

**Seneca High School**  
**Curriculum Guide: SPANISH IV**

For the study of Foreign Language, Seneca High School has developed overarching core standards. These standards are derived from the ISBE Illinois State Standards and the Standards for Foreign Language Learning Preparing for the 21<sup>st</sup> Century. Each standard is also aligned with enduring understandings and essential questions related to the study of Foreign Language.

**FOREIGN LANGUAGE Core Standards:**

1. Communications
2. Cultures and Comparisons
3. Connections and Communities

**Enduring Understandings and Essential Questions**

The enduring understandings related to each strand are core concepts, principles and theories that serve as a focal point for instruction and assessment. The enduring understandings also help in the transferring of ideas to other relevant and related topics and inquiries in the study of Foreign Language.

The essential questions have been designed to assess student background knowledge, determine if students are mastering and applying the skills and core concepts related to the course and to promote further inquiry. The answers to these core questions should be supported with evidence from students through course content, classroom research, discussions, and experiences. These questions should be re-visited throughout the course to reinforce the key concepts and to help students develop a clear understanding of the topics.

**Assessments**

In addition to regular assessments related to the individual class, assessments will be given across the department to monitor student mastery of the basic skills of each particular topic of study. Formative and Summative assessments will be given at throughout the year checking on performance and also assessments checking appropriate use of the language in project based oral performance presentations. Final projects each semester will also be assigned to students in Spanish 4.

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**Course of Study : Spanish Core Standard: Communication Level: 4**

Standards	Enduring Understandings	Essential Questions
21 <sup>st</sup> Century 1.1, 1.2, 1.3  ISBE Goals: 28 A, B, C, D	<ul style="list-style-type: none"> <li>•All of the following aspects of communication help to develop and reinforce an understanding and application of the target language:               <ul style="list-style-type: none"> <li>●Oral and written conversation (<b>Intrapersonal</b>)</li> <li>●Listening and reading to a variety of communication formats (<b>Interpretive</b>)</li> <li>●Presenting information (<b>Presentation</b>)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What are the benefits to being able to communicate in another language?</li> <li>• How are words, phrases &amp; sentences different and similar in English and the target language.</li> <li>• How well can a person interact with a native speaker in the target language?</li> <li>• How does one express preferences, feelings, emotions, and opinions in detail in the target language?</li> </ul>

Skills	Key Content
<ol style="list-style-type: none"> <li>1. The students will demonstrate a proficiency to communicate preferences, feelings, emotions and opinions in the foreign language.</li> <li>2. The students will apply knowledge of the target language to conversations with others and to the exchange of ideas.</li> <li>3. The students will be able to translate sentences and phrases from the foreign language to English and from English to the target language.</li> <li>4. Students will compare similarities and differences between various grammar elements of English and the target language.</li> </ol>	<ol style="list-style-type: none"> <li>1. Vocabulary knowledge on different topics</li> <li>2. Writing in various formats using correct grammatical structure &amp; vocabulary</li> <li>3. Reading of various types of materials such as short stories, poems, novels &amp; news articles</li> <li>4. Listening activities that model correct grammar and pronunciation as well as word usage</li> <li>5. Speaking using correct grammatical structures, pronunciation &amp; work usage</li> <li>6. Review of most grammatical concepts</li> <li>7. Planning, preparing, and teaching lessons to children in the school preschool program</li> </ol>

Resources/Text Correlation	Instructional Strategies/Best Practices	Key Criteria/Benchmarks for Success
<i>Repaso Grammar Review</i> <i>AP Exam Review Workbook</i> <i>Gran Hotel</i> <i>Rosaura a las Diez</i> by Marco Denevi <i>Don Juan Tenorio</i> by José Zorrilla DVDs and CDs Yabla, Duolingo, YouTube Internet Sites	Mini-lectures using relevant examples Modeling Target structures (listening, speaking, writing) Practicing with other students in groups Oral presentations Writing (using different forms) Listening activities Watching videos or DVDs ( <i>Gran Hotel</i> , <i>Valentín</i> )	Teaching Preschool Lessons Timed writings Vocabulary quizzes Grammar quizzes Culture Quizzes Reading comprehension quizzes Listening activities Oral presentations (rubrics) Creative writing (rubrics) Special Projects such as keynote presentations

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**Course of Study : Spanish**

**Core Standard: Cultures and Comparisons Level: 4**

Standards	Enduring Understandings	Essential Questions
21 <sup>st</sup> Century: 2.1, 2.2, 4.1, 4.2  ISBE Goals: 29 A-E	<p>Cultural comparisons help one to understand the world by developing tolerance and appreciation of other cultures.</p> <p>Cultural comparisons help the students understand that language is a tool that can be used to communicate with others.</p>	<ol style="list-style-type: none"> <li>1. What is considered polite and/or impolite behavior in the two cultures?</li> <li>2. What are typical pastimes in the foreign culture? How are they similar or different from those in America?</li> <li>3. What celebrations do the two cultures share and which ones do they not share? What traditions have influenced the English-speaking world?</li> <li>4. Are there settlements and geographical evidence in the U.S. that point to the foreign country?</li> <li>5. How does the study of language help to improve global relations?</li> </ol>
Skills		Key Content
<ol style="list-style-type: none"> <li>1. The student will be able to use: greetings and farewells; and will be able to address people in the target language.</li> <li>2. The student will be able to accept and/or decline an invitation; how to order at a restaurant; how to buy at a store or market; how to give orders in the target language.</li> <li>3. The student will compare pastimes and leisure activities of the target language countries to those of the United States,</li> <li>4. The student will compare celebrations in the target cultures to those in the United States</li> <li>5. The student will realize that being able to communicate with others helps understanding them and their culture. This understanding will be conducive to the improvement of relations between cultures.</li> <li>6. Students will analyze how various cultures have influenced different parts of the United States.</li> <li>7. The students will evaluate how the study of a foreign language is beneficial to global relations.</li> </ol>		<ol style="list-style-type: none"> <li>1. Holidays &amp; celebrations in Hispanic cultures</li> <li>2. Geography of the various countries &amp; how it affects life &amp; customs</li> <li>3. Comparisons of past &amp; present leisure time activities</li> <li>4. Famous Hispanics including artists, performers, scientists, political figures, athletes, architects</li> <li>5. Environmental issues including national parks, pollution, etc.</li> <li>6. Various types of music</li> <li>7. Historical events which have influenced culture &amp; continue to do SO</li> <li>8. Religious observations which affect both culture &amp; language</li> <li>9. Myths &amp; legends which shed light on the language &amp; culture</li> <li>10. Television</li> <li>11. Foods-both preparation &amp; customs surrounding</li> <li>12. Family Life</li> <li>13. Health &amp; Medicine</li> <li>14. The world of work and the customs surrounding it.</li> <li>15. Gestures associated with speaking and interacting with others.</li> </ol>
Resources/Text Correlation	Instructional Strategies/Best Practices	Key Criteria/Benchmarks for Success
<p><i>RpzoCemraPiev</i>  <i>AFEnPabWlOtoak</i>  <i>RoaEdelIalyMecDera</i>  <i>OnLanIerachyIuseZab</i>            DVDs and CDs            Yabla, Duolingo, YouTube            Internet Sites            . Cds.            Technology internet sites            Newspaper and magazine articles</p>	<ol style="list-style-type: none"> <li>1. Vocabulary associated with everyday activities.</li> <li>2. Presentational and Informal communication</li> <li>3. Readings about daily activities in the target language countries.</li> <li>4. Discussions of influences of the target culture in different parts of the United States.</li> <li>5. Study of different jobs where the target language is used (business, government, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>1. Quizzes, Presentations, listening assessments, speaking clips, Semester and final project, unit projects</li> </ol>

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**Course of Study : Spanish**

**Core Standard: Connections and Community**

**Level: 3**

Standards	Enduring Understandings	Essential Questions
<p>21<sup>st</sup> Century: 3.1, 3.2, 5.1, 5.2 ISBE Goals: 30A and B</p>	<p>The study of language applies to many different content areas.</p>	<p>In what ways are the other subject areas in the curriculum affected by the study of a world language.</p>
Skills		Key Content
<p>The students will enhance, review or expand their knowledge in the following areas: English, Social Studies, Art, Technology, P.E., Math.</p> <p>In English, the students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language.</p> <p>In grammar -The students will learn about or review the parts of speech, the concept of reflexive verbs, the verb tenses.</p> <p>In writing, the student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of compound sentences by using conjunctions.</p> <p>In reading, comprehension in both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used.</p> <p>In literature, students will compare literary movements and literary figures in the target language to English.</p> <p>Social Studies - Students will examine the geography, history, civilization, culture, historical figures, and music of the target language and will compare it with their own.</p> <p>Art - Students will evaluate art in the countries of the target language by getting acquainted with painters, musicians, artistic movements and indigenous art of the target culture and identify common characteristics and how they compare with the same elements in the English /American culture.</p> <p>Technology- Students will apply technology research skills to the study and review of the target language.</p> <p>Physical Education - Students will compare sports and recreation in other countries to their own.</p> <p>Mathematics - Students will know numbers 0 through the millions.</p>		<ol style="list-style-type: none"> <li>1. Various cultural practices and traditions</li> <li>2. Comparisons of past &amp; present leisure time activities</li> <li>3. Famous Hispanics including performers, scientists, political figures, athletes, architects</li> <li>4. Environmental issues including national parks, pollution, etc.</li> <li>5. Various types of music</li> <li>6. Art forms, famous Hispanic artists</li> <li>7. Historical events which have influenced culture &amp; continue to do so</li> <li>8. Religious observations which affect both culture &amp; language</li> <li>9. Geography of the various countries including deserts, volcanoes, rain forests</li> <li>10. Comparison of health practices including the use of herbal medicines, reading labels for nutritional value of food, etc.</li> <li>11. Constellations seen only from southern hemisphere</li> <li>12. Use of laptops for creating power point presentations, prezis, notes, internet research, blackboard collection of notes, videos, lists, and other class materials</li> <li>13. Use of metric system with temperature, measurements, etc.</li> <li>14. Historical events in Hispanic cultures compared with events in the United States</li> <li>15. Blogs and journals on Black board.</li> <li>16. Reading and discussing literature: novels, poetry, prose works by Hispanic authors</li> </ol>

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<i>Repaso Grammar Review</i> <i>AP Exam Review Workbook</i> <i>Rosaura a las Diez</i> by Marco Denevi <i>Don Juan Tenorio</i> by José Zorrilla Gran Hotel DVDs and CDs Yabla, Duolingo, YouTube Internet Sites Technology internet sites Newspaper and magazine articles	Mini-lectures using relevant examples Textbook & supplemental readings Practice target structures Newspaper articles Listening activities Watching DVDs Activities using the laptop Speaking partner practice Classroom discussions/BB blogging Writing activities	Teaching Preschool Lessons Timed writings Vocabulary quizzes Grammar quizzes Culture Quizzes Reading comprehension quizzes Listening activities Oral presentations (rubrics) Creative writing (rubrics) Special Projects such as keynote presentations

# OF DAYS	UNIT	Standards	SKILL/KEY CONTENT
20-24 Days	Literature	21 <sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3, 4  ISBE Goals: 28 A, B, C, 29 A, B, C	Comparisons Preterite/Imperfect Communication of: Preferences Feelings Emotions Opinions Exchanging Ideas Translation English vs. Spanish Appreciation of other culture Notes/Research Practice with: Vocabulary Reading Writing Speaking Listening
		Rosaura a las Diez Assorted Short stories Don Juan Tenorio	Listening activities Writing paragraphs Class discussion Reading Circles Speaking Clips  Daily reading quizzes Partner chats presentations

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# of days	Unit	21 <sup>st</sup> Century and State Standards	Skill/Key Content
5-6 days	<i>Pura Vida</i>	21 <sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3, 4  ISBE Goals: 28 A, B, C, 29 A, B, C	Cultural comparisons, listening comprehension, spoken communication, written communication, grammatical structures, cultural dialects, geography of Costa Rica, Tropical Rain Forests/wildlife, Sports
			Best Practices/Assessments
			Listening Activities (including AP), Speaking clips, writing and editing, journals, partner chats

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# of days	Unit	21 <sup>st</sup> Century and State Standards	Skill/Key Content
5-6 days	Cities/Regions Project	21 <sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3, 4  ISBE Goals: 28 A, B, C, 29 A, B, C	Cultural comparisons, listening comprehension, spoken communication, written communication, grammatical structures, cultural dialects, geography of Costa Rica, Tropical Rain Forests/wildlife, Sports, Research skills
			Best Practices/Assessments
			Reading articles and books and online Writing city report, journal, blogs Speaking within group and presenting to class Listening to audio clips and critiquing group presentations

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# of days	Unit	21 <sup>st</sup> Century and State Standards	Skill/Key Content
5-6 days	Food Unit	21 <sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3, 4  ISBE Goals: 28 A, B, C, 29 A, B, C	Research foods and eating customs of a particular region. Gather materials. Compare and contrast to own culture. Grammatical structures including commands.
		Best Practices	Best Practices/Assessments
		Create menus, simulated cooking show, cooking activity in the Home Economics kitchen	Reading articles and books and online Writing city report, journal, blogs Speaking within group and presenting to class Listening to audio clips and critiquing group presentations Group collaboration

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# of days	Unit	21 <sup>st</sup> Century and State Standards	Skill/Key Content
10 to 12 half periods	Preschool Teaching	21 <sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3, 4  ISBE Goals: 28 A, B, C, 29 A, B, C	Create lessons for Child Care Class themes. Choose objectives. Research best practices.
		Best Practices	Best Practices/Assessments
			Reading articles and books and online Writing lesson plans Speaking within group and presenting to class Listening to audio clips and critiquing group presentations Group collaboration

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# of days	Unit	21 <sup>st</sup> Century and State Standards	Skill/Key Content
10 to 12 half periods	Yabla	21 <sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3, 4  ISBE Goals: 28 A, B, C, 29 A, B, C	Listening, Culture, Vocabulary, Grammatical Structures
			Best Practices/Assessments
			Yabla Interactive develops cutting-edge multimedia technologies designed with language learning and media localization in mind. Further, Yabla develops products which use these technologies and blend them with authentic television, film and music in a variety of languages, providing non-natives with effective, content-driven acquisition experiences that are enjoyably pursued on a regular basis.

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# of days	Unit	21 <sup>st</sup> Century and State Standards	Skill/Key Content
6 class periods	Grammar projects	21 <sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3, 4  ISBE Goals: 28 A, B, C, 29 A, B, C	Grammatical Structures, Latin American and Spanish Culture, Group Collaboration
			Best Practices/Assessments
			Research grammar topics in a number of ways, present topics to students. Rubrics are used for group work and presentations. Culture is also presented. Peer Assessments

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