

Spanish IV

Standard 1: Communication

Students communicate in a World Language while demonstrating literacy in all four essential skills: Listening, speaking, reading, and writing

1.1 Listening - Students listen to and derive meaning from a variety of World Language sources.

Rationale: Students listen to and comprehend information spoken in a World Language.

In order to meet this standard a student:

- recognizes common expressions
- obtains meaning from diverse listening sources
- demonstrates comprehension through appropriate responses
- engages in a variety of listening situations

1.2 Speaking - Students speak in a World Language for a variety of purposes and for a variety of audiences.

Rationale: The ability to speak other languages allows students to communicate with people from various cultures.

In order to meet this standard a student:

- applies pronunciation rules and intonation patterns
- uses vocabulary, grammatical forms, and structures of the selected language to convey meaning
- applies knowledge of cultural practices to spoken language
- expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades
- interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations

MSBSD World Languages Content Standards

1.3 Reading - Students read and derive meaning from a variety of materials written in a World Language.

Rationale: Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

In order to meet this standard a student:

- recognizes words, phrases, idiomatic expressions, and grammatical structures
- demonstrates comprehension of reading materials written for a variety of purposes
- uses and applies the information gained from reading
- responds to the cultural elements contained in reading materials of the language

1.4 Writing - Students write in a World Language for a variety of purposes and for diverse audiences.

Rationale: Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

In order to meet this standard a student:

- writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading
- writes for audiences such as peers, teachers, community members, and people from other countries
- plans, drafts, revises, proofreads, and edits written communications
- uses correct grammar, sentence structure, vocabulary, spelling, punctuation, and capitalization to convey meaning
- uses legible handwriting and/or word processing

Standard 2: Culture

Students acquire and use knowledge of cultures while developing World Language skills.

Rationale: Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

In order to meet this standard a student:

- demonstrates knowledge of aspects of world cultures such as daily life, educating, history, geography, government, economics, and the arts
- applies knowledge of cultural practices when communicating in a World Language
- uses the World Language to access cultural information available only in that language

Essential Learning Results Levels IV (Advanced)

MSBSD World Languages Content Standards

Standard 1.1 Listening - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard a Level IV student:

- derives meaning through context, intonation and situations from listening sources including conversations, lectures, authentic videos, films and recordings
- obtains and processes information by selecting, categorizing and analyzing from these sources

Standard 1.3 Reading - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard a Level IV student:

- analyzes and synthesizes reading materials
- recognizes the author's point of view and purpose
- expresses personal reactions to reading materials
- interprets cultural elements found in reading materials

Standard 1.2 Speaking - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard a Level IV student:

- applies learned pronunciation and intonation patterns at a normal rate of speech
- makes predictions, analyzes, draws conclusions, and expresses facts and opinions
- defines points of view
- summarizes and paraphrases

Standard 1.4 Writing- Students write in a World Language for and for diverse audiences.

In order to meet this standard a Level IV student:

- analyzes and draws conclusions
- incorporates information from selected language resource materials in their writing
- selects and expresses ideas and opinions on topics from various content areas
- uses specialized vocabulary and more advanced grammatical structures

Standard 2: Culture

Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard a Level IV student:

- analyzes aspects of the cultures being studied, such as social and political institutions and laws
- functions in a culturally appropriate manner, through speaking and writing, in complex social and work situations
- researches a topic of interest using sources from the cultures being studied

**MSBSD World Languages
Course Outline**

Spanish III

Course Description:

Spanish IV is taught exclusively in Spanish. It explores topics in advanced composition and conversation, with an emphasis on refining and integrating advanced grammar into daily communication.

Emphasis is placed on comprehension as it is spoken by native speakers. Students develop appropriate verbs, structures, vocabulary, idioms, and cultural understanding necessary to perform communicative functions at the advanced level

Recommended:

Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21st century:

- **Lifelong Learning** - The skills required to acquire a World Language are basic to the learning process
- **Higher Achievement** - A higher level of skill is demanded of all workers in a global community
- **Economic Necessity** - In order to ensure our own future, we must be able to communicate with the rest of the world
- **Multicultural Perspective** - World Languages open doors not only to other languages, but also to other cultures, peoples, and lands

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
 - 1.1 Listening: Students listen to and derive meaning from a variety of sources
 - 1.2 Speaking: Students speak for a variety of purposes and audiences
 - 1.3 Reading: Students read and derive meaning from a variety of written materials
 - 1.4 Writing: Students write for a variety of purposes and for diverse audiences
2. Students acquire and use knowledge of other cultures while developing World Language skills

Reflexive Pronouns:

- in a variety of different contexts

**Key Concepts
&
Structures**

Verbs:

- Compound-complex sentences
- Passive voice and impersonal se
- Sequences of tenses
- Subjunctive
 - uses of the imperfect
 - perfect tenses
 - with adjectival & adverbial clauses
 - "if" clauses

**Plus Expansion of
Levels II and I Key
Concepts**

Culture:

Students know and are able to:

- analyze aspects of the cultures being studied such as social and political institutions and laws
- function in a culturally appropriate manner, through speaking and writing, in complex social and work situations
- research a topic of interest using sources from the cultures being studied

Student self-assessment:

Based on the **Standards, Topics** and **Key Concepts** listed here, students should ask themselves

- 1.1 *Listening:* Can I understand Spanish when I hear it?
- 1.2 *Speaking:* Can I speak Spanish with a variety of people?
- 1.3 *Reading:* Can I read a variety of materials in Spanish?
- 1.4 *Writing:* Can I write Spanish for different purposes?
- 2 Can I share my knowledge of Spanish speaking cultures?

Level I Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates, & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells, & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

Level II Topics:

1. Body Parts, Health and Fitness
2. Daily Routines
3. Description of People, Personalities, & Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation

Level III Topics:

1. Arts & Entertainment
2. Body and Health
3. Careers
4. Science
5. Extended Family
6. History
7. House & Home
8. Literature
9. Media & Technology
10. Plus Expansion of Levels II and I Topics

Level IV Topics:

1. Arts in the Spanish-Speaking world
2. Current Events & Social Issues in the Spanish-Speaking World
3. Literary Analysis
4. Plus Expansion of Levels III, II, and I Topics

Arts in the Spanish-Speaking World:

- * Arts terminology
- * Fine arts
- * Theatre arts
- * Visual arts
- * Reading/listening/analyzing/discussing
- *Connecting Topics:* All Topics
- *Culture:* Art as a reflection of Hispanic culture

Literary Analysis:

- * Literary terminology
- * Reading/listening/analyzing/discussing a variety of different genres, e.g. essays, novels, plays, short stories
- *Connecting Topics:* All Topics
- *Culture:* Literature as a reflection of Hispanic culture

Spanish IV

Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**

Current Events & Social Issues in the Spanish-Speaking World:

- * Political and social terminology
- * Reading/listening/analyzing/discussing current events and social issues
- *Connecting Topics:* All Topics
- *Culture:* Cultural values and world visions as determinants of political and social events; family structure; creation of borders between countries; political issues of indigenous groups

Plus Expansion of Levels III, II, and I Topics and Key Concepts

Preparation for AP and IB exams

**Spanish III
Performance Indicators**

Topic	Communication	Culture
Arts	<ul style="list-style-type: none"> • Interprets and presents information using arts terminology • Views, reads, listens, discusses, and critically analyzes the fine arts (music, dance) the theatre arts (plays) and the visual arts (painting, sculpture for their influence on Spanish culture 	<ul style="list-style-type: none"> • Identifies famous artists, actors, composers, musicians, designers, or authors, and their impact on world culture
Literary Analysis	<ul style="list-style-type: none"> • Exchanges, interprets, and presents information using literary terminology • Reads, listens, discusses, and critically analyzes increasingly challenging literary works representing a variety of genres including biographies, novels, plays, poetry, and short stories 	<ul style="list-style-type: none"> • Describes the perspectives of Spanish culture, past and present, is represented in literary works.
Current Events and Social Issues in the Spanish-Speaking World	<ul style="list-style-type: none"> • Exchanges, interprets, and presents information using political and social terminology • Reads, identifies, discusses and analyzes current significant societal and political events and issues 	<ul style="list-style-type: none"> • Describes cultural values and world visions as determinants of political and social events • Describes the significance of family structure on Spanish culture • Describes political issues of indigenous groups • Describes the political reasons for borders between countries