Spanish IV Honors

Grade 11 or 12

Prerequisite: Spanish III Honors

Credit Value: 5

ABSTRACT

Students in the Spanish IV Honors course develop advanced knowledge of the language and customs of Spain and the Hispanic world through the development of a wider vocabulary and sophisticated use of grammar in a rigorous program of study. Students read a wide spectrum of literature, non-fiction text, and current international articles, view Internet clips and television programs, listen to various genres of music and global news, and use these authentic resources as vehicles for real life conversations in the community. Students will be offered the opportunity to learn about the careers in the global marketplace, family/societal problems, and culture and global challenges of several countries where Spanish is spoken. Through the study of language, students will also gain an understanding and appreciation of other cultures as well as their own. Formative, summative, and project-based performance assessments, as well as benchmark assessments are employed to track individual student progress.

 Adopted by the Somerville Board of Education August 16, 2016
# Spanish IV Honors

**Grade 11 or 12**

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<td><strong>Essential Question:</strong></td>
<td>In what ways are global events interconnected? What are the challenges we face in the world today and how can we combat them?</td>
<td>How can being multilingual enhance career opportunities and Contemporary Life? What are the professional advantages/disadvantage of social Media?</td>
<td>How do vacation practices compare across cultures? How do nations of beauty and nature vary in different cultures?</td>
<td>In what ways do celebrations vary among cultures? How are human relationships universal?</td>
<td>How are human relationships universal? Where is our home: the country we live in or our country of origin?</td>
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<td><strong>Content:</strong></td>
<td>Current Events Sequence of Tenses</td>
<td>Careers with Advanced Applications</td>
<td>Vacations/The Perfect Tenses</td>
<td>Celebrations/ Literature</td>
<td>Family, Society, and Social Problems</td>
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<td><strong>Skills and Topics:</strong></td>
<td>• employ the appropriate Spanish vocabulary and syntax to report current events in written and oral forms</td>
<td>• employ proper mechanical writing conventions to describe literature book</td>
<td>• research and employ the appropriate Spanish vocabulary needed to discuss vacation destinations (e.g., means of travel, lodging)</td>
<td>• investigate a variety of holiday celebrations across cultures</td>
<td>• brainstorm social problems prevalent in the 21st century global society</td>
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<td>• employ technology to create a class electronic journal addressing current events</td>
<td>• research and employ the appropriate Spanish vocabulary to discuss career opportunities</td>
<td>• compare and contrast vacation practices among European and American nations</td>
<td>• compare and contrast celebrations in various cultures in Student team forums</td>
<td>• determine the Spanish vocabulary necessary to discuss family, society, and social issues</td>
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<td>• determine the impact of events in the Hispanic nations on life in the United States</td>
<td>• investigate the importance of a second language in the current United States and global job market using technology</td>
<td>• explore practices that ensure safe travel</td>
<td>• demonstrate comprehension of literature, songs, and poetry with holiday themes</td>
<td>• assess the universality of social issues facing peers in the United States and in Hispanic nations</td>
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<td>• communicate digitally with Spanish-speaking students to share daily events and reactions</td>
<td>• compare and contrast multilingualism in the United States and other nations</td>
<td>• incorporate safe travel tips in a multimedia presentation</td>
<td>• collaborate to create and present a multimedia presentation about a cultural celebration</td>
<td>• communicate digitally with Spanish students to share reactions regarding common societal issues (e.g., alcohol, drugs, the economy, the environment, unemployment)</td>
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<td>• reading/listening first for global meaning (main ideas) then for specific, significant details</td>
<td>• assess the personal benefits of learning another language</td>
<td>• determine the use of past participles in the Spanish language (e.g., perfect tenses,)</td>
<td>• brainstorm social problems prevalent in the 21st century global society</td>
<td>*Analyze <em>“La Jaula de Oro” Song</em></td>
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| **Skills and Topics:** | • infer the meaning of words in context  
• add detail to support opinions  
• respond to emails  
• recall Sequence of Tenses | • assimilate Spanish vocabulary, preterit, and imperfect in a survey of changes  
• Prepare a Monologue based on one of the main characters from Literature book | • integrate the future and conditional tenses in written and oral descriptions of vacation plans  
• communicate digitally with Spanish students to exchange information about vacation plans | • employ a scoring rubric to assess peer presentations  
• properly acknowledging and citing source material | • recall the formation of the present subjunctive mood of verbs  
• synthesize the use of the present subjunctive in adjective and adverbial clauses in written and oral forms |
| **Integration of Technology:** | Internet, Web Quests, SMART Boards, multimedia presentations, video streaming, podcasting, blogs, Google Classroom, Docs, Voice, Voice Thread | | | | |
| **Writing:** | Emails, 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, unit tests, listening and speaking tests, | | | | |
| **Performance Assessments:** | Discussion Forums and Oral presentations, group and paired activities, content-specific authentic assessments, multimedia presentations, monologues | | | | |
| **Interdisciplinary Connections:** | *ELA: RI.11-12.1-10, W.11-12.1-10  
Mathematics: Science: 5.1.12.B.1  
Arts: 1.3.12.D.2.5  
Mathematics: Science: 5.1.12.B.1  
Arts: 1.3.12.D.2.5  
Mathematics: Science: 5.1.12.B.1  
Mathematics: Science: 5.1.12.B.1  
Mathematics: Science: 5.1.12.B.1  
Social Studies: 6.2.12.D.6.a, 6.3.12.B.1 |
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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

### Resources:
- Online resources, Textbook, magazines, periodicals, newspapers, maps, videos, CDs, culturally-authentic documents, teacher-created resources

### Careers:
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.

### 2016 New Jersey Standards (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:**

What is education like in the contemporary World? What challenges face students around the world?

Can art help us define beauty? How do the arts reflect a nation’s culture?

In what ways are historical events and national identity depicted in art and literature?

What is the future of human culture in the face of increasing technological dependence?

**Content:**

- College Education and Financing
- Digital Communication
- Painting and Music
- Sculpture and Literature
- Literature, Television and Advertising

**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 a debate if students are spending too much time on social media sites
- investigate college majors and career requirements
- persuade the standards of beauty with three sources and video Frida Kahlo, “Extraña como yo”
- 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)
- record authentic situation and conversation using advance grammar and vocabulary
- 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
- collaborate with team to present a final digital theme of choice
- read excerpts from representative literary works of the following 20th century Latin-American and Spanish authors: Gabriel García Márquez (Colombia), Jorge Luis Borges (Argentina) Gregorio López (México), Ana María Matute (España)
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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 global media using technology</td>
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