

# Spanish V-Honors Curriculum Guide

<b>Course:</b>	<b>Spanish V Honors</b>
<b>Course #:</b>	<b>534</b>
<b>Credits:</b>	<b>5 credits</b>
<b>Prerequisite:</b>	<b>Spanish IV</b>
<b>Revised:</b>	<b>August 2008</b>
<b>Mid-term revised</b>	
<b>Final Exam revised</b>	

## I. Course Description

Spanish V is an advanced language course that continues with a more in depth study of Spanish in multiple areas. Student proficiency is increased through an intense approach involving listening, grammar, reading, vocabulary (including idiomatic expressions), speaking and writing skills. Students are required to use more sophisticated vocabulary and more complex grammatical structures. Reading and writing assignments are more challenging as they include more authentic literature and essays. Student to student interaction is emphasized as the focus of the course is more student centered. Cultural knowledge plays a pivotal role in this course through the integrated and thematic study of art, history, film, literature, and music. 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 V 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 V 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/student observation and listening comprehension tests.
2. Demonstrate the ability to speak with a greater degree proficiency as measured by fluency, accuracy, complexity and spontaneity in class presentations and oral exams.
3. Role-play during dramatizations of plays and skits read.
4. Read, analyze and critique an entire novel.
5. Perform classroom dramatization of plays from selected readings.
6. 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.
7. 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.
8. 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.

### **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%**

**Oral and written quizzes, tests and presentations**

**Homework 15%**

**Class participation/small group work 15%**

**Class participation grades are based on the following expectations:**

**In compliance with Spanish V 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. Novels**

*La Casa de Bernarda Alba* Federico Garcia Lorca, Editorial Castalia 1984

**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. 20<sup>th</sup> 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. SAT 2 Spanish Rudman, National Learning Corporation 2002
4. SAT Subject Test Hammitt, Research and Education Association 2006
5. Spanish Verb Tenses Richmond 1996
6. Schaum's Outlines Spanish Grammar Schmitt 1999
7. 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 Casa de Bernarda Alba Spain
2. Ladron que Roba a Ladron Spain
3. La Misma Luna Mexico

### **F. Magazines**

En español

### **G. Internet Resources**

1. studyspanish.com
2. aboutspanish.com
3. quizlet

## **Unit 1 Grammar Review**

General time frame: 2 weeks

In this unit students will undergo an extensive review of the more advanced grammar which they have been exposed to in the past four courses of Spanish. The review begins with the past tenses, preterite and imperfect, and continues with the addition of the present perfect, the past perfect, the future, the conditional and the subjunctive. SAT 2 format and sample questions will be utilized during this section of the grammar review..

Unit Objectives:

1. Demonstrate mastery of previously taught grammar. Specifically verb tense usage.
2. Identify and use appropriate verb tenses in written and speaking activities.
3. Use the irregular forms of the verbs correctly.
4. Use the subjunctive to describe obligations, desires and opinions.
5. Differentiate between the preterite and the imperfect verb usage in the past tense.
6. Express past tense occurrences in the preterite or the present perfect.
7. Write about their summer experiences using the appropriate past tense.

## **Meets Standards**

### **Pre-Advanced Learner Range**

#### **7.1 Communication**

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

#### **7.2 Culture**

- A. Interpretive:
- B. Interpersonal: 7.1.2
- C. Presentational:

### **Unit 2 *La Casa de Bernarda Alba***

General time frame: 8 weeks

In this unit students will read the play, “*La Casa de Bernarda Alba*”. This is a play written by Federico Garcia Lorca. Students will do some reading in class and at home. They will be required to keep a list of all new vocabulary and learn the vocabulary presented on the lists given by the instructor. They will learn about the author, Lorca, and the region of Andalucia in Spain. Students will do their own dramatizations of the work, compare and contrast the characters and ultimately see a live performance of the play at the Repertorio Espanol in New York City.

Unit Objectives:

1. Read and interpret the play “*La Casa de Bernarda Alba*” in its entirety.
2. Demonstrate their ability to understand the lines and meanings during class discussions.
3. Be responsible to know all presented vocabulary and new grammatical structures.
4. Compose essays and answer questions related to the work.
5. Compare Lorca’s play to the work of American authors/playwriters.
6. Express the ideas about woman in the play with accuracy and fluency.
7. Compare and contrast the role of women in *La Casa..* to that of women during the same period of time in the United States.
8. Recognize Lorca’s style, symbolism and feelings in the play.

## **Meets Standards**

### **Pre-Advanced Learner Range**

#### **7.1 Communication**

- A. Interpretive: 7.1.1, 7.1.2, 7.1.4 7.1.5, 7.1.6
- 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: 7.2.3
- B. Interpersonal: 7.2.2, 7.2.3, 7.2.4
- C. Presentational: 7.2.1

### **Unit 3 Cultural Research Presentations**

General time frame: 4 weeks

The cultural research project will allow students to make their own selection of any Spanish speaking country to report on. They will investigate the history, government, religion, economy, people and most importantly, the cultural and traditional practices of that country. They will be given the opportunity to use library resources as well as the internet during class time and area expected to work on their projects at home. More than a compilation of facts, their presentation must include specific information about the

people. They must compare the life of a student their age to themselves. They will be responsible for a written report and an oral presentation, both done in Spanish, which must include technology. They may use music, power point, smart boards, etc. during their presentation to the class and the instructor. Students will be required to take notes during their classmate's presentations and to prepare for a test which will include information from each of the countries presented, based on the information provided by each student.

Unit objectives:

1. Read, translate and interpret information on their chosen country.
2. Compare and contrast the culture and traditions of the people of their country to our practices and lifestyle.
3. Learn how to acquire information on Spanish websites, and possibly conduct live interviews on the net with students their age in their respective countries.
4. Form an opinion, based on their data, about their country and the people that live there.5. Include information on the peoples' careers, views on diversity, religious practices and education.
6. Use technology to share the music and other relative information about their country with the class, via podcasting, etc.
7. Express their ideas and information using the correct tenses, grammar and expressions during their oral presentations.
8. Demonstrate their learned knowledge on each country reported on via a written report.
9. Investigate the career opportunities available in the countries presented.
10. Compare the career opportunities in the respective countries to those of the United States.

## **Meets Standards**

### **Pre-Advanced Learner Range**

#### **7.1 Communication**

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

B. Interpersonal: 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.6

C. Presentational: 7.2.1. 7.1.2, 7.1.4

#### **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, 7.2.4, 7.2.5

C. Presentational: 7.2.1

### **Unit 4 History/Geography of Spain**

General time frame: 2-3 weeks

This unit will provide an overview of the history of Spain and the geography of present day Spain in the target language. In this condensed version of the history, the origins of Spain dating as far back as BC times, include the arrival of the Iberians, Basques, Tartessians, Phoenicians and the Greeks. It continues with the Reconquista, the Catholic Kings, and the House of Austria, right through the 19<sup>th</sup> century until Francisco Franco and finally into the Spain of today. The geography goes hand in hand with special emphasis placed on the regionalization of Spain and information on the various regions, their capitals, customs, people and the language.

#### Unit Objectives:

1. Identify and use geographic vocabulary accurately.
2. Understand the complexity of the early history of Spain.
3. Become familiar with important names, places and dates in Spanish history.
4. Identify and know the location of the different regions/provinces of Spain.
5. Recognize differences in the regions in language and customs.
6. Compare Spain's history with other European countries and the United States.
7. Recognize the contributions to language and culture that came with each set of conquerors.
8. Examine the progression of the economy, employment, and political power.

#### Meet Standards

##### Pre-Advanced Learner Range

##### 7.1 Communication

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

##### 7.2 Culture

- A. Interpretive: 7.2.1
- B. Interpersonal: 7.2.1, 7.2.5
- C. Presentational:

#### Unit 5 Poetry, Short Stories and Music

General time frame: 4 weeks

In this unit students will explore the works of Pablo Neruda, Ana Maria Matute and Miguel Hernandez. They will memorize, interpret and recite poetry. They will read the short stories of Matute and be able to see how they reflect her views of the Spanish Civil

War. Students will be introduced to contemporary music from Spain and Latin America. They will listen to the Spanish groups of El Canto del Loco, La Oreja de Van Gogh, Malu and Amaral. They will also be exposed to Latin American groups/singers including: Mana, Aventura, Los Enanitos Verdes., Miranda and Shakira. Students will have the chance to compose their own poetry and music.

Unit Objectives:

1. Translate and interpret poetry by Neruda and Hernandez
2. Illustrate the works of Neruda, Hernandez and Matute
3. Compose their own poem following the style of one of the poets presented
4. Express their opinion of the works presented
5. Compare and contrast the poems and short stories of Neruda, Hernandez and Matute to those of American writers and poets they have studied.
6. Identify the different styles of poetry
7. Listen to different genres of Hispanic music from a variety of different countries
8. Interpret the lyrics of the music
9. Compare the music presented to the music they listen to
10. View music videos from the artists studied

## **Meet Standards**

### **Pre-Advanced Learner Range**

#### **7.1 Communication**

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

#### **7.2 Culture**

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

## **Unit 6 Spanish in the Global Workplace**

General time frame: 3 weeks

The global workplace unit is most relevant to the students in the Spanish language classroom today. In this unit the students will research career paths that will utilize their

Spanish language abilities. Students will be able to see how in today's world combining the knowledge of Spanish with a variety of careers will offer them a multitude of opportunities. They will explore the different fields where either a major or minor in Spanish is required. They will look into colleges and universities that offer Spanish major/minor programs. After they have researched whatever careers interest them, they will share the information with the class in an oral presentation. Students will also be made aware of the cultural differences involved with working in certain areas in the United States, as well as other countries.

#### Unit Objectives:

1. Research a specific career that requires the knowledge of Spanish that interests them
2. Find out exactly what kind of courses and certifications are needed for their specific career choice
3. Search for colleges/universities that offer the necessary programs
4. Compare the employment opportunities of a bilingual person verses a monolingual person
5. Compare the job opportunities in the United States to those of some Spanish speaking countries previously studied
6. Present an oral report incorporating technology, i.e. power point, smart board, etc, on their findings
7. Project what the future may bring for certain fields and careers
8. Meet and listen to a presentation first-hand by an individual who uses Spanish in their career
9. Review and incorporate the future tense in their presentation

#### **Meet Standards**

#### **Pre-Advanced Learner Range**

##### **7.1 Communication**

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

##### **7.2 Culture**

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

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## **Unit 7 News and Current Events**

In this unit students will acquire current events information from either the current issue of *Authentic en español* or any Spanish periodical found on the internet such as *El Mundo* or *El Diario*. They will also be required to view and discuss original Spanish broadcasts from the Spanish television station, **Univision**. After their exposure, they will orally present a summary of the event or broadcast in their own words. They will provide a written English interpretation of the same events. Students will research how to give a weather report in Spanish and present it to the class. They will also work with a partner and conduct interviews, making inquiries on specific topics; thus acting as reporters. They will conduct their interviews in Spanish with other Spanish speakers, including Spanish teachers. They will present a written Spanish report on their findings. Time permitting, students will set up a mock Spanish news room and broadcast the local news in Spanish as a group activity.

### Unit Objectives:

1. Research current event topics, including politics, entertainment, government and environmental issues and everyday occurrences.
2. Report the weather in the target language
3. Create a report on a relevant piece of current events
4. Acquire vocabulary and structure to permit accurate reading of newspapers and magazine articles
5. Present an original newscast using learned vocabulary and appropriate grammar
6. Become aware of and use multiple medians for reporting the news
7. Compare and contrast the Spanish language periodicals, magazines and live broadcasts to those of the United States
8. Investigate what is required to obtain a career in news reporting in selected Spanish speaking countries

## **Meet Standards**

### **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
- 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, 7.2.4

#### **7.2 Culture**

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

## **Unit 8 Art Expression**

This final unit is designed to allow the students of Spanish 5 to express themselves via their own creation of art. Students will paint a selected cinderblock in the class room, leaving a permanent mark for the High Point community. Their block can represent any aspect of the Spanish language and the Spanish 5 class. Students will be encouraged to show diversity, cultural understanding and the importance of the language in our future.

### **Unit Objectives:**

1. Brainstorm with one another to develop their ideas.
2. Present a rough draft form of their design to the instructor before starting.
3. Use the median of paint to express their feelings about the class, Spanish language and culture.
4. Conduct research to see what kind of murals/artwork have been produced by students in Spanish speaking countries.

### **Meet Standards**

#### **Pre-Advanced Learner Range**

##### **7.1 Communication**

- A. Interpretive: 7.1.5
- B. Interpersonal: 7.1.1, 7.1.2, 7.1.3,
- C. Presentational: 7.1.1, 7.1.2, 7.1.3, 7.2.4

##### **7.2 Culture**

- A. Interpretive:
- B. Interpersonal: 7.2.1, 7.2.2
- C. Presentational: 7.2.1