

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



**World Language**

**Spanish 4/5 Year A**

## Course Description

Spanish 4/5 SCP is an elective combined class of juniors and seniors and is taught in a 2-year sequence. A different course of study is taught in alternating years (A curriculum, then B curriculum the following year) so that students do not repeat material. The A curriculum (offered in 2019-2020) will include study of an authentic Spanish television series, new vocabulary through thematic units, and a review of grammatical structures. The B curriculum (offered in 2020-2021) will include a study of films in various Hispanic cultural and historical contexts, new vocabulary through thematic units, and a review of grammatical structures. A heavy emphasis will be placed on oral participation and communication in the target language. Students will use Spanish to investigate, explain, and analyze what they hear, read and view on a variety of topics. Students will improve their reading comprehension by reading authentic news, articles, poems, and other texts. They will enhance their speaking and writing proficiency through a variety of classroom activities such as *tertulias* (full-class discussions conducted entirely in Spanish), oral presentations, videos, and essays. This course is meant for students who have successfully completed Spanish 3 or Spanish 3H, and have a desire to continue language study, with a greater focus on communication, culture, and production of language. With successful completion of the course, students will be at the Intermediate Mid level of the ACTFL Performance Standards.

Speakers at the Intermediate Mid sublevel are able to successfully handle a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate

## Student Skills

- Students can infer the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- Students can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
- Students can communicate information, make presentations, and express their thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.
- Students can make comparisons between products and practices of their own and other cultures to help them understand perspectives.
- Students can interact at a functional level in some familiar contexts.



<b>Concepts</b>	<b>Essential Questions</b>	<b>Key Activities May Include:</b>
<b>Health Services</b>	<ul style="list-style-type: none"> <li>· How do you describe health problems?</li> <li>· How do you talk to a doctor/health professional about symptoms you may have?</li> <li>· How do you talk about unintentional events?</li> <li>· How do health services vary in Spanish speaking countries?</li> </ul>	<ul style="list-style-type: none"> <li>• Make commercial for health product</li> <li>• Express past events and discuss past health problems and experiences</li> <li>• Discuss one's health and self-care practices</li> <li>• Watch <i>El Internado</i></li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>· How does technology affect our lives more and more every day?</li> <li>· What are the main ways in which we use technology in our daily lives?</li> <li>· What are the different ways we communicate with each other and how are they similar and/or different in other countries?</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss benefits and drawbacks of technology</li> <li>• Present what people do "to each other"</li> <li>• Give each other commands</li> <li>• Demonstrate the differences between Por and Para</li> <li>• Watch <i>El Internado</i></li> </ul>
<b>Environmental challenges</b>	<ul style="list-style-type: none"> <li>· How do we identify and speak about problems in our environment?</li> <li>· How do our actions impact the planet?</li> <li>· What can we do to help save the planet?</li> <li>· What problems affect other places around the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Write an essay about environmental challenges</li> <li>• Investigate and discuss problems in the environment</li> <li>• Present a specific issues in today's environment</li> <li>• Decide if our ideas require the use of the subjunctive or the indicative</li> <li>• Create longer Spanish sentences with new conjunctions</li> <li>• Watch <i>El Internado</i></li> </ul>
<b>The Diversity of Spanish and Latin American Fastronomy</b>	<ul style="list-style-type: none"> <li>· What is the perception of Hispanic/Latino food here in the United States?</li> <li>· How does food reflect the culture of each country?</li> <li>· What impact does the geographic location of a country have on its food?</li> <li>· How do the ingredients used in the cuisine of Argentina, Mexico, Spain, and Peru compare and contrast?</li> <li>· Are there different ways to promote food on television for each country?</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate common foods in different countries</li> <li>• Discuss differences in food products</li> <li>• Explain future plans and what we would do in certain circumstances</li> <li>• Go on a Supermarket scavenger hunt</li> <li>• Watch <i>El Internado</i></li> </ul>

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## Curriculum Guide Overview

### Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

### Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

### Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

### Priority Areas

Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.

### Content Standards

The Content Standards describe what students should know and be able to do once within the area of mathematics.

### Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.

### Resources

Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.

