

Español IV/V
Course Plan for 2008/2009
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Student and teacher effort in learning Spanish is focused on the development of proficiency in the four skill areas; listening, speaking, reading and writing, and in cultural awareness. Following are the Helena School District #1 goals and standards of student learning in Spanish IV or V.

COMMUNICATION

GOAL ONE: COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH

Standard 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

GOAL TWO: GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES

Standard 2.1 Students demonstrate knowledge and understanding of the traditions, ideas and perspectives, the literary and artistic expressions, and other components of the cultures being studied.

CONNECTIONS

GOAL THREE: CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS

GOAL FOUR: DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE & CULTURE

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2 Students demonstrate understanding of the concept of cultures through comparisons of the cultures studied and their own.

COMMUNITIES

GOAL FIVE: PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

Standard 5.1 Students use the language both within and beyond the school setting.

Standard 5.2 Students show evidences of becoming life-long learners by using the language for personal enjoyment and enrichment.

Curricular Materials

Ven Conmigo – Nuevas Vistas, Holt Rinehart and Winston, 2003

Various Readers in Spanish or dealing with Hispanic Culture

Media Presentations or Realia Materials that are in Spanish or deal with Hispanic Culture such as Novels, Newspapers, Magazines, Movies, Documentaries and Slide Presentations

All class-related activities, including assessment, are intended to increase fluency and self-confidence in listening, reading, speaking and writing skills. Students at this level are able to interact and communicate with most native Spanish speakers, instead of relying on a native Spanish speaker who is accustomed to interacting with non-native speakers.

Curricular emphasis is on vocabulary building, idioms, fluency and fluidity in handling the language, and naturalness of expression. Students will listen to lectures, poems, narratives, songs and view feature films in Spanish. They will read and react orally or in writing to articles on a wide range of topics and vocabulary. Students will summarize stories, describe themes and techniques, and express their opinions and ideas. **Only Spanish is spoken in this course.**

Advancement depends principally on the individual student's efforts. The key variables in successful student progress are attitude, motivation and practice. Students need to take an active role in their learning. Students are expected to ***practice their Spanish out-of-class at every opportunity.*** This means watching movies in Spanish and conversing with other Spanish speakers or their classmates that they may meet in various venues in and out of school.

Student assessment consists of meeting teacher or student-teacher pre-established criteria for various evaluative activities. These include paper/pencil tests of discrete point items, writing essays and other assignments, research projects, individual oral presentations to the class, group situational conversations and conversational dialogues or discussions. These may be in the form of daily assignments, quarterly or semester projects, videotaping, audio taping, and in out-of-class written or oral quizzes and tests; announced and unannounced.

The **grading scale** is as follows:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

Each student has a copy of assessment criteria that describe student performance or the grades earned by the student in Spanish IV or V.

Class Rules

Students are expected to:

- Come to class with all necessary materials (including a three-ring binder, notepaper, and completed homework) Students at these levels may want to purchase their own Spanish/English dictionaries.
- Show thoughtfulness and common courtesy in your relationships with your teacher and fellow classmates
- Speak Spanish as much as possible and participate fully in all class activities
- Make up absences by scheduling an informal meeting with the instructor or placing a telephone call to the instructor to discuss the absence.
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Enduring Understandings – Lifetime Goals

- Language connects people.
- Knowing diverse cultures cultivates an understanding and appreciation of the world. Language and culture are inextricably linked.
- Language requires you to solve problems.
- Learning a second language will open doors for you both professionally and personally.
- The main goal is effective communication not word-for-word translation.
- Speaking is not the only form of communication.
- Learning a language is an on-going process and refinement comes from practice.
- Accuracy is the result of experience (deliberate speaking and listening) and self-reflection.
- Conversations are more than questions and answers.
- You are judged by what you say and how you say it.

Essential Questions - Important to Know and Be Able to Do

- **Why learn another language?**
 - What are my motivations and expectations about learning another language?
 - How will learning a language enhance my life?
- **What is communication?**
 - In what ways do languages convey meaning?
 - Why don't I have to translate everything?
 - How does language change in different situations?
 - What strategies can I use to communicate more effectively?
 - What can I do when I do not have the words to say what I am thinking?
 - How do I keep a conversation going?
 - What are the benefits of taking a chance in language?...the risks?
 - What mistakes are worth making?
 - How would communication be different (or limited) without tenses?
- **What is culture?**
 - How can I explore other cultures without stereotyping?
 - How does language shape culture? How does culture shape language?
 - How are language and culture linked?
 - How can I enhance my connections with people through language?
 - What can I learn about my own language and culture from the study of others?
- **How do you learn Spanish?**
 - What language learning skills do I already have?
 - How can I use my existing communication skills to learn a new language?
 - What are different language learning styles?
 - What strategies and resources will help me learn another language?
 - What qualities do I need to learn a second language?
 - How do I express complex ideas using simple terms?
 - How do I figure out meaning when words are not understood?
 - What do I do when I am stuck?
 - What do I hear when I listen?

TOPICS – Español IV/V Curricular Units and Lesson Plans

1. **Fábulas y Leyendas**

- ¿Por qué se debe conocer mitos, cuentos populares y leyendas?
- ¿Cuál es su contribución a la cultura y a la vida de la sociedad o los individuos?

2. **El Turismo – Viajar, Ser Buen Turista En Países Extranjeros**

- ¿Por qué se viaja?
- ¿Cuáles actitudes soportan la experiencia?
- ¿Cómo debo comportarme viajando por un país extranjero?
- ¿Qué significa <ser buen turista?>

3. **El Ocio - Expresarse Por La Historia, La Literatura y La Cultura**

- ¿Qué es el arte?
- ¿Cómo se conoce la historia y la gente por el arte y la literatura?
- ¿Cómo se expresó y se expresa la gente por los artes?
- ¿Cuál influencia tienen las perspectivas culturales sobre relaciones entre países y gentes?
- ¿Cuáles impactos ocurren en una fusión de culturas?

4. **El Próximo y Yo – Relaciones Personales y Inmigración**

- ¿Cómo se lleva con los demás?
- ¿Hay diferencias en relaciones personales entre las que tienen los hispanos y las que tienen los estadounidenses?

5. **El Medio Ambiente, La Preservación y El Recalentamiento Global**

- ¿Cuáles son problemas locales y globales de contaminación?
- ¿Cómo se puede cuidar el planeta?
- ¿Cómo se puede conservar los recursos naturales?
- ¿Cómo se puede proteger el medio ambiente?

6. **Los Derechos y Responsabilidades De Jóvenes**

- ¿Cuáles son los derechos y deberes de los estudiantes a la escuela?
- ¿Cuáles son los derechos y responsabilidades de los jóvenes a casa?
- ¿Cuál papel juega el gobierno al respeto del niñez?
- ¿Cuáles son problemas que enfrentan los jóvenes?
- ¿Qué se propone para que resuelvan los jóvenes estos problemas?
- ¿Cómo se puede asegurar justicia e igualdad para todos?