

Pequannock Township School District

Curriculum Syllabus

Spanish IV & IV Honors - Grades 10 - 12

Course Description:

Spanish IV is designed to both improve and refine the academic language students' knowledge of the Spanish language. At this level, students should expect a near total immersion in the target language. Little, if any English, will be used except when it may be necessary to explain structures and concept as in English. New grammatical structures will reinforce students ability' to communicate about a variety of topics, especially by being able to state opinions, wishes, and desires about what is happening in their lives and the lives of others. The course is student-center providing for Inquiry-based learning. 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 though a variety of authentic contexts. The use of technology and various forms of media 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 of variety of assessments (written, oral and aural), such as (but not limited to) tests and quizzes, individual and group projects, individual and group presentations, and long and short essays. Differentiation of instruction is provided based on students' needs. Inquiry based instruction will be stressed as students create and apply the language to construct deeper meaning and understanding for them as individuals.

Spanish 4 Honors is conducted in Spanish and emphasizes reflective thinking and proficient communication. It is a fast- paced intensive study of the Spanish language and its cultures. The class is conducted entirely in Spanish, except when explaining new and complex language differences and students are expected to use exclusively Spanish in class. Due to the interactive nature of a language class, active participation in class activities and good study habits are essential to success. The course stresses more complex constructions, vocabulary and the study of literature. The readings invite discussion of social issues while reinforcing correct use of advanced grammar. An integration of the communicative approach with historical, cultural and creative projects generates connection with the Spanish language. Proficiency is fostered through the application of advanced grammar and vocabulary in both oral and written communication. Individual and class projects in interdisciplinary studies encourage problem-solving skills in contemporary society. Attention to conveying ideas correctly is complemented by an awareness of cultural differences to promote global understanding. Inquiry based instruction will be stressed as students create and apply the language to construct deeper meaning and understanding for them as individuals.

Course Standards:

World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. The following curricula reflects the Intermediate High SLS (<http://www.state.nj.us/education/cccs/2014/wl/>)

Intermediate High Standards

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.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
7.1.IH.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one’s own culture.
7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people,

	places, and events from the target culture(s) with the United States.
7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
7.1.IH.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.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.
7.1.IH.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.
7.1.IH.C.1	Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
7.1.IH.C.3	Use language creatively in writing for a variety of purposes.
7.1.IH.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
7.1.IH.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the

	cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
7.1.IH.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Scope and Sequence

1. Expressions of Attitudes	Marking period 1
2. Short stories & Literature	Marking periods 1 & 2
3. Communication at Home and Abroad	Marking period 2
4. Spanish Culinary Traditions	Marking period 3
5. Amor	Marking period 3
6. Spanish Traditions	Marking period 4
Supplemental Unit 1 - Shrek Dos en español	Marking period 3

Supplemental Unit 2 - Cities of Spain	Marking period 4
Supplemental Unit 3 - Journal writing	Marking periods 1, 2, 3, 4
Supplemental Unit 4 - Latin America - Her people, culture, history and politics	Marking periods 1, 2, 3, 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

- **thisislanguange.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.

