

Spanish 3-4

Instructors:

Janice Clain
Room 115
janice.clain@schools.hermon.net

Students enrolled in Spanish 3-4 will continue to refine and expand communication skills learned in previous levels of study in the language by studying topics in Hispanic culture. Students will study the history, culture and political situations in several Hispanic countries and the impact of those situations on US culture and social institutions. Students will read selected works from Hispanic literature, both contemporary and historic. Students will be asked to write and converse on a variety of topics.

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.
Standard 5: Students encounter and use the language both in and beyond the classroom for personal enjoyment and life-long learning.

Unit 1 Latin America: conflicts and resolutions

Summary **Students will investigate the history, current cultural and political situations in several Latin American countries. They will read a variety of materials taken from on-line and print sources. Emphasis will be on the ties between those countries and the US, either historic or contemporary.**

Performance Indicators Students will be able to:
Assessed read for understanding from on-line and print materials.
in Unit converse on topics related to their reading.
will be able to express their own ideas in the language using the present tense, present perfect, preterit and imperfect and subjunctive mood
Students will know:
history, contemporary cultural and political situations in Venezuela, El Salvador, Honduras, Guatemala, Argentina, Colombia, Costa Rica and Mexico.

Unit 2 Literatura mexicana – Batallas en el desierto

Summary **Students read examples of essays and short stories by Mexican authors, including *Las batallas en el desierto* (José Emilio Pacheco).**

Performance Indicators Students will be able to:
Assessed read for understanding.
in Unit discuss reading assignments.
form commands for tú, Ud. and Uds.
Students will know:
history and philosophy of Mexican culture as reflected in several short pieces of fiction and non-fiction.

Unit 3 La historia de España hasta el siglo 17

Summary **Students investigate highlights of Spanish history to the beginnings of the classical period (Golden Age).**

Performance Students will know...

Indicators general geographic locations in Spain.

Assessed names and basic facts about Roman settlements in Spain and the influence of Roman culture on
in Unit contemporary language and culture.

names and basic facts about post Roman historical events and national historic figures.

names and basic facts related to the arabic / moorish invasion and occupation of Spain.

the importance of the medieval pilgrimage routes through Spain.

names and basic facts related to the Golden Age of exploration and literary heritage

Students will be able to ...

converse on personal topics.

read for understanding.

discuss reading assignments.

present information about historic events and characters.

use adjectives, personal pronouns and relative pronouns

Unit 4 La historia de España de los siglos 18 y 19

Summary **Students learn about historical events and practices leading up to the 20th century.**

Performance Students will know...

Indicators names and basic facts regarding the history of Spain in the 18th and 19th centuries

Assessed Students will be able to ...

in Unit converse on personal topics.

read for understanding.

use the passive voice

Unit 5 *El sombrero de tres picos*

Summary **Students read an example of classical Spanish literature, learn about the history of Spain and use Spanish to analyze and discuss human psychology and relationships.**

Performance Students will be able to:

Indicators converse on personal topics.

Assessed read for understanding.

in Unit discuss reading assignments.

differentiate between por and para

Students will know:

how political history and literary movements are reflected in the novel *El sombrero de tres picos*.

Unit 6 20th century Spain

Summary **Students will learn about the historical events and literary / artistic movements of 20th century Spain, including the civil war and Franco regime.**

Performance Students will be able to:

Indicators converse on personal topics.

Assessed read for understanding.

in Unit discuss reading assignments.

use the future and conditional tenses.

Students will know:

the impact of the Spanish civil war on cultural institutions, literature and art in the mid 20th century

the role American and other European literary and artistic figures played in the Spanish civil war

Unit 7 Contemporary Spain

Summary **Students will use on-line materials to examine the current political, economic and cultural climate in Spain. They will concentrate on the following topics: separatist movements, migrants, ecology, tourism and architecture.**

Performance Students will be able to:

Indicators converse on personal topics.

Assessed read for understanding.
 in Unit discuss reading assignments.
 use demonstrative adjectives and pronouns
 form comparative and superlative statements.
 Students will know:
 how the separatism, cultural and historical uniqueness and immigration, impact the current economy
 and ecology in Spain

Unit 8 Jorge Luis Borges

Summary **Students learn about the life, literature and philosophy of Jorge Luis Borges.**

Performance Students will be able to:
 Indicators converse on personal topics.
 Assessed read for understanding.
 in Unit discuss reading assignments.
 use the various tenses of the subjunctive
 Students will know the personal history of Jorge Luis Borges.

Unit 9 Ernesto Sábato - *El túnel*

Summary **Students learn about the literature and philosophy of the Existentialist movement.**

Performance Students will be able to:
 Indicators converse on personal topics.
 Assessed read for understanding.
 in Unit discuss reading assignments.
 use verbs that require an indirect object pronoun.
 Students will know the personal history of Ernesto Sábato and how his experiences are reflected in his literature.

Summative Assessments Retake

Students have the opportunity to retake summative assessments.
 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.