

SPANISH IV

LENGTH OF TIME: 90 minutes daily per semester

GRADE LEVEL: 10-12

COURSE STANDARDS:

Students will:

1. When using any of the four language skills (listening, speaking, reading, and writing), in order to insure effective communication:
 - a) Utilize the system of sound-letter correspondences.
 - b) Demonstrate the ability to use/comprehend appropriate vocabulary.
 - c) Exhibit the ability to expand sentences and paragraphs into a variety of communicative tasks of increasing complexity (speaking and writing).
 - d) Expand grammatical structures correctly.
 - e) Employ effective intonation patterns
(FL Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1)
(PA Academic Standards 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8)
2. Understand and retain most key ideas and some supporting detail from a variety of communicative tasks (listening and reading).
(FL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)
(PA Academic Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
3. Demonstrate comprehension of and sensitivity for the similarities and differences in cultural patterns. (FL Standards 2.1, 2.2, 3.2, 4.2, 5.1, 5.2) (PA Academic Standards 1.1, 1.2, 1.6)
4. Employ the study skills necessary for effective language learning. (FL Standards 3.1, 4.1, 5.1, 5.2)
5. Recognize the importance of language learning to career opportunities.
(FL Standards 5.1, 5.2)
6. Utilize technology as a resource tool, reinforcement/enrichment tool, and for production of oral and written work. (FL Standards 3.1, 5.1, 5.2)

RELATED PA ACADEMIC STANDARDS FOR READING, WRITING, SPEAKING AND LISTENING

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing

- 1.6 Speaking and Listening
- 1.7 Characteristics and Function of the English Language
- 1.8 Research

RELATED WORLD LANGUAGE STANDARDS: ACTFL

Communication 1.1, 1.2, 1.3

Cultures 2.1, 2.2

Connections 3.1, 3.2

Comparisons 4.1, 4.2

Communities 5.1, 5.2

PERFORMANCE ASSESSMENTS:

Students will be able to use the language at an intermediate mid to high range according to the ACTFL (American Council on the Teaching of Foreign Languages) guidelines.

Intermediate-Mid

Students are able to satisfy some survival needs and some limited social demands and are able to formulate some questions. Vocabulary permits discussion of topics beyond basic survival needs such as personal history and leisure time activities. Some evidence of grammatical accuracy in basic constructions is apparent (subject-verb agreement, noun-adjective agreement, and some notion of inflection).

Intermediate-High

Students are able to satisfy most survival needs and limited social demands and show some spontaneity with uneven fluency. Students are able to produce some narration in past or future. A developing flexibility in circumstances beyond immediate survival needs is evident, but limited vocabulary necessitates much hesitation. The commoner tense forms occur but errors are frequent in formation and selection. Students can use question forms. Errors still occur in more complex word order patterns. Students cannot sustain coherent structures in longer utterances or unfamiliar situations. The ability to describe and give precise information is limited. Articulation is comprehensible to native speakers used to dealing with foreigners.

Students will demonstrate achievement of the standards by:

1. Utilize in the target language acquired vocabulary and structures by identifying them and incorporating them in oral and written communication. (**Course Standards 1, 2, 4**)
 - Food and beverages
 - Leisure time on an estancia
 - Farm animals
 - Household chores
 - Meals of the day
 - Descriptions of clothing
 - Vacation places and activities
 - Getting in shape
 - Service to the community
 - Volunteering
 - Careers
 - Bilingual opportunities

2. Provide extended auto and biographical information in the target language by describing in a narration or monologue in oral and written form: **(Course Standards 1, 2, 3, 4, 6)**
 - Personal fitness plan
 - Pastime activities and places
 - Career ambitions
 - Bilingual advantages
 - Household chores
 - Meals of the day
 - Describing clothing
 - Vacation plans
 - Volunteering and community service
 - Countries visited
 - Food and beverages preferences
3. Sustain face-to-face conversations by participating in role-plays and interviews: **(Course Standards 1, 2, 3, 4, 6)**
 - Ask and answer questions about self and others regarding topics described in performance assessments 1, 2, and 3.
4. Narrate and describe using connected sentences and paragraphs in present and other time frames by responding to prompts within their range of vocabulary. **(Course Standards 1, 2, 3, 4, 6)**
 - Discuss, answer questions and summarize information based on topical vocabulary
5. Comprehend main ideas and important supporting details on known topics by using prior knowledge, deduction, and inference by answering questions. **(Course Standards 1, 2, 3, 4)**
6. Analyze cultural patterns and describe their similarities and differences **(Course Standards 1, 2, 3, 4)**
7. Link second language proficiency to career opportunities **(Course Standards 1, 3, 5, 6)**

DESCRIPTION OF COURSE:

In Level IV, the student will demonstrate increased comprehension of longer and more complex authentic sources. The student will expand and refine speaking and writing skills and will be able to summarize, discuss, and express opinions on a variety of themes. The student will also demonstrate a heightened awareness of culturally appropriate behavior.

TITLES OF UNITS:

- 1) General review of all concepts of Spanish IV 1 week
- 2) Capitulo 7 Un fin de semana en Buenos Aires 3 weeks
 - A) Communication:
 - Planning and preparing for holiday activities
 - Cooking terminology
 - B) Culture:
 - The agriculture of Argentina
 - Weekend activities in Buenos Aires
 - The use of "vos" and "che" in Argentina

- C) Vocabulary:
 - Holiday foods and meals
 - Cooking and recipes
 - Preparing a meal
- D) Structures
 - “How long you have been doing something: "Hace" formula
 - What you or someone did: verbs with an irregular stem in the preterite
 - Food descriptions: past participles with "estar"
- 3) Capitulo 8: Una semana en una estancia 3 weeks
 - A) Communication
 - Farm products
 - Typical activities in the country
 - Farm animal
 - B) Culture:
 - Typical activities on an estancia in Argentina
 - The gaucho of Argentina
 - The rodeo of Argentina
 - C) Vocabulary:
 - Agricultural products
 - Farm activities and chores
 - Farm animals
 - Farm equipment
 - D) Structures:
 - The future tense
 - When to use "por" and "para"
- 4) Capitulo 9: Que esta de moda? 3 weeks
 - A) Communication:
 - Clothing, shoes and hairstyles
 - Taking care of your personal appearance
 - B) Culture:
 - What Spanish teenagers wear
 - Spanish designers
 - C) Vocabulary:
 - Types of clothing and foot wear
 - Hairstyles - Getting ready to go out:
 - Going shopping and to the hairdresser's
 - D) Estructura
 - Specific clothes and other items
 - How to avoid repeating a noun
 - Temporary qualities “ser and estar"
- 5) Capitulo 10 Ponte en forma! 3 weeks
 - A) Communication:
 - Ways to stay healthy
 - How to stay in shape

- Dealing with minor ailments
- B) Culture:
- Spain's largest sports center and school
 - The nutritional content of various foods
- C) Vocabulary:
- Staying healthy
 - Exercise and aerobic activities
 - Parts of the body
 - How you feel
- D) Structures:
- Informal affirmative commands
 - Informal negative commands
- 6) Capitulo 11 Servicios a la comunidad 3 weeks
- A) Communication:
- What services are offered in your community
 - What you can do to help your community
 - What the needs of your community are
- B) Culture
- Activities in typical community centers in the U.S.
 - Special volunteer activities that teenagers can perform
 - The Neoyorican Poet's Cafe
- C) Vocabulary:
- Types of community centers
 - Volunteer activities
 - Community residents who receive assistance
- D) Structures:
- What needs to be done: expressions with the subjunctive
 - The "we" command
- 7) Capitulo 12 Las ventajas de ser bilingue 3 weeks
- A) Communication:
- Career goals, especially bilingual careers
 - Work conditions
 - Personal aptitudes
 - Job interviews
- B) Culture:
- Typical U.S. aptitude tests
 - Types of bilingual careers available in the U.S.
- C) Vocabulary:
- Part time and summer jobs for teenagers
 - Careers
 - Work conditions
 - Personal aptitudes
- D) Structures:
- Recommendation and advice: use of the subjunctive

- What you have done: the present perfect

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Differentiated Instruction via Process, Product, Content, Environment
2. Cooperative learning groups
3. Listening/reading activities
4. Discussion/summary
5. Small group activities
6. Process writing
7. Oral presentations
8. Research
9. Models
10. Notebooks/journals/portfolios
11. Audio visual presentations
12. Simulations/role plays
13. Technology assisted learning
14. Posters/charts, etc.
15. Problem solving
15. Journals
16. Interviews
17. Guided paragraph writing, short essays
18. Contextual structure, vocabulary activities
19. Quick Writes
20. Guided Essays
21. Creative Writing
22. Picture descriptions

MATERIALS:

1. Juntos 2, Liapunov, Marina, Prentice Hall, 1997
2. CD ROMs /audio tapes/ video tapes to accompany texts
3. Supplemental videos and slides
4. Computer software
5. Internet primary sources
6. Miscellaneous realia
7. Magazines
8. Supplemental materials – texts, maps, etc.
9. Teacher made materials

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Preassessment to determine differentiated instruction
2. Differentiated Instruction via Process, Product, Content, Environment
3. Reassessment as appropriate
4. Technology-enhanced instruction
5. Peer tutoring
6. Academic tutorial

7. IST, resource room
8. Guest speakers
9. Field trips
10. Interdisciplinary units
11. Reinforcement of study skills: test taking, study, note taking, organizational skills
12. Independent reading
13. World Language Clubs and special events

PORTFOLIO DEVELOPMENT:

Examples of selected performances and products will be maintained in individual student portfolios throughout the year. Portfolios will serve as a vehicle for self-assessment and teacher assessment. Portfolio contents will include samples of student writing, performance assessment, and traditional vocabulary and unit tests. Audio and / or videotapes of student performances are maintained.

METHODS OF EVALUATION:

1. Performance assessments – projects, presentations, charts, maps, posters, etc
2. Oral proficiency interviews and simulations
3. Quizzes
4. Tests
5. Notebooks
6. Journal entries
7. Classwork
8. Participation
9. Homework

INTEGRATED ACTIVITIES:

(Building, refining, and expanding Level IV skills in oral and written forms.)

1. Concepts
 - Complex and compound sentence structure
 - Multiple tense differentiation /Verb conjugations
 - Vocabulary and idioms
 - Pronunciation and intonation
 - Culture of the target language
 - Study skills
2. Communication (spoken or written form)
 - Focus on near-native pronunciation and intonation
 - Use of thematic vocabulary
 - Extemporaneous Speech
 - Extended questions and answers
 - Discussion
 - Summaries

3. Thinking/Problem Solving
 - Formation of questions and extended responses
 - Use of appropriate sentence structure according to the situation (questions/statements/negatives)
 - Interpretation and analysis of written and oral language
 - Deductive reasoning
 - Circumlocution techniques
4. Application of Knowledge
 - Use of newly acquired skills and information to create oral and written performance assessments and products
 - Use of information to understand realia
 - Use of complex grammatical structures to communicate with increased accuracy.
5. Interpersonal skills
 - Sensitivity to cultural differences
 - Cooperative learning groups (paired/group activities)
 - Teamwork
 - Listening skills