

# Spanish 4/ Spanish IB SL1 & HL1

## Course Description: (skill level ~ intermediate high to advanced low-level learners)

Spanish 4 is taught exclusively in Spanish. It explores topics in advanced composition and conversation, with an emphasis on refining and integrating advanced grammar into daily communication. Emphasis is placed on comprehension as it is spoken by native speakers. Students develop appropriate verbs, structures, vocabulary, idioms and cultural understanding necessary to perform communicative functions at the advanced level.

## Course Beliefs:

- All students can learn and experience success in a world language.
- Second language acquisition provides the vision and skills necessary to be a global citizen.
- A primary goal of world language education is real-life communication.
- World language education develops critical thinking skills.
- Assessment must reflect the goals and learning targets set forth in this curriculum document.
- World languages must be part of the core curriculum in 21<sup>st</sup> Century schools.

## Strategies and Expectations:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Cooperative learning groups
- Providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & summative assessments

Based on a format developed by  
Boulder Valley School District,  
Boulder, Colorado, 2008

## ACTFL Standards:

1. Students will communicate in languages other than English.
  - 1.1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - 1.2. Students understand and interpret written and spoken language on a variety of topics.
  - 1.3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
  - 2.1. Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
  - 2.2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
  - 3.1. Students reinforce and further their knowledge of other disciplines through the foreign language.
  - 3.2. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
  - 4.1. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - 4.2. Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
  - 5.1. Students use the language both within and beyond the school setting.
  - 5.2. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

## Key Concepts & Structures

### Expansion of Levels 1, 2, & 3 concepts

### Level 4 Topics:

1. Arts in the Spanish-speaking world
2. Current events and social issues in the Spanish-speaking world
3. Literary analysis
4. Expansion of Levels 1, 2 and 3 topics
5. Media and Technologies (IB only)
6. Ecology and Environment (IB only)

### Verbs:

- compound-complex sentences
- sequences of tenses
- perfect tenses
- subjunctive
  - uses of the imperfect
  - perfect tenses
  - with adjectival and
  - adverbial clauses
  - 'if' clauses

### Reflexive and reciprocal pronouns

- variety of forms

### Culture:

Students are able to...

- analyze aspects of the cultures being studied such as social and political institutions.
- function in a culturally appropriate manner, through speaking and writing in complex social and work situations.

### Student Self-Assessment:

Based on the **Standards, Topics and Key Concepts & Structures** listed here, students should ask themselves...

*Listening:* Can I understand Spanish when I hear it?

*Speaking:* Can I speak Spanish with a variety of people?

*Reading:* Can I read a variety of materials in Spanish?

*Writing:* Can I write Spanish for different purposes?

*Culture:* Can I use my knowledge of Spanish-speaking cultures?

**Arts in the Spanish-speaking World:**

Art terminology

Fine arts

Theater arts

Visual arts

Reading/listening/analyzing/discussing

*Connecting topics:* All topics

*Culture:* Art as a reflection of Hispanic culture

**Literary Analysis:**

Literary terminology

Reading/listening/analyzing/discussing in a variety of different genres, e.g. essays, novels, plays, short stories.

*Connecting Topics:* All topics.

*Culture:* Literature as a reflection of Hispanic culture.

## Spanish 4 / Spanish IB SL1 & HL1

### Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

**Current Events & Social Issues in the Spanish-speaking World :**

Political and social terminology

Reading/listening/analyzing/discussing current events and social issues

*Connecting Topics:* All topics

*Culture:* Current events as a reflection of Hispanic culture

**Leisure Time:**

School clubs

Vacations

Free-time activities

Family and community events

*Connecting Topics:* All Topics

*Culture:* Similarities and differences

**Media and Technologies: (IB only)**

Traditional media (print) and electronic media as sources of information.

Potential for bias.

Vocabulary for technology for describing function of current technology

*Connecting:* current events, social issues, leisure time

*Culture:* Media access to world events. Effect of instant information.

**Ecology and Environment: (IB only)**

Resources, environment and climate issues.

Global importance of sustainability

Natural disasters

*Connecting:* Current events, social issues, leisure time

*Culture:* How manmade and natural disasters change cultural makeup of a nation.

### Expansion of Levels 1, 2, and 3 Topics and Key Concepts

## Spanish 4 / Spanish IB SL1 & HL1

### Performance Indicators

Topic	Communication	Culture
Arts	<p>Interprets and presents information using arts terminology.</p> <p>Views, reads, listens, discusses and critically analyzes the fine arts (music, dance), the theater arts (plays), and the visual arts (painting, sculpture) for their influence on Spanish culture.</p>	<p>Describes how the Spanish perspective, past and present, is reflected in the arts.</p>
Literary Analysis	<p>Exchanges, interprets, and presents information using literary terminology.</p> <p>Reads, listens, discusses, and critically analyzes increasingly challenging literary works representing a variety of genres including biographies, novels, plays, poetry, and short stories.</p>	<p>Describes the perspectives of Spanish culture, past and present, as represented in literary works.</p>
Current Events and Social Issues in the Spanish-speaking World	<p>Exchanges, interprets, and presents information using political and social terminology.</p> <p>Reads, identifies, discusses, and analyzes current significant societal and political events and issues.</p>	<p>Describes cultural values and world visions as determinants of political and social events.</p> <p>Describes the significance of family structure on Spanish culture.</p> <p>Describes political issues of indigenous groups.</p> <p>Describes the political reasons for borders between countries.</p>
Media and Technology (IB only)	<p>Views, reads, listens and discusses information from a variety of sources.</p> <p>Analyzes and critiques for bias. Uses vocabulary of technology to describe uses and functioning of current technology</p>	<p>Analyzes effects of instant information on political events.</p>
Ecology and Environment (IB only)	<p>Exchanges ,interprets, and presents information about the animal, mineral and human worlds. Presents information and exchanges opinions about the importance of the environment. Impact of personal routines on the environment.</p>	<p>Describes environmental practices in a Spanish speaking country. Describes concerns for the environment relating to human activities.</p>