Office of Curriculum and Instruction

Spanish V

Grade 11 or 12

Prerequisite: Spanish IV

Credit Value: 5

ABSTRACT

Students in the Spanish V course develop proficiency in language skills through a variety of guided writing and conversational activities. The study of Hispanic literature and culture enhances students’ ability to express ideas fluently, coherently, and accurately in written and oral forms. Listening, speaking, reading, and writing experiences enrich the growth of confidence and ability to use the target language. Communicative skills are further supported by digital communication with other language learners and the maintenance of an electronic journal documenting personal learning goals and growth.

Adopted by the Somerville Board of Education on July 25, 2017
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<tr>
<th>Month/Marking Period</th>
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<tr>
<td>2016 NJSLS</td>
<td>7.1.AL.A.1-8, 7.1.AL.B.2-6, 7.1.AL.C.2-6</td>
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**Essential Question:**
- In what ways has technology impacted the Hispanic world?
- What skills are characteristic of proficiency in language learning?
- How can language express emotions, needs, and wants?
- What impact did Spanish explorers have on the indigenous people of Mexico?
- In what ways does the *pícaro* reflect the Spanish national character?

**Content:**
- Communicating Using Technology
- Advanced Vocabulary and Grammar
- Applications of the Subjunctive
- The History of Mexico
- *Lazarillo de Tormes*

**Skills and Topics:**
- determine the Spanish vocabulary necessary to discuss modes of school life and communication (e.g., telephone, cell phone, text messaging, email)
- incorporate Spanish vocabulary in written and oral forms
- recall the uses and formation of all present, imperfect, and preterite verb forms
- assess Spanish literature (e.g., articles, essays, online sources) about the use of technology by Hispanic youth
- utilize technology to conduct research of Spanish language text messaging vernacular
- classify Spanish vocabulary as antonyms, cognates, false cognates, synonyms, and advanced idioms
- apply the use of advanced Spanish vocabulary in written and oral forms
- identify the uses and formation of command forms of Spanish verbs
- incorporate formal and informal command forms in a multimedia presentation
- maintain personal electronic journal entries to include examples of advanced Spanish vocabulary and grammar in written form
- compare and contrast the formation of command forms and the subjunctive mood of verbs
- assess the need for the use of the subjunctive to express emotions, needs, wants, and uncertainty
- apply the appropriate use of the subjunctive mood of Spanish verbs in written and oral forms
- synthesize the appropriate use of the subjunctive in a personal writing sample (e.g., description of the perfect mate, college, job, want ad)
- identify the Spanish vocabulary necessary to discuss geography (e.g., country and capital names, borders, topographical terms)
- compare and contrast the geography and politics of Spain and the Hispanic nations of the new world
- track the history of the Mexican culture from the prehistoric era to present day
- analyze the effect of the *conquistadors* on early natives of Mexico
- assess Spanish language essays based on the experiences of early natives in Mexico
- assess the political strength and influence of Spain during the 16th century
- examine samples of the literature of 16th century Spain (e.g., early Renaissance, Golden Age)
- identify the Spanish vocabulary necessary to read a Spanish novella
- analyze the novella for the use of specific vocabulary, dialogue, imagery, and historical perspective in written and oral forms
- apply the future, conditional, and compound tenses with accuracy in electronic portfolio entries
**Spanish V**  
**Grade 11 or 12**

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| **Skills and Topics:** | • assimilate Spanish vocabulary in the creation of an authentic text message  
• initiate electronic journal entries to include personal goals and work samples | • communicate digitally with Spanish-speaking students using appropriate Spanish vocabulary and grammar | • communicate digitally with Spanish-speaking students to employ the subjunctive mood of verbs  
• maintain personal electronic journal entries to include use of the subjunctive mood of verbs | • employ past tenses appropriately in written and oral forms  
• utilize technology to conduct independent research of the history and impact of the NAFTA trade agreement  
• communicate digitally with Spanish-speaking students about modern immigration in the United States  
• maintain personal electronic journal entries to include reactions to the NAFTA trade agreement and Mexican-American relations | • compare the Spanish *novella* to a short story or novel in the English language in a multimedia presentation |

**Integration of Technology:**  
Internet, Web Quests, wireless laptop computers, classroom computers, computer laboratory, 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
# Spanish V
## Grade 11 or 12

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<td><strong>Interdisciplinary Connections:</strong></td>
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### 21st Century Themes:
- ☒ Global Awareness
- ☒ Civic Literacy
- ☒ Financial, Economic, Business, and Entrepreneurial Literacy
- ☒ Health Literacy

### 21st Century Skills:
- ☒ Creativity and Innovation
- ☒ Media Literacy
- ☒ Critical Thinking and Problem Solving
- ☒ Life and Career Skills
- ☒ Information and Communication Technologies Literacy
- ☒ Communication and Collaboration
- ☒ Information Literacy
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<td><strong>Careers:</strong></td>
<td>Applicable career options are discussed as they arise throughout the world languages program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.</td>
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*2016 NJSLS:
- RL: Reading Literature
- RI: Reading Informational Text
- W: Writing
- SL: Speaking and Listening
- L: Language
- N: Real Number System
- A: Algebra
- F: Functions
- G: Geometry
- S: Statistics and Probability
- MD: Measurement and Data
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**Essential Question:**
- How does Hispanic literature reflect the national sense of humor?
- In what ways can art predict the future?
- How does art reflect Mexican life and history?

**Content:**
- **Comic Novels**
  - La Zapatera Prodigiosa
- **Mexican Art**

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<th>Skills and Topics:</th>
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<td>analyze Hispanic jokes, stories, and films to determine the comedic taste of Hispanic audiences</td>
<td>utilize technology to investigate the history of Spain from 1898-1936</td>
<td>assess the Spanish vocabulary necessary to discuss artists and their work</td>
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<td>compare and contrast examples of humor in different cultures, including the United States</td>
<td>determine the effect of the events of 1898-1936 on the Spanish government and people</td>
<td>utilize technology to investigate the life and times of Mexican artists (e.g., Frida Kahlo, Jose Clemente Orozco, Diego Rivera, David Siquieros, Rufino Tamayo)</td>
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<td>define the Spanish vocabulary necessary to read and comprehend comic detective novels</td>
<td>analyze the life and times of Federico García Lorca</td>
<td>analyze the effect of daily life and politics on Mexican art</td>
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<td>apply Spanish vocabulary and advanced grammar in literary criticism in written form</td>
<td>define the Spanish vocabulary necessary to read and comprehend a Spanish play script</td>
<td>compare and contrast the styles and treatment of subjects of diverse Mexican artists in written and oral forms</td>
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<td>maintain personal electronic journal entries to include the critique of a Spanish language comedic film</td>
<td>assess written dialogue for grammar, syntax, and idiomatic expression</td>
<td>assimilate Spanish vocabulary, advanced grammar, and art criticism in a multimedia presentation</td>
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<td>communicate digitally with Spanish-speaking students to compare entertainment preferences</td>
<td>analyze the components of La Zapatera Prodigiosa that are precursors to future political events in Spain</td>
<td>communicate digitally with Spanish-speaking students to critique examples of Mexican art</td>
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<td>synthesize Spanish vocabulary, advanced grammar, and comprehension of reading in a dramatic presentation (e.g., multimedia presentation, podcast, skit)</td>
<td>compile the final products for inclusion in a personal electronic journal</td>
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<td>employ a scoring rubric to assess personal progress in language learning using electronic journal entries</td>
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**Integration of Technology:**
- Internet, Web Quests, wireless laptop computers, classroom computers, computer laboratory, 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
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| **Summative Assessments:** | Quizzes, tests, listening and speaking tests, final examination | *ELA: RI.11-12.1-10, W.11-12.1-10  
Mathematics:  
Science: 5.1.12.D.1  
Arts: 1.1.8.D.1, 1.1.12.D.2  
Health/PE: 2.2.12.A.1, 2.4.12.A.1  
Mathematics:  
Science: 5.1.12.D.1  
Arts: 1.1.12.C.1, 1.1.8.D.1, 1.1.12.D.2, 1.2.12.A.1  
Health/PE: 2.2.12.A.1, 2.4.12.A.1  
Mathematics:  
Science: 5.1.12.D.1  
Arts: 1.1.8.D.1, 1.1.12.D.2  
Health/PE: 2.2.12.A.1, 2.4.12.A.1  
| **Performance Assessments:** | Oral presentations, group and paired activities, content-specific authentic assessments, multimedia presentations |  |  |

### Interdisciplinary Connections:
- **ELA:** RI.11-12.1-10, W.11-12.1-10
- **Mathematics:**
- **Science:** 5.1.12.D.1
- **Arts:** 1.1.8.D.1, 1.1.12.D.2
- **Health/PE:** 2.2.12.A.1, 2.4.12.A.1
- **Technology:** 8.1.12.A.3-4, 8.1.12.C.1, 8.1.8.D.1-3, 8.1.12.F.1

### 21st Century Themes:
- [x] Global Awareness  
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- [x] Health Literacy

### 21st Century Skills:
- [x] Creativity and Innovation  
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- **MD:** Measurement and Data
Spanish V
Course Requirements

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

Course Description

Students in the Spanish V course develop proficiency in language skills through a variety of guided writing and conversational activities. The study of Hispanic literature and culture enhances students’ ability to express ideas fluently, coherently, and accurately in written and oral forms. Listening, speaking, reading, and writing experiences enrich the growth of confidence and ability to use the target language. Communicative skills are further supported by digital communication with other language learners and the maintenance of an electronic journal documenting personal learning goals and growth.

Course Content

This course will consist of the following units of study:
- Communicating Using Technology
- Advanced Vocabulary and Grammar
- Applications of the Subjunctive
- The History of Mexico
- *Lazarillo de Tormes*
- Comic Detective Novels
- *La Zapatera Prodigiosa*
- Mexican Art

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:
- In what ways has technology impacted the Hispanic world?
- What skills are characteristic of proficiency in language learning?
- How can language express emotions, needs, and wants?
- What impact did Spanish explorers have on the indigenous people of Mexico?
- In what ways does the *picaro* reflect the Spanish national character?
- How does Hispanic literature reflect the national sense of humor?
Course Objectives (continued)

- In what ways can art predict the future?
- How does art reflect Mexican life and history?
- 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 V
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 V.

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

_________________________________________  ______________________________________
Student Signature               Date

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