

Spanish 5 Curriculum

Content Standard 2: Communication (Interpretive Mode) – How do I understand what others are trying to communicate in Spanish?

Students will understand and interpret spoken and written Spanish on a variety of topics.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Understand the main ideas and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture. • Understand the main idea or plot and relevant details or subplots of radio or television programs, films or other forms of media designed primarily by native speakers of the target language. • Comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folktales, plays, comedies and anecdotes. • Recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s). 	<p>El Panamericanismo y <<El coloso del norte>> -- ¿Cómo podrían los Estados Unidos mejorar las relaciones generales en el mundo?</p> <p>Cuba Política: Fidel Castro (2 video cassette set)</p> <p><u>Video Mundo: Puerto Rico</u> Mire los segmentos y responda a las preguntas.</p> <p><<Balada de los dos Abuelos>> por Nicolás Guillén. Through the vehicle of verse about two grandparents, the author presents a synthesis of Cuban history and commentary about Cuba's distinct racial identity(ies).</p>	<p>Free-Response Rubric evaluating degree of competence in both written and verbal expression in Spanish.</p> <p>Conversation followed by persuasive writing piece in the target language.</p> <p>Conversation in response to viewing cultural video piece in the target language.</p> <p>Free-Response Rubric evaluating degree of competence in both written and verbal expression in Spanish.</p>	<p><u>Civilización y Cultura</u>, pp. 178-181.</p> <p><u>Documentary video series: Cuba</u></p> <p><u>Textbook video series Puerto Rico</u>, (1:33:45 – 1:39:28) and <u>Ángel Luis Rivera</u>, (2:19:55 – 2:22:35).</p> <p><u>Literatura y Arte</u>, pp. 186-8..</p>

Spanish 5 Curriculum

Content Standard 3: Communication (Presentation Mode) -- How do I present information, concepts and ideas in Spanish in a way that is understood?

Students will present information, concepts and ideas to listeners or readers in Spanish on a variety of topics.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Prepare oral presentations and/or written summaries on topics of current or historical interest in Spanish. • Perform scenes from plays and/or recite poems or excerpts from short stories in the Spanish. • Prepare oral and/or written analyses in Spanish of the plot, character, descriptions and development, and themes found in authentic literary works, including poems, plays, short stories and short works of fiction or non-fiction. • Describe, explain, express opinions about and analyze stories, plays, poems or other literature, as well as radio programs, music, films, art and websites. 	<p>Murales: presenta un reportaje breve sobre una pintura mural pública de Orozco o Siqueiros.</p>	<p>Free-Response Rubric evaluating degree of competence in both written and verbal expression in Spanish.</p>	<p><u><i>Literatura y Arte</i></u>, pp. 154-158 and other resources from the media center collection and Internet.</p>
	<p><<Garabatos>> por Pedro Juan Soto. Soto's works characterize social protest and reflect the discontent that exists in Puerto Rico as a result of poverty. Minidrama activity.</p>	<p>Free-Response Rubric evaluating degree of competence in both written and verbal expression in Spanish.</p>	<p><u><i>Literatura y Arte</i></u>, pp. 189-194.</p>
	<p><<Garabatos>> por Pedro Juan Soto. Análisis literario: ¿En qué sentido puede decirse que este cuento nos presenta desencuentro de dos personas?</p>	<p>Free-Response Rubric evaluating degree of competence in both written and verbal expression in Spanish.</p>	<p><u><i>Literatura y Arte</i></u>, pp. 189-194.</p>
	<p>Critique of selected paintings of Arte Internacional de la Metrópoli movement in modern art including Torres Garcia, Matta Echaurren and Obregon.</p>	<p>Class discussion followed by written response to various themes in South American painting of the 20th century.</p>	<p><u><i>Literatura y Arte</i></u>, pp. 175-9.</p>

Spanish 5 Curriculum

Content Standard 4: Cultures -- How do I use my understanding of culture to communicate and function appropriately in another culture.

Students will demonstrate an understanding of the traditions, products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive, and presentational communication.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> Identify and analyze products and practices of the target culture, (e.g., social, economic, legal and political) and explore the relationships between these products and practices and the perspectives of the culture. 	<p>La Ciudad en el Mundo Hispánico: ¿Cree Ud. que la vida urbana es mejor que la vida del campo?</p>	<p>Class debate regarding advantages and disadvantages of urban life versus rural life.</p>	<p>Intermediate Spanish Textbook: <u><i>Civilización y Cultura</i></u>, pp. 151-161.</p>
<ul style="list-style-type: none"> Identify, experience or read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts, in order to explore their effects on the larger community. 	<p>El Arte Moderno Cubano: Peláez, Lam y Carreño.</p>	<p>Describe in written form the significance of afrocuban inspiration in modern arte on two levels: as a representation dance of the occult/voodoo and of the powerful forces of modern man.</p>	<p>Intermediate Spanish Textbook: <u><i>Literatura y Arte</i></u>, pp. 197-202.</p>
<ul style="list-style-type: none"> Interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues. 	<p>Role-play activities including formal and informal interactions between students, family members, teachers, members of the community in various every day situations.</p>	<p>Rubric evaluating degree of comprehensibility, content, accuracy and fluency.</p>	<p>Teacher generated materials culled from past AP exam materials and other texts.</p>

Spanish 5 Curriculum

Content Standard 5: Connections (Interdisciplinary Mode) -- How do I use my understanding of Spanish and Hispanic culture to reinforce and expand my knowledge of other disciplines.

Students will reinforce and expand their knowledge of other areas of study through the study of Spanish.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Use information acquired from other school subjects to complete activities in the world language classroom. • Acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects. • Analyze the similarities and differences among sources, selecting the most appropriate information for specific purposes. 	<p>Revoluciones y <<Golpe de estado>>: a phone call between two generals vs. violent in nature.</p> <p>Five hundred Generation film series on pre-colombian México to enhance understanding texts and listening materials of Aztec art and society.</p> <p>Independent research assignments on student initiated topics.</p>	<p>Discussion followed by written response to literature using various questioning techniques.</p> <p>Relate various quotes from the film series to current study and Spanish classroom materials.</p> <p>Students must produce expository writing citing at least 3 distinct on-line sources and providing lists of other ULRs visited but not necessarily selected.</p>	<p><u><i>Civilización y Cultura</i></u>, pp. 113-115</p> <p>Social Studies Department materials for interdisciplinary collaboration.</p> <p>Internet resources. Student generated and teacher approved topics; teacher provided rubrics.</p>

Spanish 5 Curriculum

Content Standard 6: Connections (Intradisciplinary Mode) -- How do I use my understanding of another language and culture to broaden and deepen my understanding of Spanish and Hispanic culture and access and use information that would otherwise be unavailable to me.

Students will acquire and use information from a variety of sources only available in Spanish.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations. • Access and analyze materials, looking for sources of information for potential use in original work on the target language or culture(s). 	<p>Class presentation with visuals and written handout. Comment on customs and cultural specific practices as evidenced in articles, essays, interviews and video-clips from films in Spanish with a common theme.</p> <p>Students develop original pamphlets or brochures on a specific place of interest in a Spanish speaking community.</p>	<p>Free-Response Rubric evaluating degree of competence in both written and verbal expression in Spanish.</p> <p>Peer critique. Free-Response Rubric evaluating degree of competence in both written and verbal expression in Spanish.</p>	<p>Teacher/student generated materials.</p> <p>Internet, resource center materials, magazines, travel guides, etc.</p>

Spanish 5 Curriculum

Content Standard 7: Comparisons Among Languages -- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English. • Evaluate the style of a communicative interaction in Spanish. • Cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication. • Read and comprehend longer and more complex texts in abridged and unabridged formats. • Use a writing process in producing work that includes self-assessment and discussion with other students. 	<p>Practice in the use of subjunctive versus indicative (and imperative) moods.</p> <p>Directed responses as modeled in class.</p> <p>CAPT style reading/written response activities for example: La Corrida de Toros.</p> <p><<Zoo Island>> por Tomás Rivera.</p> <p>Ensayo: Con un compañero de clase, escriba sobre la presencia en nuestro país de personas que saben hablar dos o más idiomas es algo positivo, no negativo. (Pueden añadir más argumentos originales)</p>	<p>Group work, tests, quizzes, sample conversations.</p> <p>Verbal and written response evaluated based on appropriateness, grammatical accuracy and pronunciation.</p> <p>Holistic CAPT style assessment on scale of 0 to 6.</p> <p>Written assessment. Oral summaries.</p> <p>Holistic rubric scoring based on comprehensibility, content, accuracy, fluency and following the writing process established.</p>	<p>Amsco Spanish III Workbook series.</p> <p>Teacher generated materials.</p> <p>Teacher generated materials, Internet sources, magazines.</p> <p><u>Literatura y Arte</u>, pp. 207-214.</p> <p><u>Literatura y Arte</u>, pp. 207-214.</p>

Spanish 5 Curriculum

Content Standard 1: Communication (Interpersonal Mode) – How do I use Spanish to communicate with others?

Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> Exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community. 	<p>Responder a varias preguntas personales – por ejemplo: ¿Presta mucha atención a la política nacional? : ¿Va a votar Ud. para el próximo presidente?</p>	<p>Free-Response Rubric evaluating degree of competence in both written and verbal expression in Spanish.</p>	<p>Intermediate Spanish Textbook: <u><i>Civilización y Cultura</i></u>, pp. 122-3.</p>
<ul style="list-style-type: none"> Exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet resources, and compare and contrast how information is reported in both the target and their native cultures. 	<p>Las noticias – haga Ud. un resumen de artículos de <i>El País Internacional (Madrid)</i> y <i>Uno más Uno (México)</i>.</p>	<p>Free-Response Rubric evaluating degree of competence in both written and verbal expression in Spanish.</p>	<p>Intermediate Spanish Textbook: <u><i>Civilización y Cultura</i></u>, pp. 125-7.</p>
<ul style="list-style-type: none"> Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences. 	<p><i>Viajen por la Red.</i> El uso del Buscador Yahoo en Español y visiten algunos sitios de organizaciones en busca de empleados nuevos. Preparense para entrevistas, etc.</p>	<p>Rubric evaluating degree of competence in verbal expression in Spanish during a simulated job interview.</p>	<p><u><i>Perspectivas (texto) séptima edición</i></u>, p. 176.</p>
<ul style="list-style-type: none"> Work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures. 	<p>Responder a varias preguntas personales – por ejemplo: ¿Qué piensa Ud. del concepto de dar clases sobre el desarrollo moral y social? ¿Qué ventajas y desventajas hay?</p>	<p>Free-Response Rubric evaluating degree of competence in both written and verbal expression in Spanish.</p>	<p>Intermediate Spanish Textbook: <u><i>Civilización y Cultura</i></u>, p. 140.</p>

<ul style="list-style-type: none"> • Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures. • Share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories and novels. • Discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints. 	<p>Responder a varias preguntas personales – por ejemplo: ¿Cree que las cadenas (networks) de televisión presentan las noticias sin prejuicios políticos? Explique sus opiniones.</p> <p><<Un día de estos>>, por Gabriel García Marquez. Análisis literario escrito.</p> <p><<Un día de estos>>, por Gabriel García Marquez. Actividad: opiniones y actitudes incluyendo aspectos positivos y negativos.</p>	<p>Free-Response Rubric evaluating degree of competence in both written and verbal expression in Spanish.</p> <p>Free-Response Rubric evaluating degree of competence in both written and verbal expression in Spanish.</p> <p>Free-Response Rubric evaluating degree of competence in both written and verbal expression in Spanish.</p>	<p>Intermediate Spanish Textbook: <i>Civilización y Cultura</i>, p. 175.</p> <p>Intermediate Spanish Textbook: <i>Literatura y Arte</i>, pp. 133-7.</p> <p>Intermediate Spanish Textbook: <i>Literatura y Arte</i>, pp. 138.</p>
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Spanish 5 Curriculum

Content Standard 8: Comparisons Among Cultures – How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Students will demonstrate an understanding of the concept of culture through comparisons across cultures.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s). • Use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures. • Use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the peoples of other cultures. 	<p>Cuestiones éticas y las artes – ¿Nacen o se hacen? ¡Conectémonos!</p> <p>¿Tienes un email? Una historia de amor cibernético.</p> <p>La compasión para los niños pobres: “los desechables” ,“los ovidados”.</p> <p>Piececitos por Gabriela Mistral, chilena extraordinaria. Accompanying activities A, B and C.</p>	<p>Use established criteria to analyze the chosen piece of artwork and the effectiveness of its ethical message.</p> <p>Buscar los regionalismos – actividad escrita.</p> <p>Vamos al chateo – small group discussion in the target language addressing issues regarding Internet use. i.e., What degree of not telling the truth is acceptable/ recommended in online chats?</p> <p>Ensayo (essay) scored using Writing Rubric.</p>	<p><u>Perspectivas (texto) séptima edición, pp. 204-209.</u></p> <p><u>Perspectivas (texto) séptima edición, pp. 129-134.</u></p> <p><u>Perspectivas (texto) séptima edición, pp. 101-105.</u></p>

Spanish 5 Curriculum

Content Standard 9: Communities – How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Students will use their world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Establish and/or maintain interpersonal relations with speakers of the target language via letters or e-mail and/or exchange programs. • Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experience, school-to-work projects, of school/individual exchanges with home-stay. • Use various media from the target language and culture for personal enjoyment. • Read literature; listen to music and view films and websites in the target language for enrichment. 	Letter/Internet chat/Email exchanges with an emphasis on interpersonal relations.	Self-assessment, reflection	Internet, International Pen-Pal Program
	Classified ads, School to Career Program searches and contacts – journal entry record of research and findings.	Evaluation of journal entries for content and accuracy.	Teacher and student generated resources.
	Videos, compact discs, DVDs and Internet	Not applicable / enrichment focused activity	Teacher and student generated resources.
	Videos, DVDs, compact discs, magazines, novels, poems, articles and Internet	Not applicable / enrichment focused activity	Teacher and student generated resources.

