

## **Spanish IV Honors 2007**

**COURSE DESCRIPTION:** This course continues the study of authentic Hispanic literature that started in Spanish 3 honors. Students speak Spanish throughout the class sessions. In addition, students write various responses to a variety of audiences for a variety of purposes in order to develop fluency in the acquisition of the language. This course focuses on New Jersey core curriculum standards of communication and culture with emphasis in proficiency. Completion of this course may lead to acceptance into a Spanish AP course.

### **WORLD LANGUAGE CORE CURRICULUM CONTENT STANDARDS:**

#### **STANDARD 7.1**

(COMMUNICATION) ALL STUDENTS WILL BE ABLE TO COMMUNICATE IN AT LEAST ONE WORLD LANGUAGE IN ADDITION TO ENGLISH. THEY WILL USE LANGUAGE TO ENGAGE IN CONVERSATION, UNDERSTAND AND INTERPRET SPOKEN AND WRITTEN LANGUAGE, PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE MAKING CONNECTIONS WITH OTHER DISCIPLINES, AND COMPARE THE LANGUAGE/CULTURE STUDIED WITH THEIR OWN.

**STANDARD 7.2 (CULTURE) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PERSPECTIVES OF A CULTURE(S) THROUGH EXPERIENCES WITH ITS PRODUCTS AND PRACTICES.**

CUMULATIVE PROGRESS INDICATORS:

#### **7.1 Pre-Advanced Learner Range**

*A. Interpretive Mode (understanding and interpretation of spoken or written communication)*

1. Demonstrate an understanding of spoken and written language, as expressed by speakers of the target language in formal and informal settings through appropriate responses.
2. Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture to perform a variety of functions.
  - Persuading, negotiating, offering advice
3. Analyze the historical and political contexts that connect/have connected famous people, places and events from the target culture with the U.S.
4. Synthesize information from oral and written discourse dealing with a variety of topics.
  - Television and cinema presentations
  - Teen and adult social interactions
  - Trends in education and business
5. Apply knowledge and skills gained in other core content areas to interpret information on topics related to the study of the target language and culture.

- Grade level appropriate social studies topics and career education and consumer, family and life skills (e.g., drawing conclusions about political, economic and societal patterns in the target culture country through the use of technological data obtained using authentic sources in the target language)
6. Analyze and critique readings from authentic texts and/or from a variety of art genres.
    - Main ideas, theme and supportive details
    - Roles and significance of main characters
    - Use of figurative language (e.g., symbolism, connotation and denotation)
  7. Analyze elements of the target language and comparable linguistic elements in English.
    - Influence of languages on each other
    - Syntax and morphology

*B. Interpersonal Mode (direct spoken and written communication)*

1. Give, respond, and ask for clarification on detailed oral and written directions, commands, and requests.
2. Interact in a variety of situations using culturally appropriate verbal and nonverbal communication strategies.
3. Ask and respond to questions as part of group discussion on topics of personal, academic or social nature.
  - Grade level appropriate health topics (e.g., explaining and supporting an opinion on a societal issue such as violence or driving under the influence of controlled substances; participating in a panel or debate on a schoolwide problem such as harassment due to gender or sexual orientation)
4. Engage in oral and/or written discourse in a variety of time frames on topics of personal or social interest, or on topics studied in other core content areas.
  - Grade level appropriate career education and consumer, family and life skills activities (e.g., college and job interviews; transactions and negotiations: filling out a business form in the target culture, asking for telephone service to be connected, demonstrating the ability to seek and apply for a job, compromising with a parent over a weekend curfew)
  - Grade level appropriate health topics (e.g., social issues: dating, behavior at school and non-school events)
  - Grade level appropriate social studies topics (e.g., analysis of the economic, scientific and political factors that led to the age of European exploration and the commercial revolution)
5. Analyze and critique a variety of culturally authentic selections.
  - Reflection of target culture in text
  - Purpose, message and style of the author
  - Use of figurative language
  - Political or social impact and relevance to self
6. Use language in a variety of settings to further personal and/or career goals.
  - Grade level appropriate career education and consumer, family, and life

skills activities (e.g., participation in career exploration, competitive events in the target language, community service, or school-to-work projects that use the target language and knowledge of its culture)

*C. Presentational Mode (spoken and written communication for an audience)*

1. Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or exposure to perspectives from the target culture.
  - Grade level appropriate health topics (e.g., problems and issues encountered in late adolescence)
  - Grade level appropriate language arts literacy topics (e.g., themes found in fiction and nonfiction such as hope, death, love, loyalty, honor, courage)
  - Grade level appropriate career education and consumer, family, and life skills activities (e.g., media presentation to “teach a class” about a specific topic related to other core content areas and/or the target culture)
2. Use language creatively in writing for a variety of purposes.
  - Grade level appropriate language arts literacy activities (e.g., writing a letter to the editor, an editorial or an op-ed piece in the target language for a newspaper or magazine; writing a research paper using target language sources)
3. Explain the structural elements and/or cultural perspectives of authentic selections.
  - Grade level appropriate language arts literacy activities (e.g., summary or retelling the selection with substantive description and detail; analysis of character, theme and setting and how it reflects the target culture)
4. Explain the perspectives of the target culture(s) as evidenced by their products and practices and compare those with home cultural perspectives.
  - Grade level appropriate social studies topics (e.g., attitudes and beliefs of the culture that influenced the development of its products or practices: esthetics, concept of time, sex roles, rights and duties, etc.; how a particular product or practice of the target culture compares with a similar product or practice in the U.S.)
  - Grade level appropriate science topics (e.g., impact of the environment and natural resources on the development of the products and practices of the target culture)

## **7.2 Pre-Advanced Learner Range**

*A. Interpretive Mode (understanding and interpretation of spoken or written communication)*

1. Analyze how the changing economic and political environment influences the development of new products and contemporary practices in the target culture.
2. Compare and contrast how the target country(ies) and the U.S. deal with current environmental issues.
3. Compare and contrast varying perspectives that exist in different target cultures as seen in television, film and other forms of the media.
4. Compare and contrast tangible products of the target culture(s) to their own

culture and formulate a rationale about why people produce and use them.

*B. Interpersonal Mode (direct spoken and written communication)*

1. Interact in a wide range of social and professional contexts that reflect both peer-group and adult activities within the culture studied, using appropriate etiquette in verbal or non-verbal communication.
2. Discuss culturally authentic selections listened to, read, or viewed to demonstrate insights gained into the products, practices and perspectives of the target culture(s).
3. Compare and contrast for discussion common social practices in the U.S. and target culture(s) related to universal life events, such as birth, marriage, and death.
4. Analyze for discussion observable patterns of behavior and social conventions of various age groups in the target culture(s) and compare them with the U.S.
5. Analyze for discussion relationships among past and current economic and political structures and their impact on the perspectives of the culture(s) studied.

*C. Presentational Mode (spoken and written communication for an audience)*

1. Develop a persuasive rationale showing how the study of the target language and its culture(s) influences attitudes and views on diversity.
2. Simulate activities characteristic of the transition between high school and the workplace/university in the target culture.

## **TECHNOLOGICAL LITERACY CORE CURRICULUM STANDARDS**

**Standard 8.1** (Computer and information literacy) All students will use computer applications to gather and organize information and solve problems.

- A. Basic Computer Skills and Tools
  - Strands 1,5,9
- B. Information Access and Research
  - Strands 5,6,7,8
- B. Problem Solving and Decision Making
  - Strand 12

### **SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

Spanish-speaking country cuisine presentations.

Create PowerPoint presentations on Latinos in the US

Write stories from a character's viewpoint from a class movie or novel.

Presentations that compare and contrast societal issues of youth in the US and Spanish-speaking countries

Present a skit using nonverbal gestures for accepting and refusing an invitation in target language and own culture.

Write a letter to a company using formal language

- . Write a book review.
- . Present a scene from a Spanish play
- . Present a skit based on a Spanish poem.
- . Research contributions of Hispanics to the theater and literature.
- . Write a newspaper article about the importance of a second language.
- . Present an oral report on a favorite pastime
- . Write an essay comparing a film and a novel and present a summary to class.
- . Create interpretational posters on a novel.
- . Read excerpts from ballads
- . Read short stories
- . Write short stories
- . Write/read movie reviews
- . Create a Jeopardy Game about geography in Latin America
- . Read and present a summary about a newspaper article
- . Present a skit about Hispanic values (family, generosity, dignity, etc.)
- . Presentations about behavior at school and non-school events.
- . Interview Latino students about family values and write an essay comparing and contrasting those values with student's own values
- . Create and present flow charts on family and social structures in Latin America and in America compare them
- . Research and present a specific image of the Aztec calendar (parts will be combined to create the calendar)
- . Write an email with an attachment about a current event in Latin America to a friend using colloquial language
- . Internet activity comparing cultures in Spanish-speaking countries.
- . Create, print and present a multi-page report with citations on a Spanish-speaking country
- . Create a PowerPoint Jeopardy game (include text, graphics, moving images and sound) about historical facts in Latin America.
- . Create a PowerPoint demonstrating topics from Science by merging information from two or more sources.
- . Compare information on a variety of websites to evaluate sources for accuracy and appropriateness
- . Research technology in Latin America and present to class (identify new technology and/or other technological advancements)
- . Research Hopatcong High School specialized subscription databases for any of the above presentations or writing activities

### **INSTRUCTIONAL STRATEGIES:**

Think-pair-share

KWL

Cooperative learning activities

Individual work

Teacher presentations

Team games

Assessments  
Research projects  
Role-plays  
Cloze activities  
Password language ladders  
TPR  
Interviews  
Presentations  
Problem solving  
Brainstorming  
Reflective thinking  
Cultural awareness activities

**EVALUATION/ASSESSMENT OF STUDENTS:**

Paper and pencil tests  
End of unit, teacher made tests and quizzes  
Performance  
Drawings, projects, writings, presentations  
Teacher observations  
Rubrics  
Classroom interaction, student participation/involvement  
Personal communication  
Individual conferences, small group discussions, interviews  
Rubrics to evaluate use and understanding of technology

**EVALUATION/ASSESSMENT OF CURRICULUM:**

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).

**RESOURCES/BIBLIOGRAPHY:**

- . Technology (Internet resources, CD ROMs, videos, audio CDs, etc.)
- . Authentic realia
- . NJ World Languages Curriculum Framework
- . National Standards Document: Standards for Foreign Language Learning in the 21st Century
- . Cultural readings from a variety of Spanish novelettes, short stories, articles and other authentic literature.