

Mt. Zion High School Curriculum Map

Name: Dawnaya Key Department: Foreign Language (Spanish) Subject: Spanish IV

Quarter	Essential Skills	Strategies and Activities	CC Standards	Assessments
<p style="text-align: center;">1</p>	<p>1. Students will be able to categorize, analyze, evaluate, utilize and differentiate between all tenses of Spanish correctly i.e (the present, present perfect, present progressive, preterit, past progressive, imperfect, pluscuamperfect, conditional, future.) through written and spoken use of the language</p> <p>2. Student will use pronunciation comprehensible to a native speaker and include more native-like pronunciation and flow into their oral practice.</p> <p>3. Students will compare and contrast the products, perspectives and practices of people in other Spanish-speaking nations through literature/videos/movies and research. (i.e Argentina, Spain, México)</p> <p>4. Students will express themselves both through oral practice and written work by means of essay and conversation prompts.</p>	<p>1a. worksheets 1b. online practice 1c. book assignments 1d. journal entries/writing prompts 1e. student to student discussions of select topics 1f. ball toss verb conjugation 1g. commands project</p> <p>2a. oral prompts 2b. classroom discussions 2c. voice recording</p> <p>3a. Videos/presentations of Argentina, Spain, Mexico 3b. Reading selections-short stories- 3c. Independent research projects</p> <p>4a. Write a variety of diary-like and themed prompt responses throughout the semester 4b. Give oral presentations on a variety of topics with and without a PowerPoint presentation.</p>	<p>ACTFL Standard 1.2 ACTFL Standard 5.1 ACTFL Standard 4.1</p> <p>ACTFL Standard 5.1 ACTFL Standard 4.1 ACTFL Standard 2.2 28.B.5a 28.B.5b</p> <p>ACTFL Standard 5.1 ACTFL Standard 4.2 28.B.5a 29.C.2a</p> <p>ACTFL Standard 5.1 ACTFL Standard 1.2 28.B.3a</p>	<ul style="list-style-type: none"> homework verb tense quizzes verb tense tests written practice/journal entries translating speaking prompts/class discussions projects graded through rubrics <p><<<<<<<<<>>>>>>>>></p> <ul style="list-style-type: none"> voice/video recording self and peer assessments <p><<<<<<<<<>>>>>>>>></p> <ul style="list-style-type: none"> notes taken on material listening comprehension quizzes written test over cultural material. summaries written of material studied. research project graded with rubric <p><<<<<<<<<>>>>>>>>></p> <ul style="list-style-type: none"> graded entries from teacher and peers peer & teacher evaluation of oral presentation through rubrics

Quarter	Essential Skills	Strategies and Activities	CC Standards	Assessments
2	<p>4. Students will understand a variety of increasingly complicated oral comprehension activities from native speakers. Students will differentiate between the accents of native speakers from different countries.</p> <p>5. Students will read a variety of authentic materials including magazine articles, short stories, portions of books and legends</p> <p>6. Students will analyze the history and culture of the Mayans.</p>	<p>4a. Students will listen native speakers talking about a variety of topics. Students will listen for the main topic and major points discussed by the native speaker.</p> <p>5a. Students will read articles, shorts stories and book portions and be asked to answer questions, write summaries and explain orally main points of what they have read.</p> <p>6a. Students will read portions of books, legends, articles and short stories based on the Mayan culture.</p> <p>6b. Students will watch videos of the Mayan culture.</p> <p>6c. Students will practice solving simple math equations using Mayan math.</p> <p>6d. Students will create masks to resemble those of the Mayans.</p> <p>6e. Students will identify the bulidings and structures of Chichén Itzá in Mexico.</p>	<p>ACTFL Standard 5.1 ACTFL Standard 4.1 ACTFL Standard 3.2 ACTFL Standard 2.2 ACTFL Standard 1.2 28.A.4</p> <p>ACTFL Standard 4.2 ACTFL Standard 3.2 ACTFL Standard 1.2 29.C.2a</p> <p>ACTFL Standard 5.1 ACTFL Standard 3.1 ACTFL Standard 4.2 ACTFL Standard 3.2 ACTFL Standard 2.2 29.A.5 29.D.1</p>	<ul style="list-style-type: none"> • question • summaries after listening to prompts <p style="text-align: center;"><<<<<<<<<<<>>>>>>>></p> <ul style="list-style-type: none"> • questions (homework) • quizzes • tests <p style="text-align: center;"><<<<<<<<<<<>>>>>>>></p> <ul style="list-style-type: none"> • notes on movies/books/lessos • quizzes • tests • projects • crafts • essays

NATIONAL STANDARDS:

COMMUNICATION

ACTFL Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

ACTFL Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

ACTFL Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

ACTFL Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

ACTFL Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS

ACTFL Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

ACTFL Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS

ACTFL Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

ACTFL Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own..

COMMUNITIES

ACTFL Standard 5.1: Students use the language both within and beyond the school setting.

ACTFL Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

STATE STANDARDS:

State Goal **28:** Use the target language to communicate within and beyond the classroom setting.

State Goal **29:** Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

STATE GOAL **30:** Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

STATE GOAL 28: Use the target language to communicate within and beyond the classroom setting.

Why This Goal Is Important: At the core of foreign language learning is mastery of the four basic communication skills: listening, speaking, reading and writing. In modern languages, the ultimate goal is to attain the ability and confidence necessary to interact with fluency in oral and written contexts with native speakers. This communication may occur both in person and through technology. This interaction in the target language is central to all curriculum and instruction in the modern languages. On the other hand, in classical languages, the goal is to focus more on linguistic structures and textual studies with much less emphasis on oral communication.

A. Understand oral communication in the target language.

STAGE ONE	STAGE TWO	STAGE THREE	STAGE FOUR	STAGE FIVE
BEGINNING	BEGINNING INTERMEDIATE	INTERMEDIATE	ADVANCED INTERMEDIATE	ADVANCED
28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case).	28.A.2a Comprehend illustrated stories, audiovisual programs or websites.	28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).	28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids.	28.A.5 Comprehend a variety of oral and audio presentations in academic, technical, social or work environments.
28.A.1b Respond appropriately to simple commands in the target language.	28.A.2b Follow instructions in the target language, given one step at a time, for a wide range of activities.	28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.		

B. Interact in the target language in various settings.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
28.B.1a Respond to and ask simple questions with prompts.	28.B.2a Pose questions spontaneously in structured situations.	28.B.3a Respond to open-ended questions and initiate communication in various situations.	28.B.4a Engage in extended conversations in a variety of situations.	28.B.5a Discuss and defend a position on an issue in a discussion.
28.B.1b Imitate pronunciation, intonation and inflection including sounds unique to the target language.	28.B.2b Produce language using proper pronunciation, intonation and inflection.	28.B.3b Produce language with improved pronunciation, intonation and inflection.	28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection.	28.B.5b Approximate native-like pronunciation, intonation and inflection.
	28.B.2c Comprehend gestures and body language often used in everyday interaction in the target language.	28.B.3c Use appropriate non-verbal cues common in areas where the target language is spoken.	28.B.4c Recognize and use nonverbal cues in various formal and informal settings.	

C. Understand written passages in the target language.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
<p>28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song.</p>	<p>28.C.2a Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</p>	<p>28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary.</p>	<p>28.C.4a Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.</p>	<p>28.C.5a Comprehend, with little or no support, a variety of materials intended for native speakers in academic, social and work situations.</p>
<p>28.C.1b Infer meaning of cognates from context.</p>	<p>28.C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</p>	<p>28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</p>	<p>28.C.4b Demonstrate understanding of written materials by organizing information and concepts (e.g., outlines, flow charts).</p>	<p>28.C.5b Distinguish nuances of meaning in a variety of contexts (e.g., layers of meaning in poetry and prose).</p>
			<p>28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.</p>	<p>28.C.5c Explain how various languages are interrelated in terms of word origin and text structures.</p>

D. Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
<p>28.D.1a Copy/write words, phrases and simple sentences.</p>	<p>28.D.2a Write on familiar topics using appropriate grammar, punctuation and capitalization.</p>	<p>28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</p>	<p>28.D.4a Write complete expository pieces that include description, definition and analysis for a variety of situations.</p>	<p>28.D.5a Write documents in a variety of forms with supporting evidence from electronic and print sources to meet academic, social and work needs.</p>
<p>28.D.1b Describe people, activities and objects from school and home.</p>	<p>28.D.2b Present a simple written or oral report on familiar topics.</p>	<p>28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).</p>	<p>28.D.4b Make a persuasive presentation with documentation (e.g., visuals, interviews, quotes) from target language sources.</p>	<p>28.D.5b Make impromptu presentations in a variety of academic, social and work situations.</p>
	<p>28.D.2c Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</p>	<p>28.D.3c Present a simple, original poem or story based on a model.</p>	<p>28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.</p>	<p>28.D.5c Present an original piece (e.g., essay, story, poem) on a theme of their choice with minimal guidance.</p>

STATE GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

Why This Goal Is Important: Understanding culture is integral to learning and understanding a language. This goal emphasizes not only the process of learning about the country and its culture, but also the fact that language and culture are inseparable. Through a range of materials in print and other media, students gain a richer understanding of both culture and language. Culture consists mainly of language, literature, fine arts, media, history and geography related to various peoples in the world. Students need to develop an understanding of how customs and traditions are shaped by speakers of language and how that language reflects those customs and traditions.

A. Understand manners and customs of various target language societies.

STAGE ONE	STAGE TWO	STAGE THREE	STAGE FOUR	STAGE FIVE
BEGINNING	BEGINNING INTERMEDIATE	INTERMEDIATE	ADVANCED INTERMEDIATE	ADVANCED
29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent).	29.A.2 Demonstrate activities (e.g., games, songs and role playing) associated with the target language.	29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	29.A.4 Demonstrate target language expressions and levels of formality (e.g., age, social status) appropriate for entry-level work and social situations.	29.A.5 Analyze and interpret manners and customs within the social, academic and work environments of selected target language societies.

B. Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
<p>29.B.1a Identify one or more art forms (e.g., Japanese origami, Spanish flamenco) representative of areas where the target language is spoken.</p>	<p>29.B.2a Identify sample art works and their creators associated with areas where the target language is spoken.</p>	<p>29.B.3a Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language.</p>	<p>29.B.4a Compare themes that are inherent to areas where the target language is spoken as expressed in different art forms.</p>	<p>29.B.5a Explain the cultural and historical significance of characteristic art forms of a target language society.</p>
<p>29.B.1b Demonstrate one or more art forms representative of areas where the target language is spoken (e.g., dramatizing a sample of children's literature, performing a song or dance).</p>	<p>29.B.2b Describe selected art forms of areas where the target language is spoken using arts vocabulary from the target language.</p>	<p>29.B.3b Understand and use the essential target language vocabulary referring to tools, processes and products in one or more of the art forms.</p>	<p>29.B.4b Compare and contrast selected art forms of areas where the target language is spoken.</p>	<p>29.B.5b Create an interpretive presentation of a selected art form based on research or a field experience.</p>

C. Understand literature and various media of target language societies.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
<p>29.C.1a Identify main characters, settings and events from selected samples of children’s literature using audio and visual cues.</p>	<p>29.C.2a Read, retell and summarize selected literary works.</p>	<p>29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</p>	<p>29.C.4a Compare and contrast the characters, setting, themes and plot of two or more literary works.</p>	<p>29.C.5a Compare and analyze literary themes, styles and perspectives across authors and genres.</p>
<p>29.C.1b Identify different types of literature (e.g., poetry, short stories, plays, legends) in the target language.</p>	<p>29.C.2b Identify sample literary works and their authors representative of the target language.</p>	<p>29.C.3b Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary.</p>	<p>29.C.4b Describe characteristics, origins and authors of various literary forms using target language vocabulary.</p>	<p>29.C.5b Explain the influence of historical context on form, style and point of view for a variety of literary works.</p>
<p>29.C.1c Identify primary media sources (e.g., television, radio, CD-ROM, software, films, on-line resources, websites, periodicals) in the target language.</p>	<p>29.C.2c Summarize the main points of selected media presentations in the target language.</p>	<p>29.C.3c Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites).</p>	<p>29.C.4c Comprehend main ideas from target language media in relation to everyday life.</p>	<p>29.C.5c Compare topics, types and styles of media communication in areas where the target language is spoken.</p>

D. Understand history of areas where the target language is spoken.

STAGE ONE	STAGE TWO	STAGE THREE	STAGE FOUR	STAGE FIVE
BEGINNING	BEGINNING INTERMEDIATE	INTERMEDIATE	ADVANCED INTERMEDIATE	ADVANCED
29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken.	29.D.2 Use simple history vocabulary to identify historical concepts and trends (e.g., rise and fall of the Roman Empire, French Revolution).	29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.	29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.	29.D.5 Analyze different perspectives of historical events using a variety of media and technology tools.

E. Understand geography of various target language societies.

STAGE ONE	STAGE TWO	STAGE THREE	STAGE FOUR	STAGE FIVE
BEGINNING	BEGINNING INTERMEDIATE	INTERMEDIATE	ADVANCED INTERMEDIATE	ADVANCED
29.E.1 Identify and use simple geography vocabulary (e.g., border, city, river, soil, equator) of the target language.	29.E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken.	29.E.3 Describe geographical aspects (e.g., population distribution, natural resources and main economic activities) of areas where the target language is spoken.	29.E.4 Compare a target country with the United States using geographic representations to illustrate and explain their economic nature.	29.E.5 Describe how migration, settlement and colonization have affected the economy and environment of country(ies) where the target language is spoken.

STATE GOAL 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

Why This Goal Is Important: Knowledge of a foreign language relies on communication, culture, and context. The term context here applies to the situations in which students will use the target language. To prepare for those situations, students reinforce and further their knowledge of other areas including academic, technical and recreational. Standards and benchmarks within this goal are meant to reamplify content and skills learned in economics, mathematics, science, physical development, health, career exploration and vocational courses. Combined with the cultural contexts found in goal 29, the standards and benchmarks in this goal contain direct parallels in target language development to the Illinois Goals and Standards in the other six learning areas in addition to vocational education.

A. Use the target language to reinforce and further knowledge of other disciplines.

STAGE ONE	STAGE TWO	STAGE THREE	STAGE FOUR	STAGE FIVE
BEGINNING	BEGINNING INTERMEDIATE	INTERMEDIATE	ADVANCED INTERMEDIATE	ADVANCED
30.A.1a Recognize the currency of the country(ies) where the target language is spoken and compare values with United States currency.*	30.A.2a Identify products that are from the countries where the target language is spoken and that are found in the United States economy.*	30.A.3a Identify differing systems of trade and exchange in target language country(ies) (e.g., bartering and bargaining) compared to the United States.*	30.A.4a Identify major sources of employment and income in target language country(ies) compared to the United States.*	30.A.5a Describe and explain factors affecting economic conditions in target language country(ies) compared to the United States.*
30.A.1b Use the target language to solve simple math exercises (e.g., identify simple geometric shapes, use numbers to count and do math computations).	30.A.2b Use the target language to make, use and estimate measurements (e.g., time, linear, monetary).	30.A.3b Use the target language to gather and organize data to solve math problems.	30.A.4b Use the target language to analyze and solve math problems based on timetables, schedules, charts and graphs in the target language.	30.A.5b Use the target language for math skills such as statistical analysis, estimating and approximating in experiments or research projects.

<p>30.A.1c Use target language vocabulary to identify simple science terms referring to weather and nature (e.g., clouds, wind, trees, common animals).</p>	<p>30.A.2c Use target language vocabulary to identify and describe basic earth science content (e.g., mountain range, coast, desert) and life forms.</p>	<p>30.A.3c Use the target language to describe the physical and geological features, vegetation and animal life indigenous to areas where the target language is spoken.</p>	<p>30.A.4c Use the target language to analyze the impact of human activity on the natural environment in areas where the target language is spoken.</p>	<p>30.A.5c Use the target language to analyze current science issues (e.g., ecology and the environment, space exploration, health) from the perspective of speakers of the language.</p>
<p>30.A.1d Use target language vocabulary while participating in physical activities (e.g., games, dances).</p>	<p>30.A.2d Use the target language to participate in and/or describe games, dances and sports.</p>	<p>30.A.3d Use the target language to identify diet, nutrition and physical fitness issues in areas where the target language is spoken.</p>	<p>30.A.4d Use the target language to describe and compare daily diet, nutrition and physical fitness regimens in areas where the target language is spoken.</p>	<p>30.A.5d Use the target language to analyze and contrast diet, nutrition and physical fitness programs in areas where the target language is spoken with those of the United States.</p>

B. Use the target language to demonstrate knowledge and understanding of a variety of career options.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
<p>30.B.1a Use target language vocabulary to identify common professions and occupations.</p>	<p>30.B.2a Use the target language to describe activities and characteristics of selected occupations and work places.</p>	<p>30.B.3a Use the target language to identify and describe occupations unique to areas where the target language is spoken.</p>	<p>30.B.4a Use the target language to compare various occupations in terms of their roles, status and qualifications in areas where the target language is spoken and in the United States.</p>	<p>30.B.5a Use the target language to analyze data relating to job opportunities, preparation, wages/salaries, etc., of occupations in areas where the target language is spoken.</p>
<p>30.B.1b Use target language vocabulary to identify a variety of professions in which the target language may be used.</p>	<p>30.B.2b Use the target language to explain and describe general career choices in which the target language can be used.</p>	<p>30.B.3b Use the target language to explain in detail the preparation for and activities of specific careers in which the target language can be used.</p>	<p>30.B.4b Use the target language to analyze connections between specific businesses and industries in areas where the target language is spoken and in the United States.</p>	<p>30.B.5b Use the target language to evaluate a career option which requires proficiency in the target language through a career exploration or education-to-careers activity.</p>

