

# **Pequannock Township School District**

## **Curriculum Syllabus**

### **Spanish V Honors - Grade 11 - 12**

## **Course Description:**

Spanish V is conducted primarily in Spanish. Spanish V is designed to both improve and refine the academic language students' basic knowledge of Spanish. The course will provide students with the opportunity to further develop their communicative skills and their knowledge of language structures for everyday conversation in real-life situations orally and in writing. Students will read and discuss a variety of authentic literature, articles and other materials in the target language. Students will deepen their understanding of the cultural topics, heightening their cultural awareness. The course will also provide opportunities to refine auditory and speaking proficiencies through a variety of authentic contexts. The use of technology and various forms of media (including iPods) will be integrated into the curriculum providing students the opportunity to apply previously learned material to new situations. Student performance and progress will be monitored through a variety of assessments (written, oral and aural), such as (but not limited to) traditional tests and quizzes, individual and group projects, individual and group presentations, and long and short essays.

Language skills and the ability to understand other cultures are needed to develop an informed citizenry able to function in our world. Individuals who study a world language broaden their perception and appreciation of cultural diversity, other people's values and other ways of life. Knowledge of other languages facilitates an extended world view. In addition, the acquisition of another language deepens the understanding of one's own language which results in greater facility of expression of thoughts and ideas.

Acquiring a second language involves a progression of activities from comprehensible input of authentic language through guided and/or structured activities to comprehensible expressive output. In order to facilitate a continuous learning process, the vocabulary, structures, and functions are re-entered and spiraled throughout the program. A variety of strategies, which target different learning styles and multiple intelligences, address the various needs of the students. The overall goal is for students to participate actively in the learning experience and to be able to use the target language for meaningful communication.

This course has been designed to reflect the philosophy and goals found in both the national standards, "Standards for Foreign Language Learning in the 21st Century (ACTFL, 1999) and the "New Jersey Core Curriculum Content Standards for World Languages (2009). The focus of the course is to provide students with the skills they need to create language for communication. The students continue their study of Spanish from the introduction of new material, through reinforcement, evaluation and review, presentations, exercises and activities, all of which are designed to span all four language

skills. Culture is integrated throughout the course. This course is designed to meet the needs of students (grades 11-12) who are interested in the advanced, rigorous study of Spanish grammar, conversation, literature, history, and culture. Emphasis will be placed on more sophisticated grammatical constructions, idiomatic expressions, composition, and conversation. The student will strive for fluency in oral expression, will continue reading and analyzing Spanish literature, current newspapers and magazines, and will develop an understanding of and a respect for people whose way of life, value system, and attitudes are different from one's own.

Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language. (ACTFL)

## Course Standards:

The following is a list of NJSLs that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLs are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

**Interpretive Mode** - The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

**Interpersonal Mode** - The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

### **Presentational Mode** -

The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspapers.

7.1.AL.A.1	Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.AL.A.2	Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
7.1.AL.A.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.A.4	Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.AL.A.5	Evaluate information from oral and written discourse dealing with a variety of topics.
7.1.AL.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.AL.A.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.A.8	Analyze elements of the target language that do not have a comparable linguistic element in English.

7.1.AL.B.1	Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
7.1.AL.B.2	Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.

7.1.AL.B.3	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.B.4	Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
7.1.AL.B.6	Use language in a variety of settings to further personal, academic, and career goals.

7.1.AL.C.1	Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
7.1.AL.C.2	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.C.3	Use language creatively in writing for personal, career, or academic purposes.
7.1.AL.C.4	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.C.5	Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
7.1.AL.C.6	Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

# Scope and Sequence

1. Biographies	MP 1
2. Short Stories	MP 2
3. Pop Culture and Aesthetics	MP 2
4. Travel	MP 3
5. Journal Writing	MP 3-4
6. Culture	MP 4

## Assessments

Evaluation of student achievement in this course will be based on the following:

Students are assessed each on four different skills per unit: Reading, writing, speaking, and listening.

## Curriculum Resources

- **thislanguage.com**  
In this website, students have access to listen to native speakers discuss various topics. Students practice reading, listening, and vocabulary comprehension.
- **Quizlet**  
Website where teacher posts vocabulary currently being practiced in class. Offers flashcards and practice activities for students to study with.
- **Quizlet Live**  
Team vocabulary practice game used in class
- **Google Classroom**  
Where teacher posts activities, assessments, and study resources.
- **Quizizz**

Interactive computer game used to practice grammar, reading, and vocabulary. Can be played individually as a means of studying, or as a class. Quizizz allows students to review their answers afterwards.

## Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- **Quizlet-**  
Parents can see the vocabulary students are currently studying, as well as check their child's progress on practice games and the practice test Quizlet offers.
- **Google Classroom-**  
Parents can check class activities, assessments, important dates, and study materials on Google Classroom to keep up to date on the curriculum and what is happening in class.
- **Duolingo-**  
With this free app, students can study reading, writing, speaking, and listening on their phone or chromebook.