

# Course Title Spanish 4

## Course Description

This course will deepen their language acquisition in the areas of listening, speaking, reading, and writing skills. Mastery of new vocabulary is a continuing goal. More complex and complete grammatical concepts are encouraged. Students will read literature from various genres including fiction, biography, drama, essay, and poetry. This course is designed for students who do wish to follow along the continuum of any of the AP Spanish courses ( Language or Literature) offerings but who want to continue in their study of the language. Using 21<sup>st</sup> century skills, students will develop Cultural Literacy and Global Awareness and challenges. The world is rapidly becoming wired and the resulting globalization of commerce and trade has increased the need for cultural literacy. Students will understand and address global issues, and will demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.

## Length of Course (Year-long)

## Essential Questions

Spanish 4 is at the level of the AP Spanish Language and Culture course and it is structured around six themes following the updated guidelines of the College Board: Global Challenges, Personal and Public Identities, Science and Technology, Beauty and Aesthetics, Contemporary Life and Families and Communities.

The Essential Questions for Global challenges are:

- What environmental, political, and social issues pose challenges to societies throughout the world?
- What are the origins of those issues?
- What are possible solutions to those challenges?

For Science and Technology the Essential Questions are

- How do developments in science and technology affect our lives?
- What factors have driven innovation and discovery in the fields of science and technology?
- What role does ethics play in scientific advancement?

For Contemporary Life:

- How do societies and individuals define quality of life
- How is contemporary life influenced by cultural products, practices, and perspectives?
- What are the challenges of contemporary life?

Essential Questions for Personal and Public Identities:

- How are aspects of identity expressed in various situations
- How do language and culture influence identity?
- How does one's identity develop over time?

For Families and Communities the Essential Questions are:

- What constitutes a family in different societies?
- How do individuals contribute to the well-being of communities?
- How do the roles that families and communities assume differ in societies around the world?

Essential Questions for Beauty and Aesthetics:

- How are perceptions of beauty and creativity established?
- How do ideals of beauty and aesthetics influence daily life?
- How do the arts both challenge and reflect cultural perspectives?

<p><b>Standards</b></p>	<p>Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning students will know and be able to do the following:</p> <p><b>Communication:</b> Students will be able to perform Stage 1, Stage2, and Stage 3 Learning Standards. Students will be able to discuss, analyze and interpret literary texts and their moral/philosophical points.</p> <p>Students will know how to write critiques of books, articles, essays, plays on the target language, and narrate events in the present, past and future.</p> <p><b>Culture:</b> Students will be able to describe the evolution of words and discuss how they reflect cultural perspectives. Students will be able to describe conflicts in points of view and their possible resolutions. Students will be able to analyze how historian’s interpretation of events can change over time and reflect individual and cultural perspectives.</p> <p><b>Comparisons:</b> Students will be able to compare, contrast and discuss etymological/linguistic roots of English words from the target language. Students will know how to analyze and present how national and international events are reported in the United States and the target culture’s media.</p> <p>Connections: Students will be able to analyze mythology, design projects and research examples of cultural encounters in History from sources in the target language. Communities: Students will be able to locate and establish communication with speakers of the target language in the community or country. Students will be able to locate local media and contribute with letters and articles or other materials, and describe work opportunities that require second language skills.</p>	
<p><b>Concepts and Skills</b></p>	<p>Appropriate communication in a foreign language includes a person’s ability to effectively use the following essential skills: Listening from Audio, Visual, Audiovisual Interpretive communication, Presentational and Interpersonal speaking, Presentational and Interpersonal writing; Reading and Reading Comprehension.</p>	<p>The proper usage of grammar skills and its application are required tools to enhance communication in the target language.</p>

<b>Content Objectives</b>	<p>Students will be able to complete the established objectives laid out in the Mass Frameworks by demonstrating mastery in all the prior levels of Spanish 1, 2 and 3.</p> <p style="text-align: center;"><b>Grammar</b></p> <p><b>Present Tense:</b> Simple Present, Present Progressive, Present Perfect of the Indicative, Imperative, Present Perfect of the Subjunctive, Present Subjunctive.</p> <p><b>Past Tense:</b> Preterite, Imperfect, Past Perfect, Imperfect Subjunctive, Plu Perfect of the Indicative, Plu Perfect of the Subjunctive, Conditional.</p> <p><b>Future Tense:</b> Simple Future, Substitute or second form of Future, Future Perfect, Future Progressive.</p> <p>Students will engage in a variety of literary work to include two selected novels, selected short stories, and selected poems from Spanish and latinamerican authors.</p>	
<b>Assessments/ Products</b>	<p><b>Formative:</b> Board Activities, HW, Q&amp;A, Do Now, Exit Slips, Rubrics, Dictation, Oral Presentations, Daily Journals.</p> <p><b>Summative:</b> Quiz, Test/Exams, Rubric, Oral Presentations, Projects, Essays, Q&amp;A, Translations</p>	

**Texts,  
Materials,  
and  
Resources**

Text book: Avancemos!, Triangulo Aprobado 5<sup>th</sup> Edition; Cumbre, AP course book; Abriendo Puertas Ampliando Perspectivas (Bowen) for AP Literature Class;

Workbooks from all textbooks; CDs and audios from DVDs;

Dictionaries;

Internet websites; Youtube Education;

Cooperative Learning, Think-Pair-Share, Vocabulary Games(Word Bingo, Scattegories, Cards), Word Walls, Graphic Organizers, Webs, Pre-Reading, Hall of Fame, Hall of Shame, Illustrations/Pictorial Representations, Dialogue, Drama, Video-Summary