



# School District of Marshfield Course Syllabus

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**Course Name: Spanish IV and Spanish IV Honors**

**Length of Course: 1 Year**

**Credit: 1 Credit**

## Program Goal(s):

Cultivate globally aware students through the development of learning pathways to allow students to acquire linguistic and cultural competencies based on Wisconsin state standards through program design, curriculum, assessments, and teacher effectiveness.

## Course Description:

**Spanish IV:** Students will continue to strengthen communication skills (speaking, reading, writing, listening). Students will use critical thinking to perform tasks related to the Spanish language and Hispanic culture. Students will gain fluency to help them function in a Spanish speaking country. Students will read a variety of authentic selections from short stories to essays. Students will explore the culture of a variety of Spanish speaking countries. Spanish IV has designed activities to target instruction at a slower pace than Spanish IV Honors.

**Spanish IV Honors:** Students will strengthen conversational skills while working at a more advanced level. Students will improve reading, writing and listening skills along with using critical thinking skills to perform tasks related to the Spanish language and Hispanic culture. Along with these skills, students will gain fluency to help them function in a Spanish speaking country. As part of the reading selections, students will read authentic selections which include short stories and essays. As always, an important part of a foreign language is the culture as such, students compare and contrast cultural activities and attitudes. Students are expected to speak only Spanish in class. The majority of class is conducted in Spanish. Many pre-AP activities are included to introduce students to higher level thought processes in the language

**Note:** *Spanish IV and Spanish IV Honors contain the same standards, however, the activities and assessment requirements differ. Regular classes use an "on-level" assessment, whereas honors classes use a "pre-AP" assessment. Honors classes delve deeper into grammar usage. The students are able to go through the curriculum at a quicker pace allowing for differentiated activities.*

## Standards:

### *Wisconsin Model Academic Standards for Foreign Languages*

|                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>COMMUNICATION</b></p> <p><b>Standard A: Interpersonal: Conversation</b><br/>Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.</p> <p>A.1., A.2., A.3., A.4., A.5.</p> | <p><b>A.1. Conversations:</b> Students will discuss and defend an opinion on selected topics from the local to the international level</p> <p><b>A.2. Questions:</b> Students will ask and answer a variety of questions that require elaboration</p> <p><b>A.3. Opinions:</b> Students will defend personal preferences, feelings, and opinions</p> <p><b>A.4. Problem-solving:</b> Students will discuss options and negotiate to solve a problem</p> <p><b>A.5. Comprehension:</b> Students will ask for clarification and be able to paraphrase to ensure understanding</p> |
| <p><b>Standard B: Interpretive: Listening and Reading</b><br/>Students will understand and interpret a language other than their own in its written and spoken form on a variety of topics.</p> <p>B.1., B.2., B.3., B.4., B.5.</p>                                                       | <p><b>B.1. Listening:</b> Students will understand spoken language on a wide variety of topics</p> <p><b>B.2. Listening:</b> Students will comprehend the main idea and supporting ideas of oral presentations and authentic spoken materials</p> <p><b>B.3. Reading:</b> Students will understand written materials on a variety of topics and in a variety of formats</p> <p><b>B.4. Reading:</b> Students will comprehend the main idea and supporting ideas, and make inferences in a wide variety of authentic written materials</p>                                       |
| <p><b>Standard C: Presentational: Speaking and Writing</b><br/>Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.</p> <p>C.1., C.2., C.3., C.4., C.5.</p>                           | <p><b>C.1. Oral presentations:</b> Students will present student-created works</p> <p><b>C.2. Speeches:</b> Students will write and present a speech on a topic that has been researched</p> <p><b>C.3. Directions:</b> Students will give a series of detailed instructions to someone with suggestions in how best to complete the task</p> <p><b>C.4. Recounting events:</b> Students will recount story with a variety of details and descriptions</p> <p><b>C.5. Forms of writing:</b> Students will write formal compositions.</p>                                        |

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| <p><b>CULTURE</b><br/> <b>Standard D: Practices</b><br/> <b>Students will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.</b></p> <p><b>D.1., D.2., D.3., D.4.</b></p> | <p><b>D.1. Patterns of interaction: Students will interact in a variety of cultural contexts (formal/informal, social/work) with sensitivity and respect</b></p> <p><b>D.2. Cultural activities: Students will examine the role and importance of various social activities within the cultures studied (such as religious celebrations, historical events, rites of passage)</b></p> <p><b>D.3. Beliefs and attitudes: Students will discuss and compare beliefs and attitudes within the cultures studied and their own in relation to home, school, community and nation</b></p> <p><b>D.4. Historical influences: Students will exhibit broader and deeper knowledge of historical and philosophical backgrounds that explain patterns of interaction</b></p> |
| <p><b>Standard E: Products</b><br/> <b>Students will demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.</b></p> <p><b>E.1., E.3., E.4.</b></p>                             | <p><b>E.1. Objects and symbols: Students will connect objects and symbols of other cultures to the underlying beliefs and perspectives</b></p> <p><b>E.3. Mutual influences: Students will explain the impact of a culture's views on what is happening and could happen in the world today</b></p> <p><b>E.4. Geography: Students will explain the impact of the target country's geography on the people's beliefs, perspectives, and attitudes</b></p>                                                                                                                                                                                                                                                                                                         |
| <p><b>CONNECTIONS</b><br/> <b>Standard F: Across Disciplines</b><br/> <b>Students will reinforce and further their knowledge of other disciplines through a language other than English.</b></p> <p><b>F.1., F.2., F.3.</b></p>         | <p><b>F.1. Speaking and writing: Students will use topics and skills from other school subjects to discuss and/or write in the language studied</b></p> <p><b>F.2. Reading and listening: Students will read material, listen to and/or watch programs in the language studies on topics from other classes</b></p> <p><b>F.3. Accessing resources: Students will access resources in the language studied on topics being discussed or researched in other classes</b></p>                                                                                                                                                                                                                                                                                       |

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| <p><b>Standard G: Added Perspective</b><br/>Students will acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.</p> <p><b>G.1., G.2.</b></p>                      | <p><b>G.1. Popular media:</b> Students will read, view, listen to, and talk about subjects contained in popular media from other countries in order to gain a perspective on other cultures</p> <p><b>G.2. Accessing resources:</b> Students will access information in the language studied in order to gain greater insight about other cultures and/or their own</p>                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>COMPARISONS</b><br/><b>Standard H: Language</b><br/>Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p><b>H.1., H.2., H.3., H.4., H.5.</b></p> | <p><b>H.1. Structures:</b> Students will identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning</p> <p><b>H.2. Idioms:</b> Students will identify expressions that cannot be translated word for word in order to derive meaning</p> <p><b>H.3. Translation:</b> Students will identify words and expressions that have no equivalent in another language</p> <p><b>H.4. Cultural characteristics:</b> Students will identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language</p> <p><b>H.5. Phonetics:</b> Students will compare the sound-symbol association of English to that of the language studied</p> |
| <p><b>Standard I: Culture</b><br/>Students will demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>I.1., I.2., I.3.</b></p>                                     | <p><b>I.1. Cultural variations:</b> Students will discuss the meaning of perspectives, products, and practices in different cultures</p> <p><b>I.2. Comparisons:</b> Students will compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures</p> <p><b>I.3. Characteristics of culture:</b> Students will understand the concept of culture as they compare other cultures to their own</p>                                                                                                                                                                                                                                                                                         |
| <p><b>COMMUNITIES</b><br/><b>Standard J: Practical Applications</b><br/>Students will use the language both within and beyond the school setting.</p> <p><b>J.1., J.2.</b></p>                                                        | <p><b>J.1. Service:</b> Students may provide service to their school and community through such activities as tutoring, teaching</p> <p><b>J.2. Outreach:</b> Students will participate in activities where the ability to communicate in a second language may be beneficial, including business internships, exchange programs, and sister city projects</p>                                                                                                                                                                                                                                                                                                                                                                             |

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| <p><b>Standard K: Personal Enrichment</b><br/>Students will show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> <p><b>K.1., K.2., K.3., K.4.</b></p> | <p><b>K.1. Media:</b> Students will use various media in the language studied for study, work, or pleasure</p> <p><b>K.2. Careers:</b> Students will investigate careers where skills in another language and/or cross-cultural understanding are needed</p> <p><b>K.3. Understanding:</b> Students will deepen their understanding of other cultures through various avenues; such as cuisine, sports, theatre, dance, and art</p> <p><b>K.4. Further learning:</b> Students will look for opportunities to learn more about languages and cultures</p> |
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**Key Vocabulary:**

|                |              |               |              |
|----------------|--------------|---------------|--------------|
| Entregar       | Adjetivos    | Verbo         | Subjuntivo   |
| Entregar       | Adjetivos    | Género/número | Indicativo   |
| Sustantivo     | Concordancia | Según         | Por/para     |
| Gente          | Además       | Demasiado     | Bastante     |
| Question words | Palabra      | Tal vez       | Mandato      |
| Lugar          | Infinitivo   | Claro         | Claro que sí |
| Entonces       | Por supuesto | Tiempo verbal | Ojalá        |
| Como no        | Claro que no | Adelante      |              |

**Topics/Content Outline- Units and Themes:**

**Quarter 1:** Environment and Social Responsibility (Related Vocabulary, Future Tense)  
Por/Para

**Quarter 2:** Heroes and Communities (Vocab: Professions, Heroes, Descriptions;  
Subjunctive, Famous Hispanics, Technology) Caribbean

**Quarter 3:** In the city and in the country (Related Vocabulary, Perfect Tense, Travel) Spain

**Quarter 4:** Future plans and New Beginnings (Planning for the Future, Graduation,  
College) Colombia and Venezuela

**Primary Resource(s):**

- Vista Higher Learning. *Descubre* (2017) L3 Student Edition.
- Vista Higher Learning. *Descubre* (2017) L3 Supersite Plus vText Online.

