

## Masconomet Regional High School Curriculum Guide

Course Title: Spanish IV Honors Course Number: 4371

Department: Foreign Languages Grade Level and Phase: 11 H

Length of Course: Year

### Course Description:

The Spanish IV H is a continuation of Spanish III H and continues to prepare students for the Advanced Placement Test. Grammar is reviewed as needed, based on student needs. Authentic readings, videos, audio and other materials are used to further develop and refine students' interpretive communication skills. Several units are centered around cultural topics.

Presentational communication is stressed, both in written journals and essays, as well as oral projects. Students continue developing interpersonal communication skills through the exclusive use of Spanish in the classroom, as well as in online discussions and projects. Students will use the language lab and other technologies to facilitate this communication, and to prepare for the AP Exam.

### Objectives:

The student will be able to:

- A. Communicate confidently in the three modes:
  - a. Presentational: speaking and writing
  - b. Interpretive: listening, reading, and understanding
  - c. Interpersonal: communicating effectively with others, orally and in informal writing
- B. Explain the importance of and respond to historical, cultural, and social issues of the Spanish-speaking world.
- C. Create in the language, both in written and oral work, moving toward greater accuracy and clarity.
- D. Explain and defend increasingly complex arguments and ideas.
- E. Understand and use current Spanish from a variety of Spanish-speaking countries.

These objectives support the following Learning Expectations from the Masconomet High School Mission Statement: A1, A3, A4, S1, C2  
Materials and Activities

## **Materials and Activities:**

A. Class will be conducted exclusively in the target language; discussions will often be initiated and led by students.

B. Presentations and authentic media are used to discuss:

- current events
- personal interests
- cultural and historical information

C. Texts:

- Authentic materials from a variety of sources.
- Supplementary texts: Fuentes, Manual de gramática\*\*\*

D. Cuban Film: Azúcar Amarga (Bitter Sugar)

E. Technology used to facilitate learning:

- Language lab
- Online tools are used to enhance collaboration and communication
- Interactive whiteboard and voting
- Internet to connect with authentic material and cultures

## **Learning activities include but are not limited to:**

- Reading authentic and adapted materials
- Describing people, places and things
- Classroom and online discussion
- Identifying distinctive cultural aspects
- Comparing linguistic characteristics
- Cooperative group work
- Student presentations
- Internet and library research
- Film study
- Learning games
- Grammar study
- Vocabulary work
- Journal writing
- Portfolio building
- Literature circles
- Writing a variety of compositions
- Listening

- Conversing with speakers
- Asking and responding to questions
- Obtaining geographical information
- Interacting appropriately in social and cultural activities
- Studying literature in context
- Writing reviews

Each of these learning activities supports the Massachusetts Foreign Languages Language Arts Curriculum Framework.

### **Scope and Sequence:**

#### **Quarter 1**

Unit 1: A balanced life: How do you manage the stress of junior year in High School?

Unit 2: Vanguardism: How do you reinvent something? The artistic and literary movement from the early 20th century.

Unit 3: The Republic and War: What is propaganda? What are the effects of war? The Second Republic and The Spanish Civil War in the 1930s.

#### **Quarter 2**

Unit 4: The kings and queens of pop: How does pop culture affect society?

Unit 5: Free Cuba: What is freedom? Communism in Cuba and relations with the U.S.

Unit 6: Coup d'état: How do you make a government? The Chilean coup in the 1970s.

#### **Quarter 3**

Unit 7: Men & women: Can we define them? Machismo and other gender topics.

Unit 8: Transitions: Is it better to forget or remember? The Transition to Democracy in Spain from the 1970s-present.

Unit 9: Being green: Environmental concerns at home and abroad.

#### **Quarter 4**

Unit 10: News: Current events in the Spanish-speaking world.

End of Year Project (class-designed unit)

### **Assessment:**

A. Four major tests are given throughout the year. They are designed to evaluate one or more skill required by the AP exam

Quarter tests are given at the end of quarters 1 and 3.

A semester exam is given in January.

In June, students take either a Final Semester Exam or a Quarter 4 exam.

B. Vocabulary or reading quizzes are given each quarter.

- C. Daily class participation and preparation are integral parts of student's grade to demonstrate active use of the language. This includes discussions in online discussion boards completed outside of class.
- D. Projects: Group and individual projects engage students in the content of each unit. They are evaluated on clarity and precision.
- E. Journals & Essays: Students write between 1 and 3 journal entries per unit on a variety of topics. These, as well as essays, can be formal or informal.
- F. End of year project: A capstone project designed and produced entirely by the students. This is either part of the Quarter 4 grade or the Final Exam grade.