Geneva CUSD 304 Content-Area Curriculum Frameworks Grades 6-12 Foreign Language--Spanish IV

Mission Statement	Our goal is for students to become global citizens who possess both the skills and the desire to communicate and thrive in an increasingly diverse world and to acquire an understanding o and respect for other cultures. (As developed during department meeting—all levels, all languages, March 10, 2006)
<i>Course Sequence</i> (Grades 6-12)	Spanish I Spanish II Spanish II Honors Spanish III Spanish IV Spanish V (AP)

Course Framework

Course Title Grade Level Semesters (1-2-3-4) Prerequisite	 Spanish IV 11-12 (1-2-3-4) Pass Spanish III with B average strongly recommended
Course Description	In Spanish IV students broaden their vocabulary and strengthen their reading and writing skills. Previous grammatical structures are reviewed and several advanced concepts are introduced. Students read short stories, write essays and give class presentations at a more advanced level. Spanish history, literature and geography will also be examined.
District-approved Materials and/or Resources	 <i>Conexiones</i> textbook <i>Conexiones</i> workbook <i>Conexiones</i> Video & Audio series <i>Spanish 3 years</i> textbook Teacher Ancillaries/Assessment Program

Unit of Study: major topics	Lección 1	Resources that will support instruction
		Text, workbook, video & audio programs, assessment programs
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	 presentations with assistance questions, outlines). 28.A.3b Follow instruction multistep segments for assign classroom. 28.A.4 Comprehend details unsupported by visual aids. 28.B.4a Engage in extended. 28.B.4b Express difference intonation and inflection. 28.B.4c Recognize and use informal settings. 28.C.3a Comprehend the materials with the help of resoftware, Internet, e-mail) to a software, Internet, e-mail, using the target a software, Internet, e-mail, a software, Internet, e-mail	programs, assessment programs messages of simple oral and audio efform resources (e.g., glossaries, guided as in the target language as given in gnments and activities in and out of the s of oral and audio presentations d conversations in a variety of situations. es of meaning using proper pronunciation, e nonverbal cues in various formal and main message of a variety of written esources (e.g., dictionary, thesaurus, o expand vocabulary. e, phrasing and sentence structures of the used in one or more other languages. t language with one or more languages in use, phrase and sentence structure and as and reports with a specific focus, equence and conclusion. com research on unfamiliar topics (e.g., the pateaux, origins of chocolate). ginal piece (e.g., essay, story, poem) on a
	abridgments in the target lan29.D.1 Recognize important	I in comic books, youth literature and nguage using target language vocabulary. It people and events (e.g., special of areas where the target language is spoken.

Objectives	29.E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken. <u>Communication</u>
• Conceptual	• The student will describe in the past
FactualProcedural	• The student will narrate in the past
	 Grammar The student will review and use the present tense (regular and irregular verbs) The student will review numbers up to 1, 000, 000 The student will use the preterit tense The student will use the imperfect tense The student will differentiate between the preterit and imperfect tenses and use them appropriately Culture The student will learn about medieval minstrels and the revival of the minstrel movement The student will learn about Pre-Columbian literary arts The student will listen to Los Celtas Cortos, a Spanish group that mixes Celtic and folkloric sounds with rock and pop
Assessments	 Performance Tasks—Listening, reading, writing, speaking Practice and explore the vocabulary of popular narrative traditions Explore the structure of a story Complete listening activities for Lección 1 Complete workbook activities for Lección 1

	Unit Framev	vorks
Unit of Study:	Lección 2	Resources that will support
major topics		instruction
		Text, workbook, video & audio
		programs, assessment programs
Illinois Learning	• 28.A.3a Comprehend m	ain messages of simple oral and audio
Standards,	-	ance from resources (e.g., glossaries, guided
Benchmarks,	questions, outlines).	(18,8)
,	-	ions in the target language as given in
National Standards		ssignments and activities in and out of the
Assessment	classroom.	C
Frameworks, or	• 28.A.4 Comprehend det	ails of oral and audio presentations
other standards	unsupported by visual ai	
that will be taught		nded conversations in a variety of situations.
in this unit	• 28.B.4b Express differe	nces of meaning using proper pronunciation,
	intonation and inflection	
	• 28.B.4c Recognize and	use nonverbal cues in various formal and
	informal settings.	
	• 28.C.3a Comprehend th	e main message of a variety of written
	materials with the help of	f resources (e.g., dictionary, thesaurus,
	software, Internet, e-mai	l) to expand vocabulary.
	• 28.C.3b Compare word	use, phrasing and sentence structures of the
	target language with tho	se used in one or more other languages.
	• 28.C.4c Compare the ta	rget language with one or more languages in
	•	rd use, phrase and sentence structure and
	complete text structures.	
	• 28.D.3a Write compositions and reports with a specific focus,	
supporting details, logical sequence and conclusion.		
		s from research on unfamiliar topics (e.g., the chateaux, origins of chocolate).
	• 28.D.4c Present a short given theme with some g	original piece (e.g., essay, story, poem) on a guidelines.
	0	plain ideas and themes expressed in selected
	-	with target language societies using terms from
	the target language.	
	• 29.C.3a Read, discuss a	nd write about themes and settings of selected
		nguage with assistance of glossaries, guided
	questions or outlines.	
	• 29.C.3b Read, discuss a	and write about plot and form of selected
	literary works as illustra	ted in comic books, youth literature and
	abridgments in the target	t language using target language vocabulary.
	• 1	rtant people and events (e.g., special
	celebrations) in the histo	ry of areas where the target language is spoken.

Objectives Conceptual Factual Procedural 	 29.E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken. <u>Communication</u> The student will discuss world issues of today and tomorrow The student will describe people and things The student will predict future occurrences The student will express hopes and doubts
	 Grammar The student will differentiate between ser, estar and haber The student will use the future tense The student with use the subjunctive in noun clauses Culture The student will learn about the Costa Rican ecological movement The student will learn about the fight against pollution in Mexico City
Assessments	 Performance Tasks—Listening, reading, writing, speaking Practice, reinforce, and explore the vocabulary of world issues Complete listening activities for Lección 2 Write two journal entries incorporating Lección 2 vocabulary and grammar Other Evidence Vocabulary quiz (2) Future tense verb quiz Subjunctive v. indicative quiz Lección 2 exam

	Unit Frameworks	
Unit of Study: major topics	Lección 3	Resources that will support instruction
major topics		Text, workbook, video & audio
		programs, assessment programs
		r con a, and r r con a
Illinois Learning	• 28.A.3a Comprehend main mess	ages of simple oral and audio
Standards,	-	n resources (e.g., glossaries, guided
Benchmarks,	questions, outlines).	
	• 28.A.3b Follow instructions in th	e target language as given in multistep
National Standards	segments for assignments and act	ivities in and out of the classroom.
Assessment	• 28.A.4 Comprehend details of or	al and audio presentations unsupported by
Frameworks, or	visual aids.	
other standards		versations in a variety of situations.
that will be taught in this unit	-	neaning using proper pronunciation,
m uns unit	intonation and inflection.	
	•	erbal cues in various formal and informal
	 settings. 28.C.3a Comprehend the main m 	nessage of a variety of written materials
	-	ictionary, thesaurus, software, Internet, e-
	mail) to expand vocabulary.	ienonary, mesadras, software, mernet, e
		asing and sentence structures of the target
	language with those used in one of	•
		uage with one or more languages in terms
	of vocabulary, word use, phrase a	nd sentence structure and complete text
	structures.	
	-	reports with a specific focus, supporting
	details, logical sequence and conc	
	• 28.D.3b Present findings from re Roman army, the French chateaux	search on unfamiliar topics (e.g., the x, origins of chocolate).
	-	biece (e.g., essay, story, poem) on a given
	theme with some guidelines.	
		as and themes expressed in selected works
	0 0	uage societies using terms from the target
	language.	about themes and settings of selected
		about themes and settings of selected ith assistance of glossaries, guided
	questions or outlines.	the assistance of grossaries, guided
	1	about plot and form of selected literary
		oks, youth literature and abridgments in
	the target language using target la	•
		ple and events (e.g., special celebrations)
	in the history of areas where the ta	arget language is spoken.

		mages, graphs and other geographic acuss the countries where the target
Objectives Conceptual Factual Procedural 	 The student will use <i>gustar</i> and sin <u>Culture</u> The student will learn about Chilea Madres de la Plaza de Mayo 	blicy we with impersonal expressions lirect object pronouns and the personal a
Assessments	 Performance Tasks—Listening, reading, writing, speaking Practice, reinforce, and explore the vocabulary of human rights Investigate instances of restricted human rights throughout the world Practice, reinforce, and explore the vocabulary of activisim Complete listening activities for Lección 3 Complete workbook activities for Lección 3 Write two journal entries incorporating Lección 3 vocabulary and grammar 	 Other Evidence Vocabulary quiz (2) Subjunctive in impersonal expressions quiz Lección 3 exam

Illinois Learning Standards, Benchmarks,• 28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines). • 28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.		Unit Frame	WORKS
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the history of areas where the target language is spoken.		• 29.D.1 Recognize import	tant people and events (e.g., special celebrations) in
• 29.E.2 Use maps, charts, digital images, graphs and other geographic			
=>+2+2 Coo maps, charls, a Gran magos, graphs and other geographic		• 29.E.2 Use maps, charts,	digital images, graphs and other geographic
representations to describe and discuss the countries where the target			
language is spoken.		language is spoken.	

Objectives	Communication	
 Conceptual 	• The student will talk about his/her and others' personality and routines	
 Factual 	• The student will describe people, things and situations	
• Procedural	• The student will tell what has happened	
	<u>Grammar</u>	
	• The student will use reflexive vert	DS
	• The student will utilize correct ag	reement, form and position of adjectives
	• The student will use past participle	es as adjectives and nouns
	• The student will use the present pe	erfect tense
	and how it represents the family u	ural differences in adolescent behavior unit
Assessments	Performance Tasks—Listening, reading,	Other Evidence
	writing, speaking	• Vocabulary quiz (2)
		Reflexive verb quiz
	• Practice, reinforce, and explore	• Lección 4 exam
	the vocabulary of personalityInvestigate how one's behavior	
	affects his/her actions	
	 Practice, reinforce, and explore 	
	the vocabulary of daily routines	
	Complete listening activities for	
	Lección 4	
	Complete workbook activities	
	for Lección 4	
	Write two journal entries incompositing Laggién 4	
	incorporating Lección 4 vocabulary and grammar	

	Unit Framework	zs
Unit of Study: major topics	Lección 5	Resources that will support instruction
		Text, workbook, video & audio programs, assessment programs
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	 with assistance from resources (28.A.3b Follow instructions in a segments for assignments and ad 28.A.4 Comprehend details of a visual aids. 28.B.4a Engage in extended con 28.B.4b Express differences of intonation and inflection. 28.B.4c Recognize and use non settings. 28.C.3a Comprehend the main the help of resources (e.g., diction expand vocabulary. 28.C.3b Compare word use, phillanguage with those used in one 28.D.3a Write compositions and details, logical sequence and correstructures. 28.D.3b Present findings from a Roman army, the French chatear 28.D.4c Present a short original theme with some guidelines. 29.B.3a Identify and explain id of art associated with target language. 29.C.3b Read, discuss and write materials in the target language questions or outlines. 29.D.1 Recognize important peat the history of areas where the target language. 29.E.2 Use maps, charts, digital 	guage with one or more languages in terms of d sentence structure and complete text d reports with a specific focus, supporting nclusion. research on unfamiliar topics (e.g., the ux, origins of chocolate). piece (e.g., essay, story, poem) on a given leas and themes expressed in selected works guage societies using terms from the target e about themes and settings of selected with assistance of glossaries, guided e about plot and form of selected literary poks, youth literature and abridgments in the guage vocabulary. ople and events (e.g., special celebrations) in

Objectives	Communication	
• Conceptual	• The student will talk about family and relationships	
o Factual	• The student will describe and compare people and things	
• Procedural	 The student will predict what will have happened The student will report what had happened 	
	 Grammar The student will examine the use of subjunctive or indicative in adjective clauses The student will use the future tense The student will use the pluperfect tense The student will make comparisons with nouns, adjectives, verbs and adverbs and superlatives Culture The student will compare and contrast the traditional and modern Hispanic families The student will examine Hispanic gestures 	
	The student will examine Hispanic gestares	
Assessments	 Performance Tasks—Listening, reading, writing, speaking Practice, reinforce, and explore the vocabulary of personal relationships Read and discuss authentic personal ads Practice, reinforce, and explore the vocabulary of phobias Investigate common phobias Complete listening activities for Lección 5 Read and discuss an article about social phobia Write and perform a dialogue about a personal problem and solution Write two journal entries incorporating Lección 5 vocabulary and grammar Write and perform a scene incorporating Lección 5 vocabulary and grammar 	

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theme with some guidennes.					
• 20 P 20 Identify and explain ideas and themes expressed in selected wor	 29.B.3a Identify and explain ideas and themes expressed in selected works 				
	• 29.5.3a identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target				
language.					
	 29.C.3a Read, discuss and write about themes and settings of selected 				
materials in the target language with assistance of glossaries, guided					
questions or outlines.					
 29.C.3b Read, discuss and write about plot and form of selected literary 					
works as illustrated in comic books, youth literature and abridgments in t	the				
target language using target language vocabulary.					
• 29.D.1 Recognize important people and events (e.g., special celebrations)	in				
the history of areas where the target language is spoken.					
• 29.E.2 Use maps, charts, digital images, graphs and other geographic					
representations to describe and discuss the countries where the target					
language is spoken.					

Objectives • Conceptual • Factual • Procedural	• The student will express wishes an Grammar	s that are pending on time or circumstances ad possibilities se of subjuctive or indicative in adverbial formal commands we with <i>ojalá</i> , <i>tal vez</i> and <i>quizás</i> ngo
Assessments	 Performance Tasks—Listening, reading, writing, speaking Practice, reinforce, and explore the vocabulary of entertainment Practice, reinforce, and explore the vocabulary of phobias Read about famous Latinos Read and discuss various articles about the advantages and costs of fame Complete listening activities for Lección 6 Write two journal entries incorporating Lección 6 vocabulary and grammar 	Other Evidence Vocabulary quiz (2) Commands quiz Lección 6 exam

Unit Frameworks				
Unit of Study: major topics	Geography and History of Spain and Don Quijote de la Mancha	Resources that will support instruction		
5 1		Text, workbook, video & audio programs, assessment programs		
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	 with assistance from resources (e.g. 28.A.3b Follow instructions in the segments for assignments and acti 28.A.4 Comprehend details of oravisual aids. 28.B.4a Engage in extended conversion of the segments of assignments and acti and action and inflection. 28.B.4b Express differences of mintonation and inflection. 28.B.4c Recognize and use nonversion of the settings. 28.C.3a Comprehend the main minto the help of resources (e.g., dimail) to expand vocabulary. 28.C.3b Compare word use, phrase and settings. 28.C.4c Compare the target languron of vocabulary, word use, phrase and structures. 28.D.3a Write compositions and redetails, logical sequence and concel at the sequence and concel and the sequence and concel as the sequence and concel as D.4c Present a short original p theme with some guidelines. 29.B.3a Identify and explain idea of art associated with target langurage. 29.C.3b Read, discuss and write a materials in the target langurage with target langurage. 29.C.3b Read, discuss and write a works as illustrated in comic boot target langurage using target langurage. 29.D.1 Recognize important peop 	 2 Quijote de la Mancha Text, workbook, video & audio programs, assessment programs 2 8.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines). 2 8.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom. 2 8.A.4 Comprehend details of oral and audio presentations unsupported by visual aids. 2 8.B.4a Engage in extended conversations in a variety of situations. 2 8.B.4b Express differences of meaning using proper pronunciation, intonation and inflection. 2 8.B.4c Recognize and use nonverbal cues in various formal and informal settings. 2 8.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, email) to expand vocabulary. 2 8.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages. 2 8.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion. 2 8.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate). 2 8.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines. 2 9.B.3a Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language. 2 9.C.3a Read, discuss and write about themes and settings of selected materials in the target language with hassistance of glossaries, guided 		

Objectives	Communication		
 Conceptual Factual Procedural 	 The student will compare Spanish and US geography The student will discuss, compare and contrast characters <u>Culture</u> The student will learn about Spain and its history, languages and geography The student will study the life and history of Miguel de Cervantes The student will examine chivalry 		
Assessments	 Performance Tasks—Listening, reading, writing, speaking Practice, reinforce, and explore the vocabulary of geography Practice, reinforce, and explore the vocabulary pertaining to the novel Discuss the characters and events from the novel Read and listen to examples of Spain's different spoken languages Answer detailed questions regarding the novel Rewrite and perform a scene from the novel 	 Other Evidence Comprehension quiz (2-3) Map project Geography and history quiz <i>Don Quijote</i> exam 	