

Spanish IV-Honors Curriculum Guide

Course:	Spanish IV Honors
Course #:	534
Credits:	5 credits
Prerequisite:	Spanish III
Revised:	August 2008
Mid-term revised	January 2008
Final Exam revised	June 2008

I. Course Description

Spanish IV is a course designed to increase student proficiency through an intense approach to the study and assessment of listening, reading, speaking and writing skills. Students are exposed to more sophisticated vocabulary and more complex grammatical structures. Reading and writing assignments are more challenging as they include more authentic literature and essays. Cultural knowledge plays a pivotal role in this course through the integrated and thematic study of art, history, film, literature, and music. The focus of this course is student-centered and the activities and assessments are performance-based and well aligned with New Jersey Core Curriculum Content Standards. Students will also be expected to incorporate modern technology by utilizing a variety of tools such as power point, podcasting SMART boards, and multimedia.

Students in Spanish IV will understand the importance of becoming members of a diverse and increasingly global society. Through cultural study, field trips, and technology students will have the opportunity to see first hand and interact with the people and culture of the target language. There will also be opportunities to interact with students from other departments within High Point to work on cross curricular projects to enhance their multimedia presentations and global awareness.

High Point Regional High School's curriculum and instruction are aligned with the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

II. Core Curriculum Content Standards

Standard 7.1 (Communication)

All students will be able to communicate in at least one world language in addition to English. They will use the language to do as follows: engage in conversation; understand and interpret spoken and written language; present information; concepts, and ideas while making connections with other disciplines; and compare the language/culture studied with their own.

Standard 7.2 (Culture)

All students will demonstrate an understanding of the perspectives of culture(s) through experiences with its products and practices.

Course Objectives**After completing Spanish IV Honors students will be able to:**

1. Demonstrate the ability to comprehend not only the instructor but also a variety of native speakers as heard on tapes, in music, in film and television, and in person as measured by teacher observation and listening comprehension tests.
2. Demonstrate the ability to speak with a greater degree proficiency as measured by fluency, accuracy, complexity and spontaneity on regular oral exams.
3. Demonstrate the ability to tell a series of stories and jokes from beginning to end as measured by specific oral exams.
4. Recite poetry from major poets such as Federico García Lorca, Miguel Hernandez, Antonio Machado and Pablo Neruda as measured by progress on regular oral exams.
5. Read poetry, short stories and excerpts from novels with a greater degree of comprehension as measured by teacher observation and assessment of translations and comprehension questions.
6. Demonstrate a deeper awareness of historical, literary, artistic and contemporary highlights of Spanish culture as measured by class discussions and written assignments such as compositions and essays.
7. Utilize modern technology to enhance language acquisition as measured by the use of such tools as power point, SMART boards, podcasting, internet research and multimedia presentations.
8. Interact with students from other content areas to compare research and discuss art, music, history and literature via online discussions, face to face conversations and interdepartmental field trips.
9. Make interdisciplinary connections with students in other content areas via face to face conversations and on line discussions.

III. Evaluation

In addition to receiving a quarterly teacher evaluation of classroom and individual activities, students will be assessed on regular oral and written quizzes and tests. Major tests will be administered at the conclusion of each unit and individual and group aural, oral and written assessments will be given on a regular basis.

Students will be responsible for a major essay for each marking period, including one each on the mid term and final examinations.

Mid term and final examinations will be administered to all students. The mid-term examination will consist of a listening comprehension section and a written section. The final exam will consist of an oral section and a written section. All students will complete a 20 minute oral proficiency exam in the fourth marking period.

Test Grades 70%

- a. Oral quizzes, tests and presentations 40%
- b. Written tests, quizzes and projects 30%

Homework 15%

Class participation/small group work 15%

Class participation grades are based on the following expectations:

In compliance with Spanish IV Course Policy students are required to:

1. Effectively work within the classroom guidelines, policies, and procedures set forth by the instructor
2. Refrain from having chewing gum, food, water bottles, etc. in the classroom.
3. Cell phones, MP 3 players, I pods, and other similar electronic devices are not permitted in the classroom.
4. Take an active role in class activities in ways that make a positive contribution to these activities, to the atmosphere of the class and to the students' own learning
5. Contribute positively to general discussions; volunteer to give appropriate responses and pertinent information; accept constructive criticism.
6. Cooperate with other members of the class in the learning process and stay on task during individual, paired, or group activities.
7. Contribute positive remarks and encouragement to other members of the class.
8. Have materials ready when class begins and be prepared to start each lesson promptly.
9. Maintain a constant line of communication with the instructor in an attempt to resolve any concerns that may arise before they become problematic.

IV Materials

The following materials and resources will be used throughout the course:

A. Text

Galería de Arte y Vida a literary anthology with a variety of poetry, short stories and essays. Glencoe/ McGraw Hill Adey and Aldini 1997

B. Selected literary works/anthologies

1. *Odes to Common Things* Pablo Neruda 1999
2. *Twenty Love Poems and a Song of Despair* Pablo Neruda 1924
3. Poesías Completas Antonio Machado 2001
4. Antología Poética Federico García Lorca 1981
5. Nine Centuries of Spanish Literature Resnick and Pasmantier 1994
6. 16 Cuentos Latinoamericanos Muñoz 1994
7. 20th century Spanish Literature *Da Cal/Ucelay* 1968

C. Grammar Reference Books

1. Advanced Placement Spanish Diaz, Leichher-Prieto and Nadelbach.1989
2. 501 Spanish Verbs Kendris 1996
3. Spanish Verb Tenses Richmond 1996
4. Schaum's Outlines Spanish Grammar Schmitt 1999
5. Repaso: A Complete Review Workbook for Grammar, Communication, and Culture Glencoe/McGraw Hill

D. Language Reference Books

1. 101 Spanish Idioms Cassagne 1995
2. Street Spanish Burke 1991
3. Streetwise Spanish Gill and Wegman 2001

E. Feature Films

1. La Lengua de la Mariposa Spain
2. El Mar Adentro Spain
3. Don Quixote de la Mancha Spain
4. Cilantro y Perejil Mexico.
5. Valentín Argentina
6. Ladron que roba a ladron Spain

F. Magazines

En español

G. Internet Resources

1. studyspanish.com
2. aboutspanish.com

Unit I The Spanish Guitar

General time frame: 5 weeks

Featured artist-Pablo Picasso

Featured musicians-Andrés Segovia, Buena Vista Social Club

Featured writer-Federico García Lorca

Featured history-Spanish Civil War

Featured grammar-present perfect, subjunctive

Interdisciplinary Connections-Art, Music and Language Arts

In this unit students will examine the impact of the guitar as a cultural symbol of Spain. Students will identify various examples of the guitar as it is found in art, music and literature. They will also examine the effects of the Spanish Civil War and how it impacted the lives and works of many famous Spanish artists, musicians and writers.

Unit Objectives:

1. Demonstrate mastery of newly learned vocabulary related to art as they use it to describe paintings by Pablo Picasso referencing such concepts as landscape, perspective, portrait, self-portrait, Blue period, Cubism, etc.
2. Utilize projection system and SMART board to strengthen vocabulary using Quizlet.
3. Use the internet, projection system and SMART board to research and present on vocabulary, grammar and culture.
4. Use newly learned idiomatic expressions to approach native like fluency.
5. Use the past perfect to describe what has happened in the past.
6. Use the subjunctive to describe obligations, desires and opinions.
7. Identify and describe the guitar work in the music of Andrés Segovia and the Buena Vista Social Club.
8. Discuss in detail the many phases in Picasso's career and identify the frequent use of guitars in his art.
9. Translate, interpret and recite the poem "La Guitarra," by Federico Garcia Lorca.
10. Write and present an original poem based on a cultural symbol from another Spanish speaking country in the style of "La Guitarra"
11. Describe in detail Picasso's painting "The Old Guitarrist."
12. Research and compare and contrast the work of Picasso with an American artist of the same time period.
13. Discuss the research in # 9 with an art student and present findings to the class.
14. Tell the story "El Lobo y la Ave from beginning to end in a natural, fluent manner.
15. Identify and describe the guitar work in the music of Andrés Segovia and the Buena Vista Social Club.

16. Discuss in detail the many phases in Picasso's career and identify the frequent use of guitars in his art.
17. Translate, interpret and recite the poem "La Guitarra," by Federico Garcia Lorca.
18. Describe in detail Picasso's painting "The Old Guitarrist."
19. Tell the story "El Lobo y la Ave" from beginning to end in a natural, fluent manner.

Week 1

Present idiomatic expressions 1-5

Present verb list 1

Present vocabulary list 1 (Vocabulary of art)

Introduce the story "El lobo y la ave."

Introduce the painting "El Viejo Guitarrista" By Pablo Picasso.

Identify characteristics of Picasso's Blue Period.

Compare Blue Period with other phases of Picasso's career, such as Rose Period, Cubism, Primitive, and Abstract.

Practice describing the Old Guitarrist.

Oral test on the story "El lobo y la ave."

Week 2

Present idiomatic expressions 6-10

Introduce present perfect.

Discuss origins of the Civil War and its impact on Lorca and Picasso

Present irregular past participles used in present perfect

Present the music of Andrés Segovia

Oral test on the "Old Guitarrist."

Read, translate and interpret Lorca's "La Guitarra."

Expressions test 1.

Week 3

Present idiomatic expressions 11-15

Oral test- recite the poem "La Guitarra."

Introduce the subjunctive

Present verbs that trigger the subjunctive

Present the music of the Buena Vista Social Club with the song "Chan Chan."

Written test on present perfect, verb list 1, vocabulary of art.

Question day

Week 4

Present expressions 16-20.

Present irregular subjunctive.

View live performances and interviews of Andrés Segovia and Buena Vista Social Club
Translation test on Chan Chan, by the Buena Vista Social Club
Written test on subjunctive.

Week 5

Oral quiz on expressions 11-20.
Present expressions 21-25.
Use the subjunctive to talk about desire
Original poem presentations
Written test on the vocabulary, grammar and culture studied in the unit.

Meets Standards

Intermediate-Low Learner Range

7.1 Communication

A. Interpretive: 7.1.1, 7.1.2, 7.3, 7.4, 7.1.5, 7.1.6, 7.1.7
B. Interpersonal: 7.1.1, 7.1.2, 7.1.3, 7.1.4 7.1.5
C. Presentational: 7.1.1, 7.1.2, 7.1.3, 7.1.4

7.2 Culture

A. Interpretive: 7.2.1, 7.2.2, 7.2.3, 7.2.4
B. Interpersonal: 7.2.1, 7.2.2, 7.2.3, 7.2.5
C. Presentational: 7.2.2

Pre-Advanced Learner Range

7.1 Communication

A. Interpretive: 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.7
B. Interpersonal: 7.1.2, 7.1.3, 7.1.4 7.1.5
C. Presentational: 7.1.1, 7.1.2, 7.1.3, 7.1.4

7.2 Culture

A. Interpretive: 7.2.1, 7.2.3, 7.1.4
B. Interpersonal: 7.2.1, 7.2.2, 7.2.3, 7.2.4 7.2.5

Unit 2 Surrealism

General time frame 6 weeks
Featured artist-Salvador Dalí
Featured writer-Antonio Machado
Featured music-Gypsy Kings
Featured film-La Lengua de la Mariposa
Featured history-continuation of Spanish Civil War

Featured grammar-imperfect of the subjunctive, conditional verb tense
Featured vocabulary-the vocabulary of emotions/the vocabulary associated with the workplace/the vocabulary of circumlocution
Interdisciplinary Connections-Social Studies

In this unit students will identify examples of surrealism as it is found in art, film and literature. The students will study in detail the works of Salvador Dali and Antonio Machado. They will continue their study of the Spanish Civil War as they view and discuss the film “La Lengua de la Mariposa.” They will also study the vocabulary of a selected occupation where speaking Spanish would be necessary.

Unit Objectives:

1. Compare and contrast the works of Pablo Picasso and Salvador Dali.
2. Compare and contrast the music of Andres Segovia with that of the Gypsy Kings.
3. Read, translate, interpret, discuss, write about and present on articles pertaining to modern Spanish society and global issues from the September/October issue of the magazine *Authentik en espanol*.
4. Students will research and present on a global environmental issue.
5. Use the SMARTboard to strengthen vocabulary with Quizlet.
6. Use the internet projection system and SMARTboard to research and present on vocabulary, grammar and culture.
7. Examine the dreamlike poetry of Antonio Machado and recite the poems “Recuerdo Infantil” and “Parabola.”
8. Discuss the impact of the Spanish Civil War on Lorca as compared to Machado.
9. Students will cite works of art and literature that were influenced by the Spanish Civil War.
10. Students will discuss various aspects of the Spanish Civil War with social studies teachers visiting the classroom
11. Use circumlocution techniques to improve extemporaneous speaking ability.
12. Use TPR (Total Physical Response) to acquire language in a natural manner.
13. Combine the imperfect of the subjunctive with the conditional verb tense to express hypothetical situations.
14. Tell the story “El Chamaco Malo” from beginning to end in a natural, fluent manner.
15. Participate in a simulated job interview using specific vocabulary associated with the particular business/field.
16. Continue to use idiomatic expressions to approach native fluency.
17. Demonstrate the ability to use thesis statements, transition words and closing paragraphs to write essays with well developed paragraphs.
18. Express emotions and current condition on a more sophisticated level than in previous years.

Week 1

Present idiomatic expressions 26-30
Introduce Salvador Dalí
Develop a working definition of Surrealism
Study Dalí's "The Persistence of Memory."
Introduce imperfect of the subjunctive
Present verb list 2
Present vocabulary of circumlocution
Introduce story "El Chamaco Malo."
Oral quiz on expressions 11-20

Week 2

Present idiomatic expressions 31-35
Oral quiz on expressions 21-30
Present the vocabulary of emotions
Introduce the poet Antonio Machado
Compare the works of Machado with those of Lorca
Students will discuss surrealistic qualities in the works of Machado
Read translate and interpret "Parabola" and "Recuerdo Infantil"
Intense oral practice using vocabulary of circumlocution
Written test on vocabulary of circumlocution
Oral test on "El Chamaco Malo."

Week 3

Present expressions 36-40
Translate the song Volare as performed by the Gypsy Kings
View and discuss the Spanish film "La Lengua de la Mariposa"
Discuss Antonio Macahdo's a "poet of the Republic"
Review transition words and components of essay writing
Essay reaction paper based on film "La Lengua de la Mariposa"
Written quiz on the vocabulary of emotions

Week 4

Present expressions 41-45
Oral quiz on expressions 31-40
Compare and contrast the art of Picasso and Dalí
Compare and contrast the music of the Gypsy Kings and the Buena Vista Social Club
Students will be able to cite several examples of artistic and literary works influenced by the Spanish Civil War
Written test on the imperfect of the subjunctive and the conditional
Question day

Week 5

Present expressions 46-50

5 minutes of free writing per class period

Read and discuss articles pertaining to the environment in *Authentik en espanol*.

Research environmental issues further

Social studies teacher visits class to conduct a question and answer session pertaining to the Spanish Civil War

Week 6

Present expressions 51-55

Oral quiz on expressions 41-50

Present environmental issues

Written test on vocabulary, grammar and culture studied in the unit

Meets Standards

Intermediate-Low Learner Range

7.1 Communication

A. Interpretive: 7.1.1, 7.1.3, 7.1.5, 7.1.6, 7.1.7

B. Interpersonal: 7.1.2, 7.1.3, 7.1.5

C. Presentational: 7.1.1, 7.1.2, 7.1.3, 7.1.4

7.2 Culture

A. Interpretive: 7.2.1, 7.2.5, 7.2.6, 7.2.7

B. Interpersonal: 7.2.1, 7.2.2, 7.2.3, 7.2.5

C. Presentational: 7.2.2

Pre-Advanced Learner Range

7.1 Communication

A. Interpretive: 7.1.1, 7.1.2, 7.1.3, 7.1.4 7.1.5, 7.1.6, 7.1.7

B. Interpersonal: 7.1.2, 7.1.3, 7.1.5, 7.1.6

C. Presentational: 7.1.1, 7.1.2, 7.1.3, 7.1.4

7.2 Culture

A. Interpretive: 7.2.1, 7.2.2,

B. Interpersonal: 7.2.1, 7.2.3, 7.2.4

C. Presentational: 7.1.1, 7.1.2

Unit 3 Don Quixote/Great Writers

General time frame 8 weeks

Featured artist- Joan Miró

Featured writer-Miguel de Cervantes
Featured music-the Iguanas
Featured film Don Quixote de la Mancha
Featured history-the Spanish Empire
Featured grammar-the past perfect
Featured story-“La Rana Con La Boca Grande”
Featured vocabulary- the vocabulary of Don Quixote and knight errantry
Featured technology- Create a multimedia presentation of an original story
Interdisciplinary Connections-Art, Social Studies and Language Arts.

In this unit students will read an abridged version of the novel Don Quixote. Students will discuss the novel in terms of significance in the history of world literature. Students will also examine some of the important aspects of the Spanish Empire including the adventures of El Cid, the Spanish Inquisition and the Reconquest. The students will also continue with their study of Spanish art as they are introduced to the works of Joan Miro, Goya, Velazquez and el Greco.

Unit objectives:

1. Compare and contrast the art of Juan Miro with the works of Picasso and Dali.
2. Compare and contrast the music of Los Iguanas with that of Segovia, Buena Vista Social Club, and the Gypsy Kings.
3. Use the internet, projection system and SMARTboard to research and present on vocabulary, grammar, the arts and culture.
4. Read, translate, interpret, discuss, write about and present on articles pertaining to modern Spanish society and global issues from the November/December issue of the magazine *Authentik en espanol*.
5. Identify the main characters in the novel, *Don Qixote*.
6. Discuss the significance of *Don Quixote* and its impact of world literature.
7. Make comparisons between the author, Cervantes, and his main character, Don Quixote.
8. Discuss how the study of Spanish has affected their views on diversity.
9. Discuss similarities and differences between Don Quixote and William Shakespeare with an English student in an online, blog discussion
10. Use a map of Spain to trace Don Quixote’s route.
11. Continue to use idiomatic expressions to approach native fluency.
12. Tell the story “La Rana con la Boca Grande.”
13. Use the past perfect to describe what had happened in the past.
14. Work in groups to create a multimedia presentation based on an original story.

Week 1

Present expressions 41-45
Present vocabulary list (Don Quixote)
Students will be able to name and discuss main characters in Don Quixote
Introduce the story “La Rana Con La Boca Grande”
Interpret the Miró painting “Dama Con Pájaros”
Compare and contrast the art of Picasso Dalí and Miró
Form groups and begin planning multimedia presentation
Oral quiz on expressions 31-40
View part 1 of the film Don Quixote

Week 2

Present expressions 45-50
5 minutes of free writing per class period
Introduce the past perfect
Review the verb haber and irregular past participles
Discuss the Catholic Monarchs and the Spanish Inquisition
Group work to prepare for multimedia presentations
Practice telling story “La Rana Con La Boca Grande”
Oral quiz on the story “La Rana Con La Boca Grande”

Week 3

Present expressions 51-55
Oral quiz on expressions 41-50
Written test on past perfect and vocabulary of Don Quixote
Multimedia presentations due
View part 3 of Don Quixote

Week 4

Present idiomatic expressions 55-60
Introduce the work of poet Pablo Neruda
Read works from odes to Common Things
Compare Neruda to Spanish poets studied to date
Write original ode
View part 4 of Don Quixote

Week 5

Present idiomatic expressions 61-65
Oral quiz on expressions 51-60
Introduction to the works of Goya, Velazquez and El Greco
Read Authentik articles

View part 5 of Don Quixote

Week 6

Present expressions 65-70

Introduce Gabriel Garcia Marquez

Read and discuss *Un Dia de Estos*

Group work research on the period *La Violencia* in Colombia

Week 7

Present idiomatic expressions 71-75

Oral quiz on expressions 61-70

Present on diversity issue

Read and discuss *Espuma y Nada Mas* by Hernando Tellez

Presentations on *La Violencia*

Week 8

In class work on essay comparing and contrasting *Espuma y Nada Mas* and *Un Dia de Estos*

Edit essays with grammar coaches

Written/Listening test on vocabulary, grammar and culture studied in the unit

Essays due

Meets Standards

Intermediate-Low Learner Range

7.1 Communication

A. Interpretive: 7.1.1, 7.1.3, 7.1.4 7.1.5, 7.1.6, 7.1.7

B. Interpersonal: 7.1.2, 7.1.3, 7.1.5, 7.1.6

C. Presentational: 7.1.1, 7.1.2, 7.1.3

7.2 Culture

A. Interpretive: 7.2.3, 7.2.4, 7.2.5, 7.2.6, 7.2.7

B. Interpersonal: 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5

C. Presentational: 7.2.1, 7.2.2, 7.2.3, 7.2.4

Pre-Advanced Learner Range

7.1 Communication

A. Interpretive: 7.1.1, 7.1.2, 7.1.5

B. Interpersonal: 7.1.2, 7.1.3, 7.1.5, 7.1.6

C. Presentational: 7.1.1, 7.1.2, 7.1.3

7.2 Culture

A. Interpretive: 7.2.1, 7.2.3, 7.2.4

B. Interpersonal: 7.2.1, 7.2.2, 7.2.3, 7.2.5

C. Presentational: 7.2.1

Unit 4 Mexico

General time frame 6 weeks

Featured artists-Diego Rivera, Frida Kahlo, David Siquieros and José Orozco

Featured writer-Octavio Paz

Featured history-the Mexican Revolution

Featured film-Cilantro y Perejil

Featured vocabulary of the house

Featured grammar-conditional perfect

In this unit the students will examine the lives and works of famous 20th Century Mexican artists. They will identify references to the Mexican Revolution as they are seen in the paintings of Rivera, Kahlo, Orozco and Siquieros. They will also study the roles played in the Mexican Revolution by such figures as Porfirio Diaz, Emiliano Zapata and Pancho Villa.

Unit objectives:

1. Compare and contrast the works of the Mexican artist with that of the Spanish artists studied to date.
2. Describe the events that led to the Mexican Revolution.
3. Describe the ways in which Mexico changed after the Revolution.
4. Describe a house using an extensive vocabulary list related to household item.
5. Use the conditional perfect to describe what would have happened in the past.
6. Compare and contrast the poetry of Octavio Paz with that of Lorca and Machado.
7. Work in groups to create an original, mural painting a la Diego Rivera.
8. Compare and contrast Mexican and Spanish films referencing specific examples from “Cilantro y Perejil”and “La Lengua de la Mariposa.”
9. Use projection system and SMART board to research art, literature, music and history.
10. Use projection system and SMART board to strengthen vocabulary skills with Quizlet
11. Continue to use idiomatic expressions and circumlocution techniques to approach native fluency.

Week 1

Present idiomatic expressions 81-85

Introduce the vocabulary of a house

Introduce the artist Frida Kahlo

Compare and contrast the work of Frida Kahlo with that of Picasso, Dali and Miro
Read selected works from the “Collected Poems of Octavio Paz”
Discuss differences between the work of Paz with that of Lorca and Machado
Ideal house essays due

Week 2

Present idiomatic expressions 86-90
Introduce the artist Diego Rivera
Written test on vocabulary of the house
Introduce the conditional perfect
View and discuss the Diego Rivera portrait of Emiliano Zapata

Week 3

Present idiomatic expressions 91-95
Oral quiz on expressions 81-90
5 minutes of free writing per class period
Circumlocution practice
Work on mural painting

Week 4

Present idiomatic expressions 96-100
Introduce the work of artists Siquieros and Orozco
Compare and contrast the murals of Rivera, Orozco and Siqueiros
Work on mural painting

Week 5

Present idiomatic expressions 75-80
5 minutes of free writing per class period
View the film “Cilantro y Perejil”
Compare and contrast *Cilantro y Perejil* with *la Lengua de la Mariposa*
“Cilantro y Perejil” essays due

Week 6

Present idiomatic expressions 81-85
Oral quiz on expressions 71-80
Circumlocution practice
Test on vocabulary, grammar, culture studied in the unit

Meets Standards

Intermediate-Low Learner Range

7.1 Communication

- A. Interpretive: 7.1.1, 7.1.3, 7.1.5, 7.1.6, 7.1.7
- B. Interpersonal: 7.1.2, 7.1.3, 7.1.5, 7.1.6
- C. Presentational: 7.1.1, 7.1.2, 7.1.3

7.2 Culture

- A. Interpretive: 7.2.3, 7.2.4, 7.2.5, 7.2.6, 7.2.7
- B. Interpersonal: 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5
- C. Presentational: 7.2.1, 7.2.2, 7.2.3, 7.2.4

Pre-Advanced Learner Range

7.1 Communication

- A. Interpretive: 7.1.1, 7.1.2, 7.1.5
- B. Interpersonal: 7.1.2, 7.1.3, 7.1.5, 7.1.6
- C. Presentational: 7.1.1, 7.1.2, 7.1.3

7.2 Culture

- A. Interpretive: 7.2.5, 7.2.6, 7.2.7
- B. Interpersonal: 7.2.1, 7.2.2, 7.2.3

Unit 5 Humor

General time frame-6 weeks

Featured artist-Botero

Featured writers-Marco Almazan and Gregorio Lopez y Fuentes

Featured musician-Shakira

Featured film- “Ladron que roba ladron.”

Featured vocabulary-the vocabulary of technology

Featured grammar-future verb tense, future perfect verb tense

Featured history-the history of festivals in Spain

In this unit students will examine the role that humor plays in art, film and literature. They will attempt to use humor in their own writing and learn to tell jokes in the target language. They will also research the origins of a variety of festivals that are celebrated annually throughout the Spanish speaking world.

Unit objectives:

1. Students will be able to tell jokes in the target language.
2. Students will be able to incorporate humor into their own writing.

3. Students will use projection system and SMART board technology to research and make presentations on festivals celebrated throughout the Spanish speaking world.
4. Students will be able to identify a variety of modern technology related terms in the target language.
5. Students will be able to translate song lyrics from Spanish to English
6. Students will be able to read, translate and discuss short stories in the target language.
7. Students will be able to differentiate between a simple tense and a compound tense in the target language.
8. Students will be able to use the future verb tense to describe what they think their lives will be like in ten years.
9. Students will be able to compare and contrast the work of Botero with other artists studied to date.
10. Students will be able to use circumlocution skills to maintain an extended conversation in the target language.

Week 1

Present idiomatic expressions 101-105

Oral quiz on expressions 91-100

Introduce the vocabulary of technology

Review the future verb tense

Introduce the future perfect verb tense

Read the short story "Una Carta a Dios." By Gregorio Lopez y Fuentes

Week 2

Present idiomatic expressions 106-110

Practice circumlocution skills

5 minutes of free writing per class period

Written test on future verb tense/future perfect

Listen to and translate the song "Se quiere se mata" by Shakira"

Week 3

Present idiomatic expressions 111-115

Oral quiz on expressions 100-110

Practice circumlocution skills

Written test on the lyrics of "Se quiere se mata."

Discuss the humor in the names of the main characters in Don Quixote

Week 4

Present idiomatic expressions 116-120

Week 6

Present idiomatic expressions 121-125

Oral quiz on expressions 111-120

Multimedia presentations due

Written test on vocabulary, grammar and culture studied in the unit

Present idiomatic expressions 126-130

Listening comprehension quiz on the vocabulary of technology

View the film “Ladron que roba ladron.”

Test on vocabulary, grammar and culture studied in the unit

Meets Standards

Intermediate-Low Learner Range

7.1 Communication

A. Interpretive: 7.1.1, 7.1.3, 7.1.5, 7.1.6, 7.1.7

B. Interpersonal: 7.1.2, 7.1.3, 7.1.5, 7.1.6

C. Presentational: 7.1.1, 7.1.2, 7.1.3

7.2 Culture

A. Interpretive: 7.2.3, 7.2.4, 7.2.5, 7.2.6, 7.2.7

B. Interpersonal: 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5

C. Presentational: 7.2.1, 7.2.2, 7.2.3, 7.2.4

Pre-Advanced Learner Range

7.1 Communication

A. Interpretive: 7.1.1, 7.1.2, 7.1.5

B. Interpersonal: 7.1.2, 7.1.3, 7.1.5, 7.1.6

C. Presentational: 7.1.1, 7.1.2, 7.1.3

7.2 Culture

A. Interpretive: 7.2.5, 7.2.6, 7.2.7

B. Interpersonal: 7.2.1, 7.2.2, 7.2.3, 7.2.5

Unit 6

Video Project

General time frame 4 weeks

This unit is a culminating activity designed to give the students an opportunity to synthesize the vocabulary, grammar, culture and history presented not only in Spanish

IV, but in previous years of study. The students will combine their language and technology skills to create a multifaceted, original film.

Interdisciplinary Connections: Graphic Design and Media Technology.

Unit objectives:

1. Students will use the idiomatic expressions learned throughout the year to create a script for an original target language film.
2. Students will incorporate music from the Spanish speaking world and sound effects to enhance their films.
3. Students will use graphics and text to include credits, names of actors, etc.
4. Students will work collaboratively with graphic design students to create a poster to illustrate/advertise their films.
5. Students will work collaboratively with media technology students to edit their films.
6. Students will use writing rubrics and grammar coaches to complete extensive editing of their films.
7. Students will introduce their films in the target language.
8. Students will conduct a question and answer session following the presentation of their films.
9. Students will use a film rating rubric to critique and evaluate the films.

Week 1

Decide on a theme

Outline plot

Contact media technology students to identify technology needed to complete the project

Begin to write the script

Week 2

Complete writing the script

Edit the script with grammar coach

Decide on music and sound effects for soundtrack

Meet with graphic design students to plan poster project

Week 3

Complete filming

Edit film

Week 4

Present completed films

Meets Standards

Intermediate-Low Learner Range

7.1 Communication

A. Interpretive: 7.1.1, 7.1.3, 7.1.5, 7.1.6, 7.1.7

B. Interpersonal: 7.1.2, 7.1.3, 7.1.5, 7.1.6

C. Presentational: 7.1.1, 7.1.2, 7.1.3

7.2 Culture

A. Interpretive: 7.2.3, 7.2.4, 7.2.5, 7.2.6, 7.2.7

B. Interpersonal: 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5

C. Presentational: 7.2.1, 7.2.2, 7.2.3, 7.2.4

Pre-Advanced Learner Range

7.1 Communication

A. Interpretive: 7.1.1, 7.1.2, 7.1.5

B. Interpersonal: 7.1.2, 7.1.3, 7.1.5, 7.1.6

C. Presentational: 7.1.1, 7.1.2, 7.1.3

7.2 Culture

A. Interpretive: 7.2.5, 7.2.6, 7.2.7

B. Interpersonal: 7.2.1, 7.2.2, 7.2.3, 7.2.5