

*Elizabethtown Area School District*

Curriculum Report

**Honors Spanish V**

Course Number: 670

Length of Course: 18 weeks

Grade Level: 10-12

Total Clock Hours: 120

Length of Period: 80 minutes

Date Written: Spring 2009

Periods per Week/Cycle: 5

Written By: Johanna Jennings

Credits (if app): 1

**Course Description:**

This AP level weighted course is conducted exclusively in Spanish. It focuses on expanding the students' communicative skills learned in Spanish I-IV through the exploration of authentic multimedia, Hispanic art, culture, and Spanish and Latin American literature. Upon successful completion of this course, students may choose to take the Advanced Placement Exam, and if they score a 3 or better, they will receive college credit for this course from participating colleges and universities.

## I. Overall Course/Grade Level Standards

Students will KNOW and be able TO DO the following as a result of taking this course.

- A) Speak exclusively in Spanish in class
- B) Understand and be understood by native speakers on a variety of topics
- C) Talk about real and fictional facts, events, and ideas
- D) Understand and participate in class discussions
- E) Read, listen to, and comprehend a variety of authentic media
- F) Read, understand, and talk about the literary texts used in class
- G) Read in Spanish for pleasure and keep a reading log
- H) Present information on a variety of topics, including topics that are of current interest
- I) Talk about various Hispanic artists and their work
- J) Talk about Hispanic authors and their work
- K) Describe and discuss Hispanic culture
- L) Write compositions on various topics, differing in length, including organized essays, and with good accuracy
- M) Use essential grammar: present, present progressive, preterit, imperfect, reflexives, conditional, future, subjunctive, perfect tenses, direct and indirect-object pronouns, adverbial phrases

## II. Content

### Major Areas of Study

List all units of study below:

Unit	Estimated Time	Materials
1. Authentic media and culture unit	3 weeks	Textbooks, DVD's ( <i>Man of La Mancha</i> movie, Cervantes documentary, <i>La vida es sueño</i> movie, artists videos), on-line media, LCD projector, smart board, computers (with access to the internet, email, and with software such as Microsoft Word, Power point, iMovie, iTunes, etcetera), speakers, digital video cameras, microphones, headphones, and a data storage device such as flash drives.
2. Literature: Don Quijote	6-7 weeks	All of the above and textbook
3. Literature: plays and short stories	2-3 weeks	All of the above and textbook
4. Hispanic Art unit	4 weeks	All of the above technology
5. Review unit	1 week	All of the above

### III. Course Assessments

Check types of assessments to be used in the teaching of the course and provide examples of each type.

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- MACROBUTTON HTMLDirect  Objective Tests/Quizzes
  - MACROBUTTON HTMLDirect  Response Journals
  - MACROBUTTON HTMLDirect  Constructed Responses
  - MACROBUTTON HTMLDirect  Logs
  - MACROBUTTON HTMLDirect  Essays
  - MACROBUTTON HTMLDirect  Computer Simulations
  - MACROBUTTON HTMLDirect  Reports
  - MACROBUTTON HTMLDirect  Research Papers
  - MACROBUTTON HTMLDirect  Projects
  - MACROBUTTON HTMLDirect  Class Participation
  - MACROBUTTON HTMLDirect  Portfolios
  - MACROBUTTON HTMLDirect  Note Taking
  - MACROBUTTON HTMLDirect  Presentations
  - MACROBUTTON HTMLDirect  Daily Assignments
  - MACROBUTTON HTMLDirect  Performance Tasks
  - MACROBUTTON HTMLDirect  Writing Samples
  - MACROBUTTON HTMLDirect  [Click here to enter other]
  - MACROBUTTON HTMLDirect  [Click here to enter other]

Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommend date/tinme frame for administration (at least quarterly).

Name of Common Assessment	When given?
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1. Final exam	At the end of the semester
2. Performance tasks (all four skills)	Once each marking period

## IV. Expected levels of achievement

### Current grading scale

A: 92-100  
B: 83-91  
C: 74-82  
D: 65-73  
F: 0-64

ACTFL Proficiency Levels
Advanced: Advanced-High Proficient: Advanced
Basic: Advanced-Low Below Basic: Intermediate-High

### Listening:

Advanced Plus

Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.

### Speaking:

Advanced-Low

Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance.

Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a

single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language.

While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative with noticeable self-correction and a certain grammatical roughness. The vocabulary of Advanced-Low speaker is primarily generic in nature.

Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics associated with the superior level, the linguistic quality of their speech will deteriorate significantly.

### Reading:

#### Advanced Plus

Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

### Writing:

#### Advanced-High

Writers at the Advanced-High level are able to write about a variety of topics with significant precision and detail. They can handle most social and informal correspondence according to appropriate conventions. They can write summaries, reports, précis, and research papers. They can also write extensively about topics relating to particular interests and special areas of competence, but tend to emphasize the concrete aspects of such topics. Advanced-High writers can describe and narrate in all major time frames, with good control of aspect. In addition, they are able to demonstrate some ability to incorporate the functions and other criteria of the Superior level, showing some ability to develop arguments and construct hypotheses. They cannot, however, sustain those abilities and may have difficulty dealing with a variety of topics in abstract, global, and/or impersonal terms. They often show remarkable ease of expression when writing at the Advanced level, but under the demands of Superior-level writing tasks, patterns of error appear. Although they have good control of a full range of grammatical structures and a fairly wide general vocabulary, they may not use these comfortably and

accurately in all cases. Weaknesses in grammar, syntax, vocabulary, spelling or symbol production, cohesive devices, or punctuation may occasionally distract the native reader from the message. Writers at the Advanced-High level do not consistently demonstrate flexibility to vary their style according to different tasks and readers. Their writing production often reads successfully but may fail to convey the subtlety and nuance of the Superior level.

The following scoring documents have been developed for this course:

**Name of Unit: Authentic Media and Culture Unit**

**Essential Question: What do we need to know about the Hispanic Culture and current topics to better communicate in Spanish?**

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to National Standards
1. What are the most important aspects of the Hispanic culture?	I	A, B, C, D, K, L, M	1.1, 1.2, 1.3, 2.1, 2.2, 4.2
2. What are some current topics in Hispanic countries?	E	A, B, C, D, K, L	1.1, 1.2, 1.3, 2.1, 3.1
3. What are some important differences and similarities in the culture and current topics for Hispanic countries and for the United States?	E	A, C, H, K, L, M	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2

**Name of Unit: Literature: Don Quijote**

**Essential Question: Who is Don Quijote and why did this book influence literature all over the world?**

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to National Standards
1. Who is Miguel de Cervantes Saavedra and why do we study his work?	E	C, D, E, H, J, K, L, M	1.2, 1.3, 2.2, 3.1
2. Who is Don Quijote and what is he like?	E	A, D, E, F, H, L, M	1.1, 1.2, 1.3, 2.2, 3.1
3. What is the main idea of <i>El hidalgo de la Mancha</i> ?	E	A, C, D, F, H	1.1, 1.2, 1.3, 2.2, 3.1
4. Who are the most important characters and what is the setting of <i>El hidalgo de la Mancha</i> ?	E	A, C, D, F, L, M	1.1, 1.2, 1.3, 2.2, 3.1

**Name of Unit: Literature: plays and short stories**

**Essential Question: What are some important plays and short stories in Spanish and how do they reflect Hispanic culture?**

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to National Standards
1. Who is Gabriel García Márquez and why do we study his work?	E	A, B, C, D, H, J, M	1.1, 1.2, 1.3, 2.2, 3.1
2. What are some short stories by García Márquez and what is the main idea for each of them?	E	A, B, D, E, F, J	1.1, 1.2, 1.3, 2.2, 3.1
3. What is the main idea of <i>La vida es sueño</i> ?	E	E, F, J, L	1.1, 1.2, 1.3, 2.2, 3.1
4. What are the poems about?	O	A, B, C, D, E, H	1.1, 1.2, 1.3, 2.2, 3.1, 4.1

**Name of Unit: Hispanic Art Unit**

**Essential Question: Who are the most influential Spanish and Latin American artists and why?**

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. Who are some of the most famous Hispanic artists?	E	A, C, D, H, I, K, L, M	1.2, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 5.1, 5.2
2. What are the most famous works of the most famous Hispanic artists?	E	A, C, D, H, I, K, L, M	1.2, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 5.1, 5.2
3. Why do we study Hispanic art?	I	A, C, D, H, I, K, L, M	1.2, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 5.1, 5.2

**Name of Unit: Review Unit**

**Essential Question: What did we learn in Spanish V and will it help us to communicate successfully in the 21<sup>st</sup> century?**

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to National Standards
1. How does learning about Hispanic culture help us to communicate more effectively?	E	A, B, C, D, H, K, M	1.1, 1.2, 1.3, 2.1, 2.2, 4.2
2. Who are the most influential artists and what are some of their most important works?	E	A, B, C, D, H, I, K, L, M	1.2, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 5.1, 5.2
3. What are the most important events and characters about <i>El hidalgo de la Mancha</i> ?	E	A, B, C, D, H, J, L, M	1.1, 1.2, 1.3, 2.2, 3.1
4. What is the main idea of the stories by Gabriel García Márquez?	E	A, B, C, D, F, H, J, L, M	1.1, 1.2, 1.3, 2.2, 3.1

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