

Masconomet Regional High School Curriculum Guide

Course Title: **Spanish V CP**

Course Number: **4341**

Department: **Foreign Languages**

Grade Level and Phase: **12 College Prep**

Length of Course: **Year**

Course Description:

In Spanish V CP, students further develop their communicative skills as the foreign language is the only language of instruction and classroom discussion. They have completed their study of the basic elements of grammar and structure and in this course they continue to develop a rich, practical vocabulary. Students are expected to use the foreign language in class discussions. Cultural exploration is the focus of the course through film, readings, essay writing, debates, technology and authentic material.

Objectives:

Spanish V CP students will be able to:

A. Share personal reactions to authentic literary texts, such as letters, poems, plays, stories, novels, and ask and respond to questions to clarify information (1.9)

B. Discuss class reading and Discuss personal feelings and ideas to persuade someone to consider an alternate viewpoint (1.11, 1.14)

C. Read articles in a magazine, journal, or newspaper and understand main ideas, read a literary text and understand the theme, characters and setting, comprehend narration in present, past, and future (2.12, 2.13, 2.15)

D. Write reviews about a story, play, movie or other form of literature, state and support opinions to convince or persuade a listener or reader, write journals, letters, stories, and essays, write or prepare an oral or videotaped report about a personal interest (3.17, 3.14, 3.19, 3.21)

E. Communicate with classmates and the teacher only in Spanish, except where a concept must be clarified in English.

F. Identify artistic styles and cultural characteristics in literature, popular periodicals, music, theatre, visual arts, commercials, films, videos and relate these to the language and perspectives of the target culture, identify significant political, military, intellectual, and cultural figures and describe how they shaped historical events and/or the target culture's perspectives, describe the relationship between social establishments such as schools, religions, governments, and the perspectives of the target culture (4.17, 4.18, 4.19)

G. Compare, contrast, and analyze articles in newspapers, journals, and TV and radio broadcasts in the target language, discuss and analyze idiomatic expressions in the target language, analyze differences and similarities between the writing systems of both languages (5.13, 5.14, 5.11)

H. Compare and contrast examples of music, visual arts, dance, and theatre from the target culture with examples from their own culture, compare, contrast, and exchange opinions on issues that are of contemporary or historical interest in the target culture and the students' own culture(s), Compare, contrast, and present the treatment of controversial issues in both the target culture and their own culture (6.7, 6.10, 6.13)

I. Use technology and other opportunities to explore the language beyond the classroom setting (8.2)

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

Materials and Activities:

- A. *Exprésate 3*. Holt. This is the primary text. (Chapters 5-10) Ancillary material included:
- A1. Grammar and Vocabulary Workbook
 - A2. Transparencies
 - A3. Video set (cultural videos, telenovela)
 - A4. Audio set (listening comprehension)
 - A5. Reader (authentic and adapted poems, stories and articles)
 - A6. Grammar tutor
- B. Teacher presentations are used to present vocabulary, grammar, and cultural information.
- C. Interactive whiteboard (mimio) activities.
- D. Activities that reinforce writing, listening and reading (from authentic and adapted sources).
- E. Daily conversation and classroom discussion in Spanish.
- F. Language lab activities such as (but not limited to):
- F1. Interactive activities (interpersonal communication)
 - F2. Investigative activities (interpretive communication)
- G. Study of film, such as *Frida*, *La misma luna (El norte)*, *El laberinto del Fauno*, *Ladrón que roba a ladrón*, *María llena de gracia*, *El orfanato*, *Tortilla Soup*, *Abrazos rotos*, *Valentín*.
- H. Research projects.
- I. Projects that use technology to enhance learning.
- j. Other projects and activities.
- J. Games that promote learning.

Scope and Sequence:

This curriculum is a continuation of Spanish IV CP and thus the unit numbers begin where Spanish IV ends.

Semester 1; Quarter 1

Unit 1: El arte y la música (Chapter 5)

Essential questions:

- ¿Qué te parece? ¿Cuál de estas pinturas te gusta más...? ¿Qué opinas de...? *What do you think of it? What one do you like more...? What do you think of?*
- ¿Qué aconsejas (con música y teatro)? *What do you advise or recommend (with music or theater)?*
- ¿Cómo es por un inmigrante ilegal in los EE.UU? *What is it like for an illegal immigrant in the U.S.?*

Students will be able to

- Write a 5 paragraph essay about Frida on google docs

- Discuss art and music from México and express their likes and dislikes
- Debate immigration in the United States based upon the movie *La misma luna*
- Interpret a song of a Mexican artist
- Perform skit or improv session

Also in unit 1:

Students will

- learn about El suroeste y el norte de México
- watch *Frida*, (*Tortilla soup?*), *La misma luna*.
- Begin their song presentations (every Friday)
- Present a famous Mexican artist to the class

*Readings read throughout unit

Quarter 2

Unit 2: Las noticias (Chapter 6)

Essential questions:

- ¿Estás bien informado? *Are you up to date on current news?*
- ¿Cuál es tu medio de noticias preferido? ¿Es parcial? *What is your preferred way to hear the news?*
- ¿Cómo es un periódico y qué incluye? *What makes up a newspaper?*

Students will be able to

- Discuss different forms of communication and television programs and express their preferences, importance and reliability
- Create their own newspaper

Also in unit 2:

Students will

- learn about **Cuzco, Perú**.
- Watch *Ladrón que roba a ladrón* and write a movie review.

2.2 Unit: El laberinto del fauno

- ¿Qué es real y qué es de fantasía? *What is real and what is fantasy?*
- ¿Qué pasó en España históricamente durante esta película? *What happened in Spain historically during this movie?*

Students will be able to

- Analyze characters in the movie by designing t-shirts
- To discuss and analyze the movie and answer plot questions

*Readings read throughout unit

Midterm: Video project (2 weeks class time)

Semester 2; Quarter 3

Unit 3: Mis aspiraciones (Chapter 7)

Essential questions:

- ¿Cuándo sea mayor, me gustaría? ¿Cuándo tenga ____ años, voy a (seré)...? *When I am older I would like... When I am ____ years old, I want to did they do?*
- ¿Dónde viajarás durante un semestre al extranjero? *Where will you travel to for your study abroad?*

Students will be able to

- Discuss future plans and life after they graduate
- Compare themselves to Maria and her future plans or past decisions
- Research a semester abroad and put together a brochure

Also in unit 3:

Students will

- learn about **Los Andes**.
- Watch María llena de gracia.

Unit 3.2: El orfanato:

- ¿Qué es real y qué es de fantasía? *What is real and what is fantasy?*
- ¿Cómo compara esta película a El laberinto del fauno? *How does this movie compare with Pan's Labyrinth?*

Students will be able to

- Describe the plot twist of the movie
- Compare the horror movie to our movies and debate whether or not it is scary

Unit 4: ¡Del pasado al presente! (Chapter 9, 10)

Essential questions:

- ¿Qué pasó y cómo puedes contarlo? *What happened and how can you tell it?*
- ¿Qué nos va a afectar más en el futuro?

Unit 4-1: Los deportes y actividades extracurriculares

Students will be able to

- Write a story about an historical event that mixes in fantasy like El laberinto de Fauno o el Orfanato
- Discuss Almodovar's form of storytelling and political or social criticism
- Give an oral presentation about what current issues will most affect our future

Also in unit 4:

Students will

- learn about **El Cono Sur**.
- watch *Abrazos rotos* and *Valentín*.

*Readings read throughout unit

Final Assessment: Portfolio of IV and V CP**Assessment:**

Students will demonstrate knowledge and understanding through a variety of assessments:

- Daily:
 - Homework
 - Class participation
 - Class assignments and activities
 - Language lab activities
- Formal:
 - Vocabulary quizzes
 - Mini projects, large projects, readings, essays, listening comprehension and oral participation.
 - Midterm project and final portfolio
- Learning by doing:
 - Group and collaborative projects
 - Oral presentations
 - Essays
 - Informal writing