

Wilson Area School District Planned Course Guide

Title of planned course: Spanish 4 Honors

Subject Area: Foreign Language

Grade Level: 11, 12

Course Description: Prerequisites: Spanish 1,2,3 or by Teacher Recommendation. At this level students become involved in extensive conversational practice dealing with everyday situations, contemporary problems and literary topics. Reading materials are diversified and writing skills are expanded. Cultural activities as well as individual research and study are part of the program.

Time/Credit for this Course: 1.0 Credits 1.2 Weight Factor

Curriculum Writing Committee: David DiVentura

Curriculum Map

August: Introduction

September:

Literature (Unamuno)

- Theme: Response to parental expectations

Grammar

- Review of all Tenses
- Introduction of Subjunctive Tenses (Present, Present Perfect)

October:

Literature :(Neruda)

- Theme: Coping with loss

Grammar

- Imperfect, present perfect, pluperfect
- Uses of Ser/Estar

Culture: Film “Hombre Mirando al Sudeste.”

- Comparing American vs. Foreign Films

November:

Literature: (Borges)

- Theme: Dreams vs. Reality
- Theme: Personal idiosyncrasies

Grammar

- 2 methods of Passive Voice
- Reflexive verbs
- Direct and Indirect objects
- Verbs that use indirect objects

December:

Literature: (Matute)

- Theme: Pivotal Childhood experiences

Grammar

- Review of Future, Future Perfect, Conditional, Conditional Perfect, se + indirect objects

Culture: Film:”Tacones Lejanos”

- Cultural activities

January:

Literature: (Marquez)

- Theme: The Real, Unreal and the Absurd

Grammar:

- Imperfect Subjunctive, Pluperfect Subjunctive

Midterm review and testing

February:

Literature :(Esquivel)

- Theme: Conflict Between the Generations

Grammar

- Commands
- Other uses of Subjunctive tenses

Culture: Film “Como Agua para Chocolate”

Literature: (Lorca)

- Theme: Superstitions

Grammar:

- Progressive Tenses
- Use of Por/Para

March:

Literature: (Allende)

- Theme: Extraordinary behavior

Grammar

- Words that are confused
- Use of lo + Adjective

Literature: (Llosa)

- Theme: Cultural Diversity and Tolerance

Grammar

- Verbs that take prepositions

Culture: Hispanic Artist Research/Project

April:

Grammar

- Possessive Adjectives and Pronouns
- Comparatives and Superlatives.

Culture

- Presentations of Art Project
- NYC Museum trip
- Film: “Mujeres al Borde de un Ataque de Corazon.”
- Theme: Stereotypes and Social Expectations

May:

Grammar

- Interrogative and Exclamatory words
- Demonstrative adjectives and pronouns

Culture

- Film: “El Mariachi”.
- Theme: Modern Perspectives

June:

Course review, Final Exams

Wilson Area School District Planned Course Materials

Course Title: Spanish 4

Textbook: Encuentros Maravillosos (Kantor),
Publisher: Pearson/Prentice Hall
2005
www.PHSchool.com

Supplemental Books: Literatura y Arte (Copeland)
Publisher: Holt, Reinhart, Winston)

Teacher Resources: Books:

Amsco Workbook (Levels 1-3)
Vox Spanish and English Dictionary
Barron's 501 Spanish Verbs
Galaria Hispanica
Bring the Standards for Foreign Language
To Life (Blaz)

Foreign Films:

Hombre Mirando a Sudeste
Tacones Lejanos
Mujeres al Borde de un Ataque de Nervios
Como Agua para Chocolate
El Mariachi

Websites:

www.studyspanish.com
www.uni.edu/becker/Spanish3.html
www.spanishgrammar.com

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Introduction and review of all tenses previously learned

Time frame: 8-10 Class Periods

State Standards: 12.1 D, 12.1 F

Essential content/objectives: At end of the unit, students will be able to use all tenses learned appropriately when speaking and writing as well as understand the tenses when listening or reading.

Core Activities: Students will complete/participate in the following: A complete written review of tenses. Students will work in groups to organize information of a particular tense and then present the formation and uses of the stated tense with all students in class.

Extensions: Work with exercises dealing individually with each tense.

Remediation:

- Additional exercises
- Teacher/peer tutoring
- Spanishgrammar.com

Instructional Methods:

- Overhead notes
- Project presentation (PowerPoint)
- Warm-ups
- Small group practice
- Teacher directed examples

Materials & Resources:

- Warm-ups
- PowerPoint
- Project presentations
- 501 Spanish Verb book

Assessments:

- Test
- Writing Assignment

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Present Subjunctive

Time frame: 12-14 Class Periods

State Standards: 12.1 D, 12.1F, 12.3 B, 12.3C

Essential content/objectives: At end of the unit, students will be able to correctly use the Present and Imperfect Subjunctive.

Core Activities: Students will complete/participate in the following:

- Define use and formation of 2 stated tenses
- Practice tenses through various exercises
- Read Unamuno story which contains the subjunctive tenses
- Vocabulary exercises

Extensions: Write essay on Parents' expectations using the Subjunctive.

Remediation:

- Teacher created worksheets
- Spanishgrammar.com

Instructional Methods:

- Overhead notes
- Chapter exercises
- Warm-up
- Individual practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Worksheets
- Book activities
- Test
- Quiz
- Essay

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Response to Parental Expectations (Unamuno)

Time frame: 5-7 classes

State Standards: 12.1B, 12.1C, 12.1D, 12.3B, 12.3C, 12.5C

Essential content/objectives: At end of the unit, students will be able to write, speak, read and listen concerning the theme of Parental Expectations while using specific vocabulary and grammar learned.

Core Activities: Students will complete/participate in the following

- Students will read an Unamuno excerpt
- Learn and use related vocabulary
- Do several vocabulary and grammar exercises
- Write a formal essay

Extensions: Read additional works by Unamuno

Remediation:

- Teacher, Peer Tutoring
- Additional Teacher created worksheets
- Spanishgrammar.com

Instructional Methods:

- Overhead notes
- Chapter exercises
- Warm-ups
- Individual practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Book exercises
- Quiz
- Test
- Essay

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Using a Foreign Language Dictionary

Time frame: 2 classes

State Standards: 12.1 A-E

Essential content/objectives: At end of the unit students will be able to correctly and efficiently use a Spanish/English dictionary.

Core Activities: Students will complete/participate in finding the most appropriate translation of English words while using the foreign language dictionary.

Extensions: Additional word choice selection while essay writing.

Remediation: Review and correction of errors on essay.

Instructional Methods:

- Teacher lecture
- Overhead notes
- Individual practice

Materials & Resources:

- Dictionary
- Paper

Assessments:

- Dictionary quiz

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: American vs. Foreign Films

Time frame: 8-9 days

State Standards: 12.1 C, 12.3C, 12.1F, 12.3A, 12.3C, 12.5C

Essential content/objectives: At end of the unit, students will be able to discuss/write the differences between an American Film and a foreign (Hispanic) film.

Core Activities: Students will complete/participate in the following:

- Students will list, study and internalize how foreign films differ from American films.
- Using the film Hombre Mirando al Sudeste students will watch, take notes, and discuss the film.

Extensions:

- Internet research on other ways foreign films differ from an American film
- Find the learned characteristics while watching a foreign film
- Take an essay test completely in Spanish to express their knowledge of the theme of the film as well as be able to discuss how films differ from one culture to another.

Remediation:

- Teacher/Peer tutoring

Instructional Methods:

- Teacher lecture
- Overhead notes
- Direct viewing of film

Materials & Resources:

- Overhead projector
- Notes
- TV
- Film

Assessments:

- Essay

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Coping with Loss (Unamuno)

Time frame: 3 classes

State Standards: 12.1B, 12.1C, 12.3C, 12.5C

Essential content/objectives: At end of the unit, students will be able to read and understand the Unamuno excerpt using related vocabulary.

Core Activities: Students will complete/participate in the following:

- Define and study related vocabulary
- Do vocabulary exercises
- Read Neruda's poem, "Un perro ha muerto"

Extensions:

- Investigate the author
- Review other works by Unamuno

Remediation: Additional Vocabulary exercises

Instructional Methods:

- Teacher notes/lecture
- Individual and group reading of the poem

Materials & Resources:

- Text
- Internet

Assessments:

- Vocabulary exercises
- Quiz.

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Grammar - Imperfect, Present Perfect, Pluperfect; Ser Vs Estar

Time frame: 7 classes

State Standards: 12.1D, 12.1E

Essential content/objectives: At end of the unit, students will be able to correctly and appropriately use the above tenses and grammar structures.

Core Activities: Students will complete/participate in oral and written practice of the grammar points using textbook exercises and writing.

Extensions: Using the grammar structure in essay writing and speaking

Remediation:

- Additional worksheets
- Internet

Instructional Methods:

- Teacher notes/lecture
- Individual and group practice

Materials & Resources:

- Teacher notes
- Text
- Worksheets

Assessments:

- Graded worksheets
- Quiz
- Essay writing

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Theme - Dreams vs. Reality (Borges)

Time frame: 3 classes

State Standards: 12.1B, 12.1C, 12.3C, 12.5C

Essential content/objectives: At end of the unit, students will be able to read and understand the Borges excerpt using newly learned vocabulary.

Core Activities: Students will complete/participate in the following:

- Define and study related vocabulary
- Do vocabulary exercises
- Read Borges' poem, "El Otro."

Extensions: Students may read more of the story by Borges

Remediation:

- Teacher/ Peer tutoring
- Internet exercises

Instructional Methods:

- Teacher notes/lecture
- Individual and group practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Vocabulary exercises
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Grammar - Review of Present and Preterit Indicative; 2 methods of Passive Voice.

Time frame: 6 classes

State Standards: 12.1D, 12.1E

Essential content/objectives: At end of the unit, students will be able to use the Present, Preterit and both methods of Passive Voice when writing, speaking, reading or listening

Core Activities: Students will complete/participate in the following:

- Oral and written practice of the grammar points using textbook exercises and writing.

Extensions: Students will find and identify the passive voice structure in provided literature.

Remediation:

- Teacher/ Peer tutoring
- Internet exercises

Instructional Methods:

- Teacher notes/lecture
- Individual and group work

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Worksheets
- Book exercises
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit Theme: Personal Idiosyncrasies (Cortázar)

Time frame: 3 classes

State Standards: 12.1B, 12.1C, 12.3C, 12.5C

Essential content/objectives: At end of the unit, students will be able to read and understand the Cortázar excerpt using newly learned vocabulary.

Core Activities: Students will complete/participate in the following:

- Define and study related vocabulary
- Do vocabulary exercises
- Read Cortazar's excerpt , "Viajes."

Extensions: Students will write an essay based on their own personal idiosyncrasies.

Remediation:

- Teacher/ Peer tutoring
- Internet exercises

Instructional Methods:

- Teacher notes/lecture
- Individual and group practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Vocabulary exercises
- Quiz.

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Grammar - Reflexive verbs, Direct and Indirect Objects and verbs that use indirect objects

Time frame: 9 classes

State Standards: 12.1D, 12.1E

Essential content/objectives: At end of the unit, students will be able to use and understand reflexive verbs, direct and indirect objects and verbs that use indirect objects when speaking, reading, listening or writing.

Core Activities: Students will complete/participate in the following:

- Oral and written practice of the grammar points using textbook exercises and writing.

Extensions: Students will use these grammar structures in a writing assignment.

Remediation:

- Teacher/ Peer tutoring
- Internet exercises

Instructional Methods:

- Teacher notes/lecture
- Individual and group work

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Worksheets
- Book exercises
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit Theme: Pivotal Childhood experiences (Matute)

Time frame: 2 classes

State Standards: 12.1B, 12.1C, 12.3C, 12.5C

Essential content/objectives: At end of the unit, students will be able to read and understand the Matute excerpt using newly learned vocabulary.

Core Activities: Students will complete/participate in the following:

- Define and study related vocabulary
- Do vocabulary exercises
- Read Matute's excerpt , "El niño al que se le murió el amigo."

Extensions: Students will read other works by Ana María Matute

Remediation:

- Teacher/ Peer tutoring
- Internet exercises

Instructional Methods:

- Teacher notes/lecture
- Individual and group practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Vocabulary exercises
- Quiz.

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Grammar - Future, Future Perfect, Conditional, Conditional Perfect, se+ indirect object.

Time frame: 5 classes

State Standards: 12.1D, 12.1E

Essential content/objectives: At end of the unit, students will be able to use the above mentioned tenses and structures while speaking, listening, writing and reading.

Core Activities: Students will complete/participate in the following:

- Oral and written practice of the grammar points using textbook exercises and writing.

Extensions: Students will use the tenses and structures while essay writing.

Remediation:

- Teacher/ Peer tutoring
- Internet exercises

Instructional Methods:

- Teacher notes/lecture
- Individual and group work

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Worksheets
- Book exercises
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit : Cultural Film - "Tacones Lejanos" (Almodóvar)

Time frame: 9- 12 classes

State Standards: 12.1 C, 12.1F, 12.3A, 12.3C, 12.5C

Essential content/objectives: At end of the unit, students will be able to discuss/write the theme of the film and know how foreign films differ culturally from American films.

Core Activities: Students will complete/participate in the following:

- Watch film
- Note taking
- Discuss the film

Extensions: Students will take an essay test completely in Spanish to express their knowledge of the theme of the film as well as be able to discuss how films differ from one culture to another.

Remediation:

- Teacher/Peer tutoring

Instructional Methods:

- Teacher lecture and notes
- Direct viewing of film

Materials & Resources:

- Teacher's notes
- Film
- TV
- Essay paper

Assessments:

- Essay exam

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit Theme: The real, unreal and the absurd (Marquez)

Time frame: 3 classes

State Standards: 12.1B, 12.1C, 12.3C, 12.5C

Essential content/objectives: At end of the unit, students will be able to read and understand the Marquez excerpt using newly learned vocabulary.

Core Activities: Students will complete/participate in the following:

- Define and study related vocabulary
- Do vocabulary exercises
- Read Marquez excerpt, “La peste del insomnia” from the work “Cien Años de Soledad”.

Extensions: Students will read other excerpts from “Cien Años de Soledad”.

Remediation:

- Teacher/Peer Tutoring

Instructional Methods:

- Teacher notes/lecture
- Individual and group practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Vocabulary exercises
- Quiz.

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Grammar: The Imperfect Subjunctive and Pluperfect Subjunctive

Time frame: 7 classes

State Standards: 12.1D, 12.1E

Essential content/objectives: At end of the unit, students will be able to correctly use the Imperfect Subjunctive and the Pluperfect Subjunctive while reading, writing, speaking and reading.

Core Activities: Students will complete/participate in the following:

- Oral and written practice of the grammar points using textbook exercises and writing.

Extensions: Students will read excerpts from “Una Crónica de una Muerte Anunciada”.

Remediation:

- Teacher/Peer Tutoring
- Spanishgrammar.com

Instructional Methods:

- Teacher notes/lecture
- Individual and group practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Textbook exercises
- Quiz
- Essay writing

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit Theme - Conflict Between the Generations (Esquivel)

Time frame: 3 classes

State Standards: 12.1B, 12.1C, 12.3C, 12.5C

Essential content/objectives: At end of the unit, students will be able to read and understand the Esquivel excerpt using newly learned vocabulary.

Core Activities: Students will complete/participate in the following:

- Define and study related vocabulary
- Do vocabulary exercises
- Read the Esquivel excerpt

Extensions: Students will read additional excerpts by Esquivel

Remediation:

- Teacher/Peer tutoring

Instructional Methods:

- Teacher notes/lecture
- Individual and group practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Vocabulary exercises
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Grammar - Commands, Other uses of the Subjunctive

Time frame: 7 classes

State Standards: 12.1D, 12.1E

Essential content/objectives: At end of the unit, students will be able to correctly use Commands and special uses of the Subjunctive tenses while reading, writing, speaking and listening.

Core Activities: Students will complete/participate in the following:

- Oral and written practice of the grammar points using textbook exercises and writing.

Extensions: Additional internet practice

Remediation:

- Teacher/Peer tutoring
- Internet

Instructional Methods:

- Teacher notes/lecture
- Individual and group practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Worksheets
- Book exercises
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Culture - Film "Como Agua para Chocolate"

Time frame: 9 classes

State Standards: 12.1 C, 12.1F, 12.3A, 12.3C, 12.5C

Essential content/objectives: At end of the unit, students will be able to discuss/write the theme of the film and know how foreign films differ culturally from American films.

Core Activities: Students will complete/participate in the following:

- Watch film
- Take notes
- Discuss the film

Extensions: Students will take an essay exam based on the film.

Remediation:

- Teacher/Peer tutoring

Instructional Methods:

- Teacher lecture and notes
- Direct viewing of film

Materials & Resources:

- Teacher's notes
- Film
- TV
- Essay paper

Assessments:

- Essay exam

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Theme - Superstitions (Lorca)

Time frame: 3 classes

State Standards: 12.1B, 12.1C, 12.3C, 12.5C

Essential content/objectives: At end of the unit, students will be able to: Using newly learned vocabulary, students will read and understand the Lorca excerpt.

Core Activities: Students will complete/participate in the following:

- Define and study related vocabulary
- Do vocabulary exercises
- Read Lorca excerpt, "Romance de la luna, luna" from the work "Obras Completas".

Extensions: Students will read additional works by Lorca

Remediation:

- Teacher/ Peer tutoring
- Internet

Instructional Methods:

- Teacher notes/lecture
- Individual and group practice

Materials & Resources:

- Text
- Teacher's notes

Assessment :

- Vocabulary exercises
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Grammar Progressive Tenses, use of Por/Para

Time frame: 6 classes

State Standards: 12.1D, 12.1E

Essential content/objectives: At end of the unit, students will be able to correctly use the progressive tenses and por/para while reading, writing, speaking and listening.

Core Activities: Students will complete/participate in the following:

- Oral and written practice of the grammar points using textbook exercises and writing.

Extensions: Students will use the tenses and structures while essay writing.

Remediation:

- Teacher/Peer tutoring
- Spanishgrammar.com

Instructional Methods:

- Teacher notes/lecture
- Individual and group practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Worksheets
- Book exercises
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Hispanic Art Project

Time frame: 8 classes

State Standards: 12.1F, 12.3A, 12.3C, 12.5A, 12.5C

Essential content/objectives: At end of the unit, students will be able to identify artists' works and artists' styles of painting, as well as knowing specific cultural information about each individual artist.

Core Activities: Students will complete/participate in the following:

- Research project on an Hispanic artist
- Present the information to the class by means of a power point presentation

Extensions: Students will also read articles and see short video clips of the artists studied.

Remediation:

- Teacher/Peer tutoring
- Internet

Instructional Methods:

- Individual investigations
- Teacher's notes

Materials & Resources:

- Library resources
- Classroom references
- Internet

Assessments:

- Graded power point presentation
- Museum activity sheet
- Exam

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Theme - Extraordinary Behavior (Allende)

Time frame: 3 classes

State Standards: 12.1B, 12.1C, 12.3C, 12.5C

Essential content/objectives: At end of the unit, students will be able to read and understand the Allende excerpt using newly learned vocabulary.

Core Activities: Students will complete/participate in the following:

- Define and study related vocabulary
- Do vocabulary exercises
- Read Allende excerpt , “La Casa de los Espiritus”.

Extensions: Students will read other excerpts from the novel, La Casa de los Espiritus”.

Remediation:

- Teacher/ Peer tutoring
- Internet

Instructional Methods:

- Teacher notes/lecture
- Individual and group practice

Materials & Resources:

- Text
- Teacher’s notes

Assessments:

- Vocabulary exercises
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Grammar: Confusing words, Use of lo +Adjective

Time frame: 3 classes

State Standards: 12.1D, 12.1E

Essential content/objectives: At end of the unit, students will be able to correctly use the grammar points listed above.

Core Activities: Students will complete/participate in the following:

- Oral and written practice of the grammar points using textbook exercises and writing.

Extensions: Students will use the words and structure while essay writing.

Remediation:

- Teacher/Peer tutoring
- Spanishgrammar.com

Instructional Methods:

- Teacher notes/lecture
- Individual and group practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Worksheets
- Book exercises
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Theme - Cultural Diversity and Tolerance (Llosa)

Time frame: 3 classes

State Standards: 12.1B, 12.1C, 12.3C, 12.5C

Essential content/objectives: At end of the unit, students will be able to read and understand the Llosa excerpt using newly learned vocabulary.

Core Activities: Students will complete/participate in the following:

- Define and study related vocabulary
- Do vocabulary exercises
- Read the Llosa excerpt , “El Hablador”.

Extensions: Students will read additional excerpts from “El Hablador”.

Remediation:

- Teacher/Peer tutoring
- Spanishgrammar.com

Instructional Methods:

- Teacher notes/lecture
- Individual and group practice

Materials & Resources:

- Text
- Teacher’s notes

Assessments:

- Vocabulary exercises
- Quiz.

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Grammar - Verbs that take a preposition

Time frame: 3 classes

State Standards: 12.1D, 12.1E

Essential content/objectives: At end of the unit, students will be able to correctly use the grammar point listed above.

Core Activities: Students will complete/participate in the following:

- Oral and written practice of the grammar points using textbook exercises and writing.

Extensions: Students will use the words and structure while essay writing.

Remediation:

- Teacher/Peer tutoring
- Spanishgrammar.com

Instructional Methods:

- Teacher notes/lecture
- Individual and group practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Worksheets
- Book exercises
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Presentation of Power point Hispanic Art Project and then essay exam on Hispanic Art.

Time frame: 8-10 classes

State Standards: 12.1B, 12.1C, 12.1D, 12.1F, 12.3A, 12.3D, 12.5D, 12.5E

Essential content/objectives: At end of the unit, students will be able to present information in Spanish about the artist studied and will have basic knowledge of all artists studied.

Core Activities: Students will complete/participate in the following:

- Create and present in Spanish information about a Hispanic artist while using a power point program
- Take a major essay exam that deals with the artists
- Attend a school-sponsored museum trip where authentic works will be investigated.

Extensions: Essay test and museum trip

Remediation:

- Teacher/Peer tutoring
- Internet sites

Instructional Methods:

- Teacher instruction
- Individual investigation

Materials & Resources:

- Teacher notes
- Overhead projector
- Library sources

Assessments:

- Art exam
- Power point presentation

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Culture - Film Mujeres al Borde de un Ataque de Nervios

Time frame: 7-8 classes

State Standards: 12.1 C, 12.1F, 12.3A, 12.3C, 12.5C

Essential content/objectives: At end of the unit, students will be able to discuss/write the theme of the film and know how foreign films differ culturally from American films.

Core Activities: Students will complete/participate in the following:

- Watch film
- Take notes
- Discuss the film

Extensions: Students will take essay exam based on the film

Remediation:

- Teacher/Peer tutoring

Instructional Methods:

- Teacher lecture and notes
- Direct viewing of film

Materials & Resources:

- Teacher's notes
- Film
- TV

Assessments:

- Essay exam

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Theme - Stereotypes and Social Expectations (various authors)

Time frame: 3 classes

State Standards: 12.1B, 12.1C, 12.3C, 12.5C

Essential content/objectives: At end of the unit, students will be able to read and understand the excerpts presented using newly learned vocabulary.

Core Activities: Students will complete/participate in the following:

- Define and study related vocabulary
- Do vocabulary exercises
- Read the excerpts

Extensions: Additional readings of authors presented

Remediation:

- Teacher/Peer tutoring

Instructional Methods:

- Teacher notes/lecture
- Individual and group practice

Materials & Resources:

- Text
- Teacher's notes

Assessments:

- Vocabulary exercises
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Grammar - Possessive Adjectives and Pronouns, Comparatives and Superlatives

Time frame: 5 classes

State Standards: 12.1D, 12.1E

Essential content/objectives: At end of the unit, students will be able to correctly use the aforementioned grammar concepts when speaking, writing, listening and reading.

Core Activities: Students will complete/participate in the following:

- Oral and written practice of the grammar points using textbook exercises and writing.

Extensions: Students will use the words and structure while essay writing.

Remediation:

- Teacher/Peer tutoring
- Spanishgrammar.com

Instructional Methods:

- Teacher's note
- Individual and group practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Worksheets
- Book exercises
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit Theme - Modern Perspectives (varies authors)

Time frame: 3 classes

State Standards: 12.1B, 12.1C, 12.3C, 12.5C

Essential content/objectives: At end of the unit, students will be able to read and understand the excerpts presented using newly learned vocabulary.

Core Activities: Students will complete/participate in the following:

- Define and study related vocabulary
- Do vocabulary exercises
- Read the excerpts.

Extensions: Students will read additional works by the authors presented

Remediation:

- Teacher/Peer tutoring
- Internet

Instructional Methods:

- Teacher notes/lecture
- Individual and group practice

Materials & Resources:

- Text
- Teacher's notes

Assessments:

- Vocabulary exercises
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Grammar - Interrogative and Exclamatory words, Demonstrative adjectives and pronouns.

Time frame: 5 classes

State Standards: 12.1D, 12.1E

Essential content/objectives: At end of the unit, students will be able to correctly use the aforementioned grammar concepts when speaking, writing, listening and reading.

Core Activities: Students will complete/participate in the following:

- Oral and written practice of the grammar points using textbook exercises and writing.

Extensions: Students will use the words and structure while essay writing.

Remediation:

- Teacher/Peer tutoring
- Spanishgrammar.com

Instructional Methods:

- Teacher's note
- Individual and group practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Worksheets
- Book exercises
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 4 Honors

Unit: Culture - Film "El Mariachi"

Time frame: 4 classes

State Standards: 12.1 C, 12.1F, 12.3A, 12.3C, 12.5C

Essential content/objectives: At end of the unit, students will be able to discuss/write the theme of the film and know how foreign films differ culturally from American films.

Core Activities: Students will complete/participate in the following:

- Watch film
- Take notes
- Discuss the film

Extensions: Students will discuss how and why this film differs from others seen this year.

Remediation:

- Teacher/Peer tutoring

Instructional Methods:

- Teacher lecture
- Direct viewing of film

Materials & Resources:

- Teacher's notes
- Film
- TV

Assessments:

- Essay exam