

# Reading Public Schools

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



**World Language**

**Spanish 4 Honors**

## Course Description

Spanish 4 Honors is an advanced course, taught primarily in Spanish, that prepares students for AP Spanish. A complete review of all grammatical structures, a study of the history, culture, and literature of Spain, the conquest of Latin America, the indigenous civilizations and discussion of issues facing modern day Hispanics are included. Students are able to read, listen to, comprehend, discuss, speak and write about authentic literary texts, the history of the Spanish-speaking world, movies/documentaries/TV series, and news clips of current events. Writing assignments include personal, creative essays, character analysis, and comparing and contrasting literary themes studied. Students are able to express their ideas in comprehensible Spanish and can participate in planned discussions and spontaneous conversation in the target language. With successful completion of the course, students will be at the Intermediate High level of the ACTFL Performance Standards and will be prepared to advance to AP Spanish or Spanish Honors 5.

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they should be able to write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in under-

## Student Skills

- Students are able to understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, or written language.
- 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 are able to communicate information, make presentations, and express their thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language.
- In their own and other cultures students are able to make comparisons between products and practices 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>
<p><b>Arab invasion/Influence in Spain and the Reconquest of Spain.</b> <i>El Cid, Epic Poem</i></p>	<p>What was the interplay between the Arabic conquest and the Christian Reconquest of Spain?</p> <p>What does it mean to be a hero?</p>	<p>Read legends and epic poetry</p> <p>Speak/write about Heroism as presented in historical and literary accounts</p> <p>Draw connections between Spain's history and current-day cultural encounters</p>
<p><b>The Catholic Kings and the Spanish Inquisition</b> <i>La Celestina by Fernando de Rojas</i></p>	<p>What were the steps taken by the Catholic Kings to unite and reconquer Spain and pursue the agenda of their religious beliefs?</p> <p>How does <i>La Celestina</i> reflect the beliefs of the times?</p>	<p>Read dramatic excerpts of a play.</p> <p>Watch scenes from stage adaptations of <i>La Celestina</i></p> <p>Write about untraditional heroes/heroines</p>
<p><b><i>El Siglo de Oro (The Golden Century)</i></b></p>	<p>What were the causes of the rise and decline of Spain as a world power during the <i>Siglo de Oro</i>?</p> <p>What are the impacts of colonization?</p> <p>What voices are not heard?</p>	<p>Read biographical texts and accounts of the rise and fall of Spain</p> <p>Watch documentary on the Spanish Armada</p> <p>Analysis of the factors involved in Spain's successes and failures</p>
<p><b>Spanish theater during Siglo de Oro</b> <i>Fuenteovejuna by Lope de Vega</i> <i>Don Juan by Tirso de Molina</i> <i>La Vida es Sueño by Calderón de la Barca</i></p>	<p>How did Lope de Vega and his play <i>Fuenteovejuna</i> make a lasting mark on Spanish theater?</p> <p>How was psychology introduced to and impactful on Spanish theater?</p> <p>What role does honor play in our lives?</p>	<p>Read key excerpts from exemplary Spanish drama</p> <p>Watch scenes from corresponding dramatic texts</p> <p>Dramatic readings of short scenes/soliloquies</p> <p>Analyze and compare 3 dramatic texts</p>
<p><b>Miguel de Cervantes and <i>Don Quijote de la Mancha</i></b></p>	<p>If Cervantes is Quijote, what principles and philosophy governed his life?</p> <p>What life lessons can you glean from the episodes of Quijote and the life of its author?</p> <p>What role do dreams play in our lives?</p>	<p>Read key excerpts from Cervantes' episodic novel</p> <p>Watch cinematic adaptations of <i>el Quijote (the windmill episode)</i></p> <p>Speak/write about heroism as presented in <i>Quijote and applicable to the current-day individual</i></p>



<b>Concepts</b>	<b>Essential Questions</b>	<b>Key Activities May Include:</b>
<p><b>The Conquest of Latin America (the Aztec, Mayan and Incan civilizations)</b></p>	<p>How does the indigenous culture of Latin America interact with the culture of the conquistadors and European ideologies with regard to conquest, architecture and the notions of death?</p> <p>What are the impacts of colonization and colonialism?</p>	<p>Explore 3 major indigenous civilizations through art, architecture and traditions</p> <p>Speak/ write comparatively about indigenous Americans and Europeans in historical frame</p>
<p><b>The Spanish-American People and Indigenous Peoples of today and the past</b></p>	<p>What are the differences and similarities between the indigenous peoples in the Americas and their conquerors/colonists?</p> <p>How have the two cultures interacted and evolved?</p> <p>How do we learn about indigenous populations?</p>	<p>Watch <i>The Mission</i> (film)</p> <p>Write film review</p>
<p><b>Rigoberta Menchú and the Mayans</b></p> <p><b>Mexican-Americans</b></p> <p><b>The life of César Chávez</b></p>	<p>What are the historical and literary contributions of Rigoberta Menchú?</p> <p>How can art and literature change perceptions of culture?</p> <p>What are the issues surrounding the poverty existing in Guatemala today?</p> <p>How did the history and culture of Mexican-Americans interplay with the colonization of Europeans in the United States and the contemporary events led by César Chávez?</p>	<p>Present students' personal <i>nahuales</i> (artistic rendering and oral presentation)</p> <p>Read excerpts of Rigoberta Menchú's autobiographical writing</p>
<p><b>Migrant workers in the U.S.</b></p>	<p>What are the experiences of the contemporary Latin American immigrant in light of the current events in the U.S.?</p> <p>What is universal about the immigrant experience?</p>	<p>Watch <i>El Norte</i> (film)</p> <p>Examine representations of immigrant issues in contemporary hispanic music</p>

# Reading Public Schools

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



## 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.

