

#573 SPANISH IV

GRADES: 10 - 12

LEVEL: Honors

CREDITS: 5

PREREQUISITES: B or better in Spanish 3

BASIC TEXT(S) AND SUPPLEMENTAL READINGS: Ven Conmigo, Level 3, Holt, 2000
Abriendo Paso, Heinle & Heinle

REQUIRED MATERIALS: Notebook, folder, dictionaries

COURSE DESCRIPTION: The fourth year Spanish course with VEN CONMIGO, is a multi-skilled communication based program which thematically explores many aspects of the richness of the Hispanic life and culture. Furthering the development of skills acquired in Spanish III by extensive reading, writing and conversational activities, the student is better able to understand the complexity of the language, the Hispanic way of life and the culture. The mastery of the Spanish language and the knowledge of Hispanic culture will influence students' academic and personal goals and broaden their professional horizons.

MISSION RELATED GOALS:

- Academic excellence
- Intellectual curiosity
- Respect for others
- Self-confidence
- Foster communication skills
- Foster problem-solving skills
- Successful contributing member of society

SCHOOLWIDE LEARNING EXPECTATIONS:

Academic – Communicates effectively, Solve complex problems,
Works with others towards a common goal
Civic – Contributes to the community and global society
Social – Respects the rights of others

GENERAL PERFORMANCE OBJECTIVES: The students will be able to:

1. Further develop listening comprehension strategies as they focus on specific tasks.
2. Express past events within a specific context, utilizing appropriate phonetic intonation.
3. Extract factual information from authentic text, as well as personalize the facts from the readings, making specific applications.

4. Increase writing proficiency through directed essays which employ the expanding vocabulary and language function base, develop creative writing skills and expository work.
5. Link his/her increasing level of cultural awareness to the development of language proficiency.
6. Participate more fully in cooperative learning based conversational activities which require greater command of the language skills.

MASSACHUSETTS FRAMEWORKS STRAND(S): Communication, Cultures, Comparison, Connections, Communities

MASSACHUSETTS FRAMEWORKS STANDARDS:

- Standard 1 – Interpersonal Communication
- Standard 2 – Interpretative Communication
- Standard 3 – Presentational Communication
- Standard 4 – Cultures
- Standard 5 – Linguistic Comparisons
- Standard 6 – Cultural Comparisons
- Standard 7 – Connections
- Standard 8 – Communities

UNITS AND THEMES:

I. Ven Conmigo III Capitulo 7 “Dime con quien andas” 14 days

How to:

- a. express happiness and unhappiness (the subjunctive tense)
contrast with present indicative, emphasize irregular verbs
- b. describe an ideal relationship
- c. read stories of love, marriage and life situations
- d. Write about a conflict you’ve had with a friend

II. A. Ven Conmigo III, Capitulo 8, “Los medios de comunicacion” 21 days

How to:

- a. express certainty (indicative mood)
- b. express doubt and disbelief (subjunctive mood)
- c. express surprise, possibility and impossibility
- d. write a report about a concert for a teen magazine

II B. SELECCIONES LITERARIAS: Prentice Hall

Readings:

- a. La casa donde me decian Poldita.
- b. Mi primer poema.
- c. Voz.

III A. Ven Conmigo III, Capitulo 9, “Las apariencias enganan.” 21 days

How to:

- a. use preterite to express emotional reaction
- b. use subjunctive to express disagreement and denial
- c. Use conditional for hypothetical statements

III B. SELECCIONES LITERARIAS: Prentice Hall

Readings:

- a. Nos va a salir la cosa.
- b. Naranjas.
- c. Los otros Pioneros.
- d. Jugo de Mango.

Within the readings, students will observe:

- a. the use of the preterit and imperfect tenses
- b. the use of the subjunctive tenses
- c. adjective agreement

III. C. WRITING IN RESPONSE TO LITERATURE

- a. write in the narrative voice
- b. practice different writing modes, summary, journal, creative
- c. write a creative piece about stereotype and conformity

IV A. Ven Conmigo III, capitulo 10. “La riqueza cultural” 21 days

How to:

- a. talk about accomplishments (preterite)
- b. talk about future plans
- c. express cause and effect

IV B. SELECCIONES LITERARIAS: Prentice Hall

Readings:

- a. La Madrastra.
- b. Riete con ellos, no de ellos

V. A. Ven Conmigo III, capitulo 11, “El mundo en que vivimos” 21 days

How to:

- a. point out problems and how to solve them (conditional)
- b. write about issues in your community (past subjunctive and contrary to fact)
- c.

V B. ABRIENDO PASO

Readings:

- a. El Decimo.
- b. Riete con ellos, no de ellos.
- c. Me llamo Rigoberta Menchu, y asi nacio la conciencia.
- d. Jacinto Contreras recibe su paga extraordinaria.
- d. Assorted Fables (handout)

VI A. Ven Conmigo III, capitulo 12, “Mis planes para el futuro” 21 days

How to:

- a. talk about former jobs and future goals
- b. talk bout future career plans
- c. give advice about job interviews
- d. read about reality and fantasy

VI B. ABRIENDO PASO

Readings:

- a. El arbol de oro.
- b. Emma Zunz. Jorge Luis Borges
- c. La Venda
- d. La Viuda de Monteviel

SUGGESTED PROJECTS AND CULTURAL ACTIVITIES

1. Famous Hispanic celebrities (Ven Conmigo chapter 10)
“Hispanos famosos”
2. Autobiographies
3. Illustrated fables or fairy tales
4. Poetry – chose a poet for research
5. Internet research, choose a problem in; the world, focusing on current events and technology
6. La Historia Oficial: film on politics of Argentina, human rights issues, history of Argentina and broad issues of South America

ASSESSMENT:

1. Periodic structure quizzes
2. Unit tests on literature
3. Compositions
4. Oral presentations
5. Projects
6. Research

USE OF TECHNOLOGY:

1. To utilize the accompanying audio CD rom program to reinforce listening comprehension
2. To integrate the film selections into the thematic units.
3. To use the internet for research projects
4. To use the language lab for speaking exercises.
5. To use video taping for skits and drama

MASSACHUSETTS EDUCATIONAL FRAMEWORKS:

Students will be able to

1. communicate in Spanish
2. gain knowledge and understanding of other cultures
3. connect Spanish with other disciplines and acquire information
4. compare and develop insight into the nature of language and culture
5. perform outreach to the community within and beyond the school setting

SUGGESTED INSTRUCTIONAL STRATEGIES: Role playing; Think, pair, share; Modeling; Cooperative learning; Student presentation; Differentiated learning; Drills mastery; Games; Note taking; Use of manipulative and tools; Flash cards

SUGGESTED INTEGRATION:

1. Work with the Food Service staff in using the facilities to create a taste testing experience for authentic foods Spanish-speaking countries.

USE OF TOOLS/TECHNOLOGY:

1. Utilize the accompanying audio program to reinforce listening comprehension.
2. Integrate the video component as a means of unifying the skills acquisition.
3. Use the overhead projector to reinforce vocabulary, grammar, outlining, paragraph construction, organizing story development, etc.
4. To assign the production of an audio tape program as a culmination of a cooperative learning experience.

ASSESSMENTS TECHNIQUES:

1. Individualized quizzes in a contextualized format for each lesson.
2. Test per chapter evaluating all five learning skills.
3. Periodic oral assessment.
4. Projects.
5. Final Examination.