

# Catasauqua Area School District Planned Course of Study

Course Title: Spanish IV Honors

Grade Level(s): 11-12

Text: ¡Así se dice! Level 3 & Level 4

## Course Description

Spanish IV is an advanced, honors-level course stressing continual improvement in conversational Spanish. If clauses, irregular nouns, special definite and indefinite articles, the passive voice, *por* and *para*, relative, and time expressions using *hace* and *hacía* are introduced and studied. The indicative and subjunctive moods, along with their various tenses and uses, are reviewed. The diverse culture of various Spanish-speaking countries is discussed in depth, specifically Central America, Mexico, the Caribbean, Venezuela and Colombia, and the United States. The course also includes discussions on trips, art and literature, Spanish speakers in the United States, food and food preparation, and professions and occupations. The textbooks used are *¡Así se dice!* – Levels 3 (Chapters 6-10) and 4 (Chapters 4-8).

## Essential Questions

- How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture?
- What can the products (art, literature, realia) of another culture reveal about the values and viewpoints of the people of that culture?
- Where in the local or world community can we use the second language we are learning?
- How may contact with native speakers in the local or world community enhance our language proficiency?
- How can we use technology to communicate with native speakers anywhere in the world?
- How can we continue to study and enjoy a second language after leaving school?
- How does second language study help us in other areas of the curriculum?
- What knowledge and insight can we gain from world language study that otherwise would not be available to us?
- What print and non-print resources are available to help us connect with another language and culture?
- What are some good strategies to help us communicate with someone in the language we are studying?
- What language phrases do we need to know to survive in a foreign country?
- What skills and knowledge do we need to interact with others in a second language?
- What are some good strategies to help us communicate with someone in the language we are studying?
- What language phrases do we need to know to survive in a foreign country?
- What skills and knowledge do we need to interact with others in a second language?
- How can we prepare information, concepts, and ideas to share with listeners and/or readers?
- What knowledge and skills do we need to make oral or written presentations in a variety of formats (posters, videos)?
- How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture?
- How does appreciation of cultural diversity enhance cross-cultural understanding?

## **Competencies**

- Accomplish simple “survival” tasks such as ordering food, exchanging money, buying goods or services.
- Ask and answer questions about daily lives.
- Authentic materials with visual support accompanied by language text in subject areas of interest in recent study
- Create a project (eg.g.poster, haiku) related to how a product is related to the culture studied
- Enhance reading/listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context and expanding vocabulary
- Identify and talk about well-known landmarks from the target language
- Interact in cultural contexts with appropriate verbal and nonverbal expressions
- Write an article, create a digital presentation, make a video presentation on a theme studied
- Obtain information and participate in age-appropriate cultural experiences/simulations
- Analyze and express opinions about literary works or visual arts studies
- Analyze social interactions observed in authentic texts, movies, documentaries
- Compare and contrast how products and practices reflect cultural perspectives in the target culture and in their own
- Exchange opinions about persons or events

## **Career Awareness, Career Education, & Focus on Employability Skills**

- Use logical reasoning to analyze issues
- Obtain, interpret, and use knowledge, facts, and data when making decisions
- Resolve problems
- Demonstrate creativity
- Use clear and effective writing and use clear and effective speech
- Speak publicly with various audiences and listen to others
- Actively contribute to a team
- Remain on task
- Identify and work toward goals
- Use conflict resolution strategies
- Use technology appropriately and efficiently to solve problems, complete tasks, and accomplish goals
- Learn and use new, emerging technologies
- Identify personal skills, strengths, knowledge, and experience related to career goals
- Identify areas for personal growth
- Develop self-advocacy skills
- Use interpersonal skills
- Organize, plan, and delegate work
- Regulate emotions
- Build positive relationships
- Demonstrate respectful interactions with others
- Value and respect differences
- Learn from others
- Gain knowledge about economic, political, and cultural issues
- Attendance & Punctuality
- Time management & productivity
- Responsibility
- Lifelong learning
- Students will be able to independently use their learning to investigate the world, recognize perspectives, communicate ideas, and take action in developing a global mindset

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## Course Syllabus

Course Content	Tentative Timeframe	State Standards
<p><b>Capítulo 6- Viajes (L3)</b></p> <p><u>Topics</u> Modes of travel</p> <p><u>Structure</u> The subjunctive with conjunctions of time The subjunctive to express suggestions and advice Irregular nouns</p> <p><u>Culture</u> A trip to Bolivia</p>	7-10 days	12.1.S3.A,B,C,D,E,F 12.3.S3.A,B,C,D 12.5.S3.A,B,C,D 12.1.S4.B,C,D
<p><b>Capítulo 7- Arte y literatura (L3)</b></p> <p><u>Topics</u> Fine art and literature</p> <p><u>Structure</u> The present perfect and pluperfect subjunctive <b>si</b> clauses adverbs ending in <b>-mente</b></p> <p><u>Culture</u> The arts</p>	7-10 days	12.1.S3.A,B,C,D,F 12.3.S3.A,B,C,D 12.5.S3.A,C 12.1.S4.B,C,D
<p><b>Capítulo 8- Latinos en Estados Unidos (L3)</b></p> <p><u>Topics</u> History of Spanish speakers in the United States</p> <p><u>Structure</u> The subjunctive with <b>aunque</b> The subjunctive with <b>-quiera</b> Definite and indefinite articles (special uses) Apocopated (shortened) adjectives</p> <p><u>Culture</u> Latinos in the United States</p>	7-10 days	12.1.S3.A,B,C,D,E,F 12.3.S3.A,B,C,D 12.5.S3.A,B 12.1.S4.B,C,D

<p><b>Capítulo 9- Historia de la comida latina (L3)</b>  <u>Topics</u>  Food and food preparation  History of foods from Europe and the Americas  <u>Structure</u>  The passive voice  Relative pronouns  Expressions of time with <b>hace</b> and <b>hacía</b>  <u>Culture</u>  History of food</p>	7-10 days	12.1.S3.A,B,C,D,E,F 12.3.S3.A,B,C,D 12.5.S3.A,B 12.1.S4.B,C,D
<p><b>Capítulo 10- Carreras (L3)</b>  <u>Topics</u>  Professions and occupations  <u>Structure</u>  <b>Por</b> and <b>para</b>  The subjunctive in relative clauses  <u>Culture</u>  The importance of languages</p>	7-10 days	12.1.S3.A,B,C,D,E,F 12.3.S3.A,B,C,D 12.5.S3.A,B,C,D 12.1.S4.B,C,D
<p><b>Capítulo 4- La América Central (L4)</b>  <u>Topics</u>  The geography of Central American countries  The history of Central American countries  The culture of Central American countries  <u>Structure</u>  The present subjunctive  Uses of the subjunctive  Commands  <u>Current events in Central America</u>  <u>Central American literature</u></p>	10-13 days	12.1.S4.A,B,C,D,E,F 12.3.S4.A,B,C,D 12.5.S4.C,D
<p><b>Capítulo 5- México (L4)</b>  <u>Topics</u>  The geography of Mexico  The history of Mexico  The culture of Mexico  <u>Structure</u>  Reflexive verbs  The passive voice  Present perfect and pluperfect  Present perfect subjunctive  Placement of object pronouns  <u>Current events in Mexico</u>  <u>Mexican literature</u></p>	10-13 days	12.1.S4.A,B,C,D,E,F 12.3.S4.A,B,C,D 12.5.S4.C,D

<p><b>Capítulo 6- El Caribe: Cuba, Puerto Rico, la República Dominicana (L4)</b>  <u>Topics</u>  The geography of Cuba, Puerto Rico, and the Dominican Republic  The history of Cuba, Puerto Rico, and the Dominican Republic  The culture of Cuba, Puerto Rico, and the Dominican Republic  <u>Structure</u>  Future and conditional  Future perfect and conditional perfect  Demonstrative and possessive pronouns  Relative pronouns  Conjunctions y/e, o/u  <u>Current events in the Caribbean</u>  <u>Caribbean literature</u></p>	10-13 days	12.1.S4.A,B,C,D,E,F 12.3.S4.A,B,C,D 12.5.S4.C,D
<p><b>Capítulo 7- Venezuela y Colombia (L4)</b>  <u>Topics</u>  The geography of Venezuela and Colombia  The history of Venezuela and Colombia  The culture of Venezuela and Colombia  <u>Structure</u>  The imperfect subjunctive  The subjunctive with adverbial conjunctions of time  The subjunctive with <b>aunque</b>  <b>Quizá(s), tal vez, ojalá (que)</b>  <b>Por y para</b>  <u>Current events in Venezuela and Colombia</u>  <u>Venezuelan and Colombian literature</u></p>	10-13 days	12.1.S4.A,B,C,D,E,F 12.3.S4.A,B,C,D 12.5.S4.C,D
<p><b>Capítulo 8- Estados Unidos (L4)</b>  <u>Topics</u>  The geography of the United States  The history of the United States  The culture of the United States  <u>Structure</u>  Pluperfect subjunctive  <b>si</b> clauses  The subjunctive with adverbial clauses  Special uses of articles  Apocopated (shortened) adjectives  Hispanic literature of the United States</p>	10-13 days	12.1.S4.A,B,C,D,E,F 12.3.S4.A,B,C,D 12.5.S4.C,D

### Teaching Strategies Utilized

- \*Direct Instruction
- \*Guided Note-taking/Class Discussions
- \*Cooperative Learning
- \*Student-centered Learning
- \*Drill & Practice
- \*Peer/Teacher Tutoring
- \*Project-based Learning

# Catasauqua Area School District

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
<i>The student will be able to:</i>				
<p><b>Capítulo 6- Viajes (L3)</b></p> <ul style="list-style-type: none"> <li>Communicate in spoken and written Spanish about modes of travel</li> <li>Express suggestions and advice using the subjunctive</li> <li>Correctly use the subjunctive with conjunctions of time in written and spoken Spanish</li> <li>Correctly use irregular nouns in written and spoken Spanish</li> </ul>	AW K AP M R	Flashcards Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application	-Teacher observation -Class activities & participation -Homework -Quiz -Test -Project	12.1.S3.A,B,C,D,E,F 12.3.S3.A,B,C,D 12.5.S3.A,B,C,D 12.1.S4.B,C,D
<p><b>Capítulo 7- Arte y literatura (L3)</b></p> <ul style="list-style-type: none"> <li>Communicate in spoken and written Spanish about fin art and literature</li> <li>Express events using the present perfect and pluperfect subjunctive</li> <li>Correctly use <b>si</b> (if) clauses in written and spoken Spanish</li> <li>Correctly use adverbs ending in <b>-mente</b> in written and spoken Spanish</li> </ul>	AW K AP M R	Flashcards Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application	-Teacher observation -Class activities & participation -Homework -Quiz -Test -Project	12.1.S3.A,B,C,D,F 12.3.S3.A,B,C,D 12.5.S3.A,C 12.1.S4.B,C,D
<p><b>Capítulo 8- Latinos en Estados Unidos (L3)</b></p> <ul style="list-style-type: none"> <li>Communicate in spoken and written Spanish about the history of Spanish speakers in the United States</li> <li>Express the subjunctive with <b>aunque</b> (although)</li> <li>Express the subjunctive with <b>-quiera</b> (ever)</li> <li>Correctly use special articles and apocopated (shortened) adjectives in written and spoken Spanish</li> </ul>	AW K AP M R	Flashcards Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application	-Teacher observation -Class activities & participation -Homework -Quiz -Test -Project	12.1.S3.A,B,C,D,E,F 12.3.S3.A,B,C,D 12.5.S3.A,B 12.1.S4.B,C,D
<p><b>Capítulo 9- Historia de la comida latina (L3)</b></p> <ul style="list-style-type: none"> <li>Communicate in spoken and written Spanish about foods, food preparation, and the history of foods from Europe and the Americas</li> <li>Speak using the passive voice</li> <li>Correctly use relative pronouns in written and spoken Spanish</li> <li>Correctly use expressions of time with <b>hace</b> and <b>hacia</b> in written and spoken Spanish</li> </ul>	AW K AP M R	Flashcards Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application	-Teacher observation -Class activities & participation -Homework -Quiz -Test -Project	12.1.S3.A,B,C,D,E,F 12.3.S3.A,B,C,D 12.5.S3.A,B 12.1.S4.B,C,D
<p><b>Capítulo 10- Carreras (L3)</b></p> <ul style="list-style-type: none"> <li>Communicate in spoken and written Spanish about professions and occupations</li> <li>Correctly use <b>por</b> and <b>para</b> in written and spoken Spanish</li> <li>Correctly use the subjunctive in relative clauses in written and spoken Spanish</li> </ul>	AW K AP M R	Flashcards Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application	-Teacher observation -Class activities & participation -Homework -Quiz -Test -Project	12.1.S3.A,B,C,D,E,F 12.3.S3.A,B,C,D 12.5.S3.A,B,C,D 12.1.S4.B,C,D

<p><b>Capítulo 4- La América Central (L4)</b></p> <ul style="list-style-type: none"> <li>Communicate in spoken and written Spanish about the geography, history, and culture of Central America</li> <li>Express familiar and formal commands</li> <li>Discuss current events taking place in Central America</li> <li>Correctly use the present subjunctive in written and spoken Spanish</li> </ul>	<p>AW K AP M R</p>	<p>Flashcards Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application</p>	<p>-Teacher observation -Class activities &amp; participation -Homework -Quiz -Test -Project</p>	<p>12.1.S4.A,B,C,D,E,F 12.3.S4.A,B,C,D 12.5.S4.C,D</p>
<p><b>Capítulo 5- México (L4)</b></p> <ul style="list-style-type: none"> <li>Communicate in spoken and written Spanish about the geography, history, and culture of Mexico</li> <li>Express items in the recent past and past using various perfect tenses</li> <li>Use the passive voice</li> <li>Correctly use object pronouns in written and spoken Spanish</li> </ul>	<p>AW K AP M R</p>	<p>Flashcards Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application</p>	<p>-Teacher observation -Class activities &amp; participation -Homework -Quiz -Test -Project</p>	<p>12.1.S4.A,B,C,D,E,F 12.3.S4.A,B,C,D 12.5.S4.C,D</p>
<p><b>Capítulo 6- El Caribe (L4)</b></p> <ul style="list-style-type: none"> <li>Communicate in spoken and written Spanish about the geography, history, and culture of Cuba, Puerto Rico, and the Dominican Republic</li> <li>Express future and hypothetical actions</li> <li>Express items that will have and would have happened</li> <li>Correctly use demonstrative, possessive and relative pronouns in written and spoken Spanish</li> </ul>	<p>AW K AP M R</p>	<p>Flashcards Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application</p>	<p>-Teacher observation -Class activities &amp; participation -Homework -Quiz -Test -Project</p>	<p>12.1.S4.A,B,C,D,E,F 12.3.S4.A,B,C,D 12.5.S4.C,D</p>
<p><b>Capítulo 7- Venezuela y Colombia (L4)</b></p> <ul style="list-style-type: none"> <li>Communicate in spoken and written Spanish about the geography, history, and culture of Venezuela and Colombia</li> <li>Correctly use the imperfect subjunctive in written and spoken Spanish</li> <li>Discuss current events taking place in Venezuela and Colombia</li> <li>Use <i>por</i> and <i>para</i> correctly</li> <li>Correctly use <b>ojalá, quizás, and tal vez</b> with the subjunctive</li> <li>Correctly use the subjunctive with adverbial clauses of time and <b>aunque</b> (although)</li> </ul>	<p>AW K AP M R</p>	<p>Flashcards Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application</p>	<p>-Teacher observation -Class activities &amp; participation -Homework -Quiz -Test -Project</p>	<p>12.1.S4.A,B,C,D,E,F 12.3.S4.A,B,C,D 12.5.S4.C,D</p>
<p><b>Capítulo 8- Estados Unidos (L4)</b></p> <ul style="list-style-type: none"> <li>Communicate in spoken and written Spanish about Latinos in the United States</li> <li>Correctly use the pluperfect subjunctive in written and spoken Spanish</li> <li>Express <b>si</b> (if) clauses in written and spoken Spanish</li> <li>Discuss current events taking place in the United States</li> </ul>	<p>AW K AP M R</p>	<p>Flashcards Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application</p>	<p>-Teacher observation -Class activities &amp; participation -Homework -Quiz -Test -Project</p>	<p>12.1.S4.A,B,C,D,E,F 12.3.S4.A,B,C,D 12.5.S4.C,D</p>

## Resources/Materials

- \* ¡Así se dice! Level 3 and 4 Textbooks
- \* ¡Así se dice! Level 3 and 4 Audio Workbooks
- \* ¡Así se dice! Level 3 and 4 Student Workbooks
- \* ¡Así se dice! vocabulary games
- \* ¡Así se dice! vocabulary, culture, grammar videos
- \* Teacher-designed online assessments based on \* ¡Así se dice! Level 3 and 4 assessments
- \* Verb Folder
- \* Online Spanish/English Dictionaries
- \* Teacher-designed Projects

## Interdisciplinary Relationships

English- *comparisons in language structure, history of language, literature*

History- *past major events, government, current issues in Spanish-speaking countries*

Science- *temperature, weather*

Math- *counting, telling time, monetary systems and conversions*

Consumer Science- *recipes, cooking*

Humanities- *art (appreciation and creation)*

Technology/Computer Science- *instructions and frequently used terms, use of computers to complete activities and projects*