

Course description

Throughout this course students will interact with the Spanish Language and Culture in authentic learning experiences. These experiences will be crafted through the use of various themes, pieces of literature, and current, relevant events. Below you will find a list of the stories to be read and discussed throughout the semester along with a list of possible themes to be incorporated and discussed. You will also find a list of test dates so that students can be proactive and prepared.

Course Description for Modern Languages Level IV (From NCDPI)

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics.

Students begin to narrate, discuss, and **support fairly complex ideas and concepts** using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements.

The emphasis of this course can vary, as described above. Many different types of text (short stories, poetry, excerpts from various periods of literature, **current events**, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading.

Finer points of grammar are studied to aid oral and written communication as needed. There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can **compare** it to their own. Finally, they are able to use the language inside and outside of the classroom setting.

Literature- the following will be used as a base and will be discussed in no specific order

- Rosa por Ángel Balzarino
- El décimo por Emilia Pardo Bazán
- Un oso y un amor por Sabine R. Ulibarri
- Cajas de cartón por Francisco Jiménez
- Jacinto Contreras recibe su paga extraordinario por Camilo José Cela
- Nosotros, no por José Bernardo Adolph
- No oyes ladrar los perros por Juan Rulfo
- El árbol de oro por Ana María Matute
- Jaque mate en dos jugadas por Isaac Aisemberg
- La viuda de Montiel por Gabriel García Márquez
- Cartas de amor traicionado por Isabel Allende
- Emma Zunz por Jorge Luis Borges

Themes- These will be incorporated into our classroom discussion(s) daily using one or more than one at a time.

Global Challenges
Science and Technology
Contemporary Life

Personal and Public Identities
Families and Communities
Beauty and Aesthetics

Speaking

ROLE PLAY CARDS and situations will be used to facilitate the evaluation of linguistic tasks sometimes not easily elicited in a conversational format. The teacher will tailor the context and the identities of the interlocutors to evaluate language-specific requirements and forms of address, honorifics, and kinship terms, as necessary. Every student will fall into different speaking levels from novice to superior, but the goal in Spanish IV is to stay at the intermediate and advanced levels of language proficiency at all times to increase students' language proficiency

Intermediate speakers

Can create with language
Participate in simple conversations by asking and answering questions
Handles a simple situation or social transaction without complication
Sympathetic listener
Discrete sentences

Advanced Speakers

Can narrate, describe, compare in all time frames
Can handle a situation with complication
Non-sympathetic listener
Paragraph

Superior Speakers

Can support opinions and hypothesize
Discuss concrete and abstract issues
Handle a linguistically unfamiliar situation
No patterns of errors
Extended discourse

The most efficient way to measure proficiency is to use a proficiency scale. The American Council on the Teaching of Foreign Languages (ACTFL) has established a national proficiency scale which currently has 10 levels of proficiency.

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|---------------------------|-----------------------|
| 1. Novice Low (NL) | 7. Advanced Low (AL) |
| 2. Novice Mid (NM) | 8. Advanced Mid (AM) |
| 3. Novice High (NH) | 9. Advanced High (AH) |
| 4. Intermediate Low (IL) | 10. Superior (S) |
| 5. Intermediate Mid (IM) | *Distinguished |
| 6. Intermediate High (IH) | *Native |

Test dates (subject to change)

We will have at least two tests per quarter. These tests will focus on the comprehension and application of the reading, listening, writing, and speaking skills. Quizzes will be provided throughout the course to prepare for tests and to check for understanding/learning of Spanish.

Exam structure The exam consists of two sections: a multiple-choice and a free-response section. In the multiple-choice sections, you will respond to authentic print and audio texts using your interpretive communication skills. In the free-response sections, you will speak and write freely in response to both print and audio text prompts to demonstrate your interpersonal and presentational speaking and writing skills.

