

Spanish IV Class Description

Spanish IV is an elective class and is more of an independent study. In this class, advanced students in Spanish are introduced to the university style of Spanish classes. Students are required to read a brief history of Spain and answer questions and take exams on these topics. The brief history of Spain takes up the majority of the first trimester. The history takes the students from the original inhabitants of Spain through the loss of all their colonies in the New World. After the students have read, discussed, and taken and passed their history exam students do several projects. The first of which is a research report and presentation on one of the four main groups that inhabited Spain. The next project is a research and presentation paper on one of the states of Spain. This gives students an understanding of present day Spain. Also through the trimester students will join the Spanish III class in making videos to take a break from the rigor of reading and writing Spanish to speaking and conversing in Spanish.

The second trimester of Spanish IV is a more in-depth look at the Hispanics in the United States. This is done through the examination of articles both in English and Spanish discussing the hispanic culture of the United States. Throughout this course students read many articles that give them a unique look into the fastest growing minority group in the United States. It also gives them an understanding of where Hispanics have come from and the contribution Hispanics have made throughout the United States.

WORLD LANGUAGES CONTENT STRANDS AND STANDARDS

STRAND 1: COMMUNICATION

Communicate in World Languages

Standard 1.1 Interpersonal Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

Standard 1.2 Interpretive Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 Presentational Students present information, concepts, and ideas to an audience of listeners on a variety of topics.

STRAND 2: CULTURE

Gain Knowledge and Understanding of Other Cultures

Standard 2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

STRAND 3: CONNECTIONS

Connect with Other Disciplines and Acquire Information

Standard 3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.

Standard 3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

STRAND 4: COMPARISONS

Develop Insight into the Nature of Language and Culture

Standard 4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

STRAND 5: COMMUNITIES

Participate in Multilingual Communities at Home and Around the World

Standard 5.1 Use of Language Students use the language both within and beyond the school setting.

Standard 5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

Course Title: Spanish IV
Unit 30 days

Unit Title History of Spain Length of
Grade Level: 11-12

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire</p>	<ol style="list-style-type: none"> 1. I can read and understand about the history of Spain. 2. I can name the main invaders of Spain and discuss their contributions to the history of Spain. 3. I can name the significant cultural impact each group had on the Spanish culture. 4. I can discuss the contributions the Americas made to Spain. 5. I can also discuss the loss of Spain’s colonies to Spain. 6. I can use name the provinces in Spain and their location. 		<p>History Test</p> <p>Presentation</p>	<p><i>The Brief history of Spain</i> book.</p> <p>Map of Spain</p>

<p>information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>				
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Course Title: Spanish IV **Unit Title** Kingdom Research
Length of Unit 10 days **Grade Level:** 11-12

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students</p>	<ol style="list-style-type: none"> 1. I can name the main invaders of Spain and discuss their contributions to the history of Spain. 2. I can name the significant cultural impact each group had on the Spanish culture. 	<p>Ebros</p> <p>Celtics</p> <p>Romans</p> <p>Visigoths</p> <p>Muslim</p> <p>Christians</p>	<p>Research</p> <p>Presentation</p>	<p>The Brief history of Spain</p> <p>Chromebook</p>

<p>acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>				
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Course Title: Spanish IV **Unit Title** Current Spain Research
Length of Unit 10 days **Grade Level:** 11-12

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication:</p>	<ol style="list-style-type: none"> 1. I can choose a province of Spain and do research on its current state. 2. I can discuss the History of the province of my choosing. 3. I can give a presentation to the class on my finding of my research. 4. I can discuss the culture and economic status of the province of my 		Presentation	<p><i>The Brief history of Spain</i></p> <p>Chromebook</p>

<p>Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>choosing.</p>			
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Course Title: Spanish IV
Length of Unit 10 days

Unit Title Debate
Grade Level: 11-12

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and</p>	<ol style="list-style-type: none"> 1. I can research a controversial topic facing the Hispanics community of my choosing. 2. I can debate my topic with a partner. 3. I can field questions about my topic from my audience. 4. I can do the above objectives using proper Spanish. 		Presentation	Chromebook

<p>its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>				
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Course Title: Spanish IV

Length of Unit 12 days

Unit Title La Cara Hispana De Los Estados Unidos

Grade Level: 11-12

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
Communication 1.1: Interpersonal	1. I can understand and discuss where the	El Tratado de Guadalupe		The Article <i>La cara</i>

<p>Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the</p>	<p>majority of Hispanics live in the US.</p> <p>2. I can discuss why we can not consider all the hispanics to be the same.</p> <p>3. I can explain what happened to the Mexican immigrants during the Great Depression and why.</p> <p>4. I can name the different states that were formerly a part of Mexico and why this important when talking about hispanics in the Us.</p> <p>5. I can name the different and waves of immigrants that came out of Cuba explain their significance.</p> <p>6. I can explain the difference between the Cuban, Mexican, and Puerto Ricans immigrants and give examples of how they differ.</p> <p>7. I can explain the brain drain of Puerto Rico.</p> <p>8. I can explain the difference between the melting pot and the salad bowl and why it is such a challenge to the USA.</p> <p>9. I can explain why it has been so easy for newer immigrants to</p>	<p>Hidalgo de 1848</p> <p>Anglosajon</p> <p>Chicano</p> <p>Los Marielitos</p> <p>Los Balseros</p> <p>Borinquen</p> <p>Estado Libre Asociado</p> <p>Neorriquenos</p> <p>Barrio</p> <p>El gran criso norteamericano vs. la gran ensalada cultural.</p>	<p>Written Test</p> <p>HWK Questions</p>	<p><i>Hispana de Los Estados Unidos</i></p> <p>Cuestionario 2 & 3</p>
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<p>world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>retain their culture and language.</p>			
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Course Title: Spanish IV

Length of Unit 8 days

Unit Title Hispanics Don't Exist.

Grade Level: 11-12

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p>	<ol style="list-style-type: none"> I can explain the title <i>Hispanics Don't Exist</i>. I can explain the how the diversity of Mexican Americans in California reflects the difference 		<p>Written Test</p> <p>HWK Questions</p>	<p>The Article <i>Hispanics Don't Exist</i></p> <p>Cuestionario 4</p>

<p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>within the Hispanic community and give examples.</p> <ol style="list-style-type: none"> I can explain where and what Pico Union. I can give specific reasons and examples of why have the Cubans been more successful than other hispanic groups. I can describe why Cuban immigrants sympathise with nicaraguan immigrants and compare and contrast the two groups. I can explain what the revolving door syndrome is why it is has been so detrimental to Puerto Ricans. 			
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Course Title: Spanish IV

Huracanes y El Nuevo Exodo Colombiano.

Length of Unit 15 days

Unit Title **Centroamericanos: Entre Guerras, Leyes, y**

Grade Level: 11-12

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and</p>	<ol style="list-style-type: none"> 1. I can explain why Dona Carla came to Miami and why she is like many others. 2. I explain how many the majority of immigrants get into the US legally and then remain illegally. 3. I can name atleast 4 challenges that plague immigrants from Central America. 4. I can discuss the relationship between the US and El Salvador. 5. I can give examples why Salvadoreños have had less trouble assimilating into the US. 6. I can Explain the phrase 	<p>Pg. 14 & 16 Terms and translations</p>	<p>Written Test</p> <p>HWK</p> <p>Questions</p>	<p>The Article <i>Centroamericanos: Entre Guerras, Leyes, y Huracanes</i></p> <p>Cuestionario 5</p>

<p>perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Nicaraguenses constructed southern Florida.</p> <p>7. I can give examples of the the image of Colombians in the US and explain why they are not all true.</p> <p>8. I can explain how the media plays a part in spreading the stereotypes of Colombians and give examples.</p> <p>9. I explain who is fighting in Colombia and why.</p> <p>10. I can explain and give examples of why many Colombians are immigrating to the US.</p>			
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Course Title: Spanish IV
Length of Unit 10 days

Unit Title México se Rebela Contra su Imagen en Hollywood.
Grade Level: 11-12

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world</p>	<ol style="list-style-type: none"> 1. I can explain the image Hollywood has traditionally given Mexico and give examples 2. I can give specific examples on how the movies Traffic Blow, The Mexican and All the Pretty Horses perpetuate the stereotype. 3. I can compare and contrast how the people of Mexico and Colombia would should be portrayed in Hollywood vrs. How they are portrayed. 	<p>Pg. 14 & 16 Terms and translations</p>	<p>Written Test</p> <p>HWK Questions</p>	<p>The Article <i>México se Rebela Contra su Imagen en Hollywood</i></p> <p>Cuestionario 8</p>

<p>language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>				
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Course Title: Spanish IV

Length of Unit 10 days

Unit Title News Cast.

Grade Level: 11-12

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
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<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their</p>	<ol style="list-style-type: none"> 1. I can give information in Spanish about various topics with limited grammar mistakes and with a good accent. 2. I can create edit and produce a news broadcast in Spanish. 3. I can research and give information about current topics in Spanish. 		<p>Written Script</p> <p>Final Broadcast</p>	<p>Chromebooks</p> <p>Video Cameras</p> <p>Computer lab</p>
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own.

Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.