

# Spanish 4

**Instructors:**

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Students enrolled in this level will read well-known works of Spanish and Latin American literature. Emphasis will be on self-expression in the Spanish language in written and oral communication. Students will also investigate topics in Spanish culture and history. Classes will be conducted mostly in Spanish.

**Graduation Standards** (the number of the standard is referenced in the performance indicators listed in each unit):

Standard 1: Students engage in conversation and informal written correspondence on a variety of topics.  
 Standard 2: Students understand and interpret written and spoken language on a variety of topics.  
 Standard 3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.  
 Standard 4: Students compare the nature of language and the culture(s) of the target language and their own.  
 Students 5: Students encounter and use the language both in and beyond the classroom for personal enjoyment and life-long learning.

<b>Unit 1</b>	<b>Introducción a la literatura</b>
Summary	<b>Students learn about the geography of Spain and begin to read examples of Hispanic literature.</b>
Performance Indicators Assessed in Unit	Students will be able to: converse on personal topics. read for understanding. discuss reading assignments. use adjectives to intensify descriptive passages use adverbs to add depth and clarity to statements
<b>Unit 2</b>	<b>De como la tía Lola vino de visita</b>
Summary	<b>Students learn about Dominican culture and the experiences of immigrants into the American culture.</b>
Performance Indicators Assessed in Unit	Students will be able to: converse on personal topics. read for understanding. discuss reading assignments. use possessive indicators, both short and long. use the present subjunctive use commands Students will know: practices and products common in the Dominican culture
<b>Unit 3</b>	<b>Como agua para chocolate</b>
Summary	<b>Students learn about the conflicts within families and about personal passions and their implications for family relations. They will read Como agua para chocolate (Laura Esquivel). They will connect these readings to the themes of families and communities and personal and public identities.</b>
Performance Indicators Assessed in Unit	Students will know... about the culture of Mexico, in particular history, foods and celebrations. about the importance the role women played in early 20 <sup>th</sup> century Mexico. Students will be able to ... converse on personal topics. read for understanding.

	<p>discuss reading assignments.  present information about historic events and characters.  use the preterit and imperfect to recount past events and on-going historic situations</p>
<b>Unit 4</b>	<b>Gabriel García Márquez - <i>El coronel no tiene quien le escriba</i></b>
Summary	<b>Students learn about El boom and its leader, Gabriel García Marquez and read one of his works, <i>El coronel no tiene quien le escriba</i>.</b>
Performance Indicators Assessed in Unit	<p>Students will be able to:  converse on personal topics.  read for understanding.  discuss reading assignments.  use relative pronouns to form complex sentences.  correctly use the verbs ser and estar.  Students will know:  vocabulary to discuss readings (students' choice).  history and philosophy of Colombian culture as reflected in the works of a leading literary figure.</p>
<b>Unit 5</b>	<b>La poesía</b>
Summary	<b>Students read and interpret selected works of Hispanic poetry from several historic periods and several thematic topics.</b>
Performance Indicators Assessed in Unit	<p>Students will know...  examples of poetry from several Hispanic countries and through several time periods.  Students will be able to ...  converse on personal topics.  read for understanding.  present information in Spanish.  use the passive voice.  use the present perfect tense.  recognize and use the personal a.</p>
<b>Unit 6</b>	<b>Jorge Luis Borges</b>
Summary	<b>Students learn about the life, literature and philosophy of Jorge Luis Borges.</b>
Performance Indicators Assessed in Unit	<p>Students will be able to:  converse on personal topics.  read for understanding.  discuss reading assignments.  use the pluperfect tense to recount a past event prior to another past event.  use the present perfect subjunctive.  use demonstrative adjectives to point out items.  make comparative and superlative statements.  Students will know:  the personal history of Jorge Luis Borges.</p>
<b>Unit 7</b>	<b>Ernesto Sábato - <i>El túnel</i></b>
Summary	<b>Students learn about the literature and philosophy of the Existentialist movement.</b>
Performance Indicators Assessed in Unit	<p>Students will be able to:  converse on personal topics.  read for understanding.  discuss reading assignments.  use the future tense.  use the conditional tense.  use the future and conditional perfect tenses.  Students will know the personal history of Ernesto Sábato and how his experiences are reflected in his literature.</p>

## **Summative Assessments Retake**

- Students have the opportunity to retake summative assessments on which they scored below 75.
- The student must submit a retake form to the teacher within five (5) days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

## **Grading of Formative Assessments**

- Formative assessments will count 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.