



VALWOOD

GO BEYOND

Spanish IV Curriculum

Spanish IV Course Overview

Course Description		Topics at a Glance	
<p>Students who are not on the AP track continue their study of advanced grammar, vocabulary, and idioms to improve their ability in writing, reading comprehension, and speaking. Students will deepen their knowledge of Spanish-speaking peoples through the study of language, history, and culture. They will watch various films in the target language to practice analytical skills and encounter even more culture and language from the country of origin of the films.</p>		<ul style="list-style-type: none"> • Arts in the Spanish-Speaking World • Current Events & Social Issues in the Spanish-Speaking World • Literary Analysis • Plus Expansion of Levels I, II & III Topics 	
Assessments			
<p>Assessments are standards-based. Students are assessed on the Communication standard in three modes: interpretive (reading, listening), interpersonal (spontaneous listening/speaking or reading/writing) and presentational (formal speaking/writing). When applicable, Culture, Connections and Comparisons are embedded in assessments of the Communication standard.</p>			
Standards			
<ol style="list-style-type: none"> 1. Communication in languages other than English, using interpretive, interpersonal and presentational modes. 2. Knowledge and understanding of other Cultures. 3. Connections with other disciplines and information acquisition. 4. Comparisons to develop insight into the nature of language and culture. 			
Course Beliefs	Key Concepts & Structures	Instructional Strategies	
<p>Our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21st century:</p> <ul style="list-style-type: none"> ▪ Lifelong Learning –The skills required to acquire a World Language are basic to the learning process. ▪ Higher Achievement – A higher level of skill is demanded of all workers in a global community. ▪ Economic Necessity – In order to ensure our own future, we must be able to communicate with the rest of the world. ▪ Multicultural Perspective – World Languages open doors not only to other languages, but also to other cultures, people and lands. 	<ul style="list-style-type: none"> ▪ Verbs <ul style="list-style-type: none"> ▫ Compound & complex sentences ▫ Passive voice and the impersonal <i>se</i> ▫ Sequences of tenses ▫ Subjunctive mood <ul style="list-style-type: none"> ▪ Imperfect, perfect, with adjectival & adverbial clauses, <i>if</i> clauses ▪ Plus Expansion of Levels I, II & III Key Concepts & Structures 	<ul style="list-style-type: none"> • Assessments: formative & summative • Cooperative learning groups • Cues, questions & advance organizers • Feedback: frequent & systematic • Graphic organizers • Homework & guided practice • Hypotheses: generate & test • Nonlinguistic representations • Positive reinforcement & recognition of student effort • Similarities & differences • Summarizing & notetaking 	

Spanish IV

1. Communication in Languages Other Than English

The educated American of the 21st century needs to be conversant in at least one language in addition to his/her native language. Colorado's continued positional leadership is going to rely heavily on its capacity to communicate across borders. Communication is the heart and soul of any culture, but learning another language builds a bridge that helps Americans relate to people of other nations and cultures. Students acquire the communication strategies that will aid them in bridging communication gaps that result from differences of language and culture.

In the 21st century students speak, read, and comprehend both spoken and written languages other than English to participate effectively in personal interactions with members of other cultures. Students interpret the concepts, ideas, and opinions expressed by members of these cultures through their media and literature. As students learn the languages and cultures that they may encounter in their personal lives and careers in the future, communication strategies that empower students include the ability to guess intelligently; to derive meaning from context; to understand, interpret, and produce gestures effectively; to ask for and provide clarification; to make and check hypotheses; to make inferences, predictions, and generalizations; to reflect on the nature of interaction; and to draw informed conclusions and maintain a healthy sense of humor, patience, and tenacity in the communication process. Strong, confident communicative command in a language other than English gives students excellent skill and knowledge for success in the workforce of the 21st century.

Real-world communication occurs in a variety of ways. It may be **interpersonal**, in which culturally appropriate listening, reading, viewing, speaking, and writing occur as a shared activity among language users. It may be **interpretive**, in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be **presentational**, in which speaking and writing occur in culturally appropriate ways.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the 1. Communication in Languages Other Than English Standard are:

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)
- Understand and interpret written and spoken language on a variety of topics (interpretive mode)
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)

Content Area: World Languages

Standard: 1. Communication in Languages Other Than English

Valwood Graduates:

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)

Range Level Expectation: Intermediate-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-mid expectations.

Concepts and skills students master:

1. Initiate, sustain, and conclude conversations (written or oral) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures (interpersonal mode)

Evidence Outcomes

Students can:

- a. Engage in oral, visual or written exchanges to obtain and provide information related to target language cultures or topics from other content areas (interviews, conversations)
- b. Give and follow a series of directions, instructions, and requests
- c. Meet practical writing needs such as short letters, blogs or notes by recombining learned vocabulary and structures

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. What do people need to know, understand, and be able to do to conduct effective interpersonal communication with those who speak another language?
2. What communication strategies help maintain communication?
3. What can a person do when someone does not understand him/her?

Relevance and Application:

1. Communicating via email and on Internet blogs and career or personal networking websites takes place in multiple languages.
2. Exchanging ideas and information with people from different cultures can provide new perspectives on local and international issues.
3. Expressing basic needs is important for functioning in another culture.

Nature of World Languages:

1. Language learners learn from their mistakes.
2. Language learners show interest in others.

Content Area: World Languages

Standard: 1. Communication in Languages Other Than English

Valwood Graduates:

- Understand and interpret written and spoken language on a variety of topics (interpretive mode)

Range Level Expectation: Intermediate-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-mid expectations.

Concepts and skills students master:

2. Comprehend spoken or written language in a variety of situations based on familiar vocabulary and learned grammatical structures (interpretive mode)

Evidence Outcomes

Students can:

- a. Use listening and reading strategies (e.g., applying prior knowledge) to make inferences and draw conclusions
- b. Identify the purpose, main idea, characters, setting, and important events in age-appropriate media
- c. Interpret meaning through knowledge of grammatical structures, cognates, and context (prefixes, suffixes, root words, cognates, intonation, word order)

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. What do people need to know, understand, and be able to do to correctly interpret what they hear and read in another language?
2. Why is grammar important?
3. How does context aid in understanding?

Relevance and Application:

1. Written and spoken information in articles and videos on websites is available in multiple languages.
2. Determining meaning in media from different cultures contributes to mutual understanding in international personal and business relations.

Nature of World Languages:

1. Language learners learn from their mistakes.
2. Language learners read for understanding.

Content Area: World Languages

Standard: 1. Communication in Languages Other Than English

Valwood Graduates:

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)

Range Level Expectation: Intermediate-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-mid expectations.

Concepts and skills students master:

- 3. Present (written or oral) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures (presentational mode)

Evidence Outcomes

Students can:

- a. Use information acquired from target language sources to solve everyday problems and situations (such as using media to make plans to see a movie)
- b. Summarize, explain, and critique information from a variety of oral, written, and visual sources
- c. Narrate orally, visually, or in writing with relevant details, an event, or personal experience comprehensible to a sympathetic audience
- d. Produce and publish informal and formal communication comprehensible to a sympathetic audience

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

- 1. What do people need to know, understand, and be able to do to effectively present oral and written information in another language?
- 2. When is it appropriate to take a risk?
- 3. How can presenters improve accuracy in their presentation?

Relevance and Application:

- 1. Written and spoken information in directories and reviews is available in multiple languages.
- 2. Translators and interpreters can make information in one language available to people who speak other languages.

Nature of World Languages:

- 1. Language learners learn from their mistakes.
- 2. Language learners share their interests with others.

2. Knowledge and Understanding of Other Cultures

Today's increasingly global society requires a better understanding of cultures. To communicate successfully in another language, students must not only develop facility with the language but they should also develop familiarity with the cultures that use the languages and an awareness of how language and culture interact in society. Only those who possess knowledge of both can then realize the unique and significant connections between the culture that is lived and the language that is spoken. Students apply this knowledge as they express and interpret events and ideas in a second language and reflect upon observations from other cultures.

Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie these products and practices. Students must acquire the ability to interact appropriately with target culture members to communicate successfully. This category allows students to connect and compare languages and cultures.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the 2. Knowledge and Understanding of Other Cultures Standard are:

- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied
- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied

Content Area: World Languages

Standard: 2. Knowledge and Understanding of Other Cultures

Valwood Graduates:

- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied

Range Level Expectation: Intermediate-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-mid expectations.

Concepts and skills students master:

1. Draw conclusions using a personal understanding of the perspectives and practices of the cultures studied

Evidence Outcomes

Students can:

- a. Examine simple patterns of behavior, gestures, and social courtesies in a variety of informal and formal social situations
- b. Compare daily practices of people in the target culture(s) with their own
- c. Interpret and explain the cultural relevance or historical context of traditions and celebrations

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. How does an understanding of the relationship between the practices and the perspectives of a given culture allow people to communicate with those who speak the language of that culture?
2. How does the study of a culture help one understand and appreciate other cultures' world views and unique ways of living and behavior patterns?
3. How have historical events influenced cultural practices?

Relevance and Application:

1. Websites and video clips provide information on social interaction, traditions, and celebrations in other cultures.
2. International businesspeople with intercultural skills have a competitive edge for future success.
3. Studying other cultures provides opportunities for learning about other subjects (such as literature, social sciences).

Nature of World Languages:

1. Language learners are able to defuse stereotypes.
2. Language learners are able to compare and contrast stereotypes.
3. Language learners recognize the presence of cultural practices in their daily lives.

Content Area: World Languages

Standard: 2. Knowledge and Understanding of Other Cultures

Valwood Graduates:

- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied

Range Level Expectation: Intermediate-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-mid expectations.

Concepts and skills students master:

2. Examine how the perspectives of people who speak the target language are reflected in their products

Evidence Outcomes

Students can:

- a. Analyze and assess factors (education, economics, history, religion, climate, geography) that impact cultural products

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. How does an understanding of the relationship between the products and the perspectives of a given culture allow people to communicate with those who speak the language of that culture?
2. What messages are reflected through a culture's media?
3. How is the humor of a culture reflected through its expressive products?
4. Why have expressive products been such an integral part of every culture throughout history?

Relevance and Application:

1. Historians study the relationship of past and current events and cultural products.
2. Knowledge of the use of tangible and expressive products enhances the ability to interact with other cultures.
3. Studying tangible and expressive products of other cultures enhances a student's application of knowledge in other subjects (such as music, athletics, and math).

Nature of World Languages:

1. Language learners recognize the presence of cultural products in their daily lives.
2. Language learners recognize the usefulness of cultural products in their daily lives.

3. Connections with Other Disciplines and Information Acquisition

Learning is interdisciplinary. Students bring a wealth of experience and knowledge of the world around them to the language classroom. Connecting the foreign language curriculum to what students already know from other parts of their academic lives opens doors to information and experiences that can enrich their entire school and life experience. The connections that flow from other areas to the foreign language classroom can add unique experiences and insights into the rest of the school's curriculum. Students use their developing language skills to pursue topics of personal interest, unrelated to the limits of academic life, and as a result nurture and strengthen their lifelong learning skills and lifelong language-using skills.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the 3. Connections with Other Disciplines and Information Acquisition Standard are:

- Reinforce and further knowledge of other disciplines through the foreign language
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

Content Area: World Languages

Standard: 3. Connections with Other Disciplines and Information Acquisition

Valwood Graduates:

- Reinforce and further their knowledge of other disciplines through the foreign language

Range Level Expectation: Intermediate-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-mid expectations.

Concepts and skills students master:

1. Assess the usefulness of information gathered from target language resources for application in other content areas

Evidence Outcomes

Students can:

- a. Analyze resources connected to other content areas in the target language (literature, people of importance, environment)
- b. Use concepts, information, and vocabulary from other content areas to further comprehend oral and written selections in target language

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. How does an understanding of another language and culture increase people’s ability to function in a variety of content areas in an interdisciplinary manner?
2. How does the knowledge of cognates help make inferences in other content areas?

Relevance and Application:

1. Biographies on the Internet describe the lives of important writers, thinkers, and inventors throughout history around the world.
2. Application of concepts and information from other content areas provides a richer dimension of understanding and utility.

Nature of World Languages:

1. Language learners understand that cultural connections are fascinating.
2. Using a target language to acquire information empowers students with knowledge, no matter what the topic or content area.
3. Language learners begin to desire compelling information in other subjects in order to make richer relationships with the language studied

Content Area: World Languages

Standard: 3. Connections with Other Disciplines and Information Acquisition

Valwood Graduates:

- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

Range Level Expectation: Intermediate-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-mid expectations.

Concepts and skills students master:

- 2. Examine information and viewpoints present in authentic resources

Evidence Outcomes

Students can:

- a. Extract information and decipher meaning, including inferences, from authentic resources
- b. Use new knowledge to evaluate and synthesize a variety of viewpoints from authentic resources

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

- 1. How does an understanding of another language and culture broaden people’s ability to access information and to appreciate a variety of distinctive viewpoints?
- 2. What is the value of an authentic source?
- 3. What is the impact of point of view?

Relevance and Application:

- 1. Connecting with other languages contributes to a mutual understanding and a sense of global citizenship.
- 2. The Internet allows people to access a variety of authentic resources that express varying viewpoints.

Nature of World Languages:

- 1. Learning another language adds unique experiences and insights.

4. Comparisons to Develop Insight into the Nature of Language and Culture

The study of a language other than English (a second language) fosters the development of a greater understanding of not only the language and culture being studied, but of an individual's own language and culture. The resulting linguistic and intercultural explorations expand a learner's view of the world. Students gain insights into the nature of language in society in culturally appropriate ways. The study fosters an awareness of alternative views of other cultures by comparing the student's own culture with another culture, including the relationship between accepted practices, products and perspectives.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the 4. Comparisons to Develop Insight into the Nature of Language and Culture Standard are:

- Demonstrate understanding of the nature of language through comparisons of the language studied and their own
- Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

Content Area: World Languages

Standard: 4. Comparisons to Develop Insight into the Nature of Language and Culture

Valwood Graduates:

- Demonstrate understanding of the nature of language through comparisons of the language studied and their own

Range Level Expectation: Intermediate-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-mid expectations.

Concepts and skills students master:

1. Recognize how the significance of the similarities and differences between the target language and the student’s own language provides insight into the structures of their own language

Evidence Outcomes

Students can:

- a. Expand their understanding and apply complex structural patterns in both the native language and their own language to make comparisons
- b. Demonstrate their understanding of the relationship between languages based on complex grammatical structures
- c. Understand that pronunciation and intonation may vary according to region or country
- d. Compare and contrast features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure to derive meaning

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. How does knowledge of another language enhance people’s understanding of the nature of language?
2. How does a student improve language accuracy by analyzing grammatical accuracy?
3. In what way does the study of another language develop an individual’s ability to analyze critical thinking skills?

Relevance and Application:

1. Linguists use interviews and records of written and spoken literature to analyze the sentence structures of a variety of languages.
2. Sociolinguists study how pronunciation varies across cultures based on location, education, age, and ethnicity.

Nature of World Languages:

1. Language learners develop an understanding of proficiency.
2. Language learners embrace and accept the differences reflected in the target language.

Content Area: World Languages

Standard: 4. Comparisons to Develop Insight into the Nature of Language and Culture

Valwood Graduates:

- Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

Range Level Expectation: Intermediate-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-mid expectations.

Concepts and skills students master:

2. Compare the similarities and differences between the target culture(s) and the student's own culture

Evidence Outcomes

Students can:

- a. Compare the relationship between cultural perspectives and expressive products (music, visual arts, age-level forms of literature) of the target culture(s) and their own
- b. Compare the form, meaning, and importance of certain practices in the target culture (s) and their own
- c. Compare and contrast tangible products as well as simple intangible products of the target culture(s) to those of their own
- d. Analyze the impact of the contributions of the target cultures to the student's culture and vice versa

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. How does knowledge of another language enhance people's understanding of culture and society?
2. How can the analysis of diverse cultures cultivate an understanding and appreciation of the multilingual world?
3. How does language study create a student's understanding and appreciation of his/her own culture?

Relevance and Application:

1. Anthropologists study the similarities and differences among various artistic products created by cultures around the world.
2. Travel writers examine and describe cultural practices and perspectives in regions and countries around the world.

Nature of World Languages:

1. Language learners compare and contrast their own culture with the target culture.
2. Language learners examine various media for cultural differences.