuasive essay regarding the placement of children of the “disappeared”</li> <li>▪ Prepare a presentation on a current situation where human rights are being abused</li> </ul>
<p><b>Life after High School</b></p> <p>April</p>	<ul style="list-style-type: none"> <li>▪ Read and analyze articles about life in college</li> <li>▪ Research university life in Latin America</li> <li>▪ Compare the university systems in the US and in Latin America</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Independizarte no es solo asunto de libertad. Independence vs freedom</i></li> <li>▪ Write a blog reflecting on moving out of your parents house for the first time.</li> <li>▪ Record a video log about the college decision process and moving to college or starting a new job or an adventure</li> </ul>
<p><b>Final Unit - Student Choice</b></p> <p>Students choose a final unit of study</p> <p>May</p>	<ul style="list-style-type: none"> <li>▪ Prior choices have included: Famous Hispanics</li> <li>▪ Potential careers</li> <li>▪ Hispanic Cuisine</li> <li>▪ Positive and Negative Stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Activities will vary according to the final unit</li> </ul>

<b>Textbook</b>
<ul style="list-style-type: none"> <li>▪ <b><i>Conexiones: Comunicación y cultura</i></b> by Eduardo Zayas-Bazan, Susan Bacon, Dulce García; published by Pearson</li> </ul>