Office of Curriculum and Instruction

Spanish IV

Grade 11 or 12

Prerequisite: Spanish III

Credit Value: 5

ABSTRACT

Students in the Spanish IV course develop proficiency in listening, speaking, reading, and writing skills and expand understanding of the Hispanic culture. Authentic documents, as well as classical and contemporary reading materials, reinforce reading comprehension. A conversational approach to learning vocabulary and grammar concepts promotes the ability to express ideas fluently, coherently, and accurately in the target language. Technology applications allow opportunities for communication with Spanish-speaking students in other locales while listening exercises, videos, cooperative group work, and individual presentations enrich the language learning experience.

*Adopted by the Somerville Board of Education on July 25, 2017*
# Spanish IV
Grade 11 or 12

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**Essential Question:**

- How can being multilingual enhance career opportunities?
- In what ways do the leisure activities among Hispanic people reflect their cultures?
- How do vacation practices compare across cultures?
- In what ways do celebrations vary among cultures?
- How are human relationships universal?

**Content:**

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<th>Exercise and Diversions</th>
<th>Vacations</th>
<th>Celebrations</th>
<th>Family, Society, and Social Problems</th>
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<td>Preterite versus Imperfect</td>
<td>The Perfect Tenses</td>
<td>Literature</td>
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**Skills and Topics:**

- research and employ the appropriate Spanish vocabulary to discuss leisure activities (e.g., sports, exercise, socialization)
- determine the leisure activities enjoyed in various Hispanic cultures
- communicate with Spanish-speaking teens using digital tools to determine leisure time activities
- compare personal leisure time choices of teens in the United States and Hispanic nations
- research and employ the appropriate Spanish vocabulary needed to discuss vacation destinations (e.g., means of travel, lodging)
- compare and contrast vacation practices among European and American nations
- explore practices that ensure safe travel
- incorporate safe travel tips in a multimedia presentation
- determine the use of past participles in the Spanish language (e.g., perfect tenses, participles as adjectives, participial clauses)
- investigate a variety of holiday celebrations across cultures
- compare and contrast celebrations in various cultures
- demonstrate comprehension of literature, songs, and poetry with holiday themes
- collaborate to create and present a multimedia presentation about a cultural celebration
- assimilate appropriate Spanish vocabulary and necessary grammatical forms in written and oral descriptions of celebrations
- demonstrate listening comprehension skills
- brainstorm social problems prevalent in the 21st century global society
- determine the Spanish vocabulary necessary to discuss family, society, and social issues
- assess the universality of social issues facing peers in the United States and in Hispanic nations
- communicate digitally with Spanish students to share reactions regarding common societal issues (e.g., alcohol, drugs, the economy, the environment, unemployment)
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<td>Skills and Topics:</td>
<td>• utilize <em>ser</em> and <em>estar</em> and appropriate Spanish vocabulary to create a public service message using technology</td>
<td>• assimilate Spanish vocabulary, preterite, and imperfect in a survey of changes in leisure activities over time (e.g., use of technology, introduction of social networking sites)</td>
<td>• integrate the future and conditional tenses in written and oral descriptions of vacation plans</td>
<td>• communicate digitally with Spanish students to exchange information about vacation plans</td>
<td>• recall the formation of the present subjunctive mood of verbs</td>
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**Integration of Technology:**
- Internet, Web Quests, wireless laptop computers, classroom computers, portable language laboratory, SMART Boards, LCD projector, multimedia presentations, video streaming, podcasting

**Writing:**
- Open-ended responses, conclusions and analysis of exploratory activities, dialogues, correspondence, journal entries, reports

**Formative Assessments:**
- Listening exercises, speaking exercises, student self-assessments, journal entries, scoring rubric

**Summative Assessments:**
- Quizzes, tests, listening and speaking tests, midterm examination

**Performance Assessments:**
- Oral presentations, group and paired activities, content-specific authentic assessments, multimedia presentations

**Interdisciplinary Connections:**

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*2016 NJSLS:

- **RL:** Reading Literature
- **N:** Real Number System
- **RI:** Reading Informational Text
- **A:** Algebra
- **W:** Writing
- **F:** Functions
- **SL:** Speaking and Listening
- **G:** Geometry
- **L:** Language
- **S:** Statistics and Probability
- **MD:** Measurement and Data
## SOMERVILLE PUBLIC SCHOOLS

### Spanish IV
Grade 11 or 12

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### Essential Question:
- What challenges face students around the world?
- How do the arts reflect a nation’s culture?
- In what ways are historical events and national identity depicted in art and literature?
- How does the media affect daily life?
- In what ways are global events interconnected?

### Content:
- **College Education and Financing**
- **Digital Communication**
- **Painting and Music**
- **Sculpture and Literature**
- **Television and Advertising**
- **Current Events**

### Skills and Topics:
- **relate personal experiences regarding college application and planning**
- **research the finance of college educations in Hispanic nations**
- **compare and contrast university life in the United States and in Hispanic nations**
- **employ technology to create a personal portfolio of accomplishments to use in college applications**
- **apply appropriate Spanish vocabulary and syntax in portfolio entries**
- **investigate college majors and career requirements**
- **utilize technology to research artists and musicians of the Hispanic nations**
- **compare and contrast American and Hispanic artistic and musical styles**
- **analyze the use of the arts to express cultural and historical events in sample works of art**
- **communicate digitally with Spanish-speaking students to determine musical and artistic preferences**
- **research specific artists and musicians**
- **assess significant historical events in a variety of Hispanic nations**
- **research works of art (e.g., paintings, statues, architecture) that depict historically-significant events**
- **determine the elements of art that illustrate national pride or identity (e.g., subjects, locations, events, use of color)**
- **compare and contrast literary forms that illustrate national pride (e.g., fables, poems, short stories)**
- **determine the uses of media to influence individuals in current American and Hispanic societies**
- **assess the effects of the media on personal daily life**
- **employ the appropriate Spanish vocabulary to discuss advertising campaigns in the United States and Hispanic nations**
- **communicate digitally with Spanish-speaking students to compare and contrast advertising methods**
- **track and record daily current events**
- **employ the appropriate Spanish vocabulary and syntax to report current events in written and oral forms**
- **employ technology to create a class electronic journal addressing current events**
- **determine the impact of events in the Hispanic nations on life in the United States**
- **communicate digitally with Spanish-speaking students to share daily events and reactions**
- **compile events and reactions in electronic journal entries**
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<td>• demonstrate comprehension of authentic documents about college plans and financing (e.g., application forms, FAFSA forms, essay requirements)</td>
<td>• incorporate appropriate Spanish vocabulary, syntax, and research results in a multimedia presentation about an Hispanic artist or musician</td>
<td>• analyze art and literature in written and oral forms using appropriate Spanish vocabulary and syntax</td>
<td>• assimilate knowledge of advertising methods, Spanish vocabulary, and syntax in a television commercial using technology</td>
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Spanish IV
Course Requirements

Grade: 11 or 12  Prerequisite: Spanish III  Credit Value: 5
Length of Course: Academic Year

Course Description

Students in the Spanish IV course develop proficiency in listening, speaking, reading, and writing skills and expand understanding of the Hispanic culture. Authentic documents, as well as classical and contemporary reading materials, reinforce reading comprehension. A conversational approach to learning vocabulary and grammar concepts promotes the ability to express ideas fluently, coherently, and accurately in the target language. Technology applications allow opportunities for communication with Spanish-speaking students in other locales while listening exercises, videos, cooperative group work, and individual presentations enrich the language learning experience.

Course Content

This course will consist of the following units of study:
- Careers and Ser and Estar in Advanced Applications
- Exercise and Diversions and Preterite versus Imperfect
- Vacations and The Perfect Tenses
- Celebrations and Literature
- Family, Society, and Social Problems
- College Education and Financing and Digital Communication
- Painting and Music
- Sculpture and Literature
- Television and Advertising
- Current Events

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:
- How can being multilingual enhance career opportunities?
- In what ways do the leisure activities among Hispanic people reflect their cultures?
- How do vacation practices compare across cultures?
- In what ways do celebrations vary among cultures?
- How are human relationships universal?
- What challenges face students around the world?
Course Objectives (continued)

• How do the arts reflect a nation’s culture?
• In what ways are historical events and national identify depicted in art and literature?
• How does the media affect daily life?
• In what ways are global events interconnected?
• What are the post-graduation and/or career options that apply to the course content?

Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

• Formative Assessments, such as writing prompts, journals, and portfolios
• Summative Assessments, such as quizzes, tests, and midterm and final examinations
• Performance Assessments, such as projects and presentations
• Technology-based Applications, such as electronic portfolios, Web Quests, ThinkQuest, and podcasting
• Class Participation
• Homework

Specific weights will be determined by course and level.
Spanish IV
Student Agreement

STUDENT NAME: ____________________________________________
                        Last Name                      First Name

GRADE: ______________

My signature below indicates that I have received a copy of the Somerville Public Schools Course Requirements for Spanish IV.

I acknowledge my responsibility to read and understand all of the information contained in the Spanish IV Course Requirements information and syllabus packet.

__________________________________________          ____________
Student Signature                                      Date

Note: Please share the course requirements for Spanish IV with your parents.