

### **The Department's Educational Philosophy**

The study of a language that is not our own provides new opportunities to communicate with speakers of other languages, understand how others think and express their thoughts, perceive the world around us differently, and enhance our appreciation and understanding of ourselves and of others.

Because of the unique rewards of this discipline, we believe that all students should become proficient in at least one language other than English. We believe that language learning is a lifelong undertaking that ideally should begin in elementary school and continue beyond high school. We believe that the study of language cannot be separated from the study of its culture, including daily living, history, literature, and the arts. We believe that there are natural connections between the study of language and other disciplines. We believe that language learners should interact with other speakers of the language locally and globally.

Our philosophy parallels that of the Massachusetts Foreign Languages Curriculum Framework and the national Standards for Foreign Language Learning.

### **Guiding Principles**

*All students of modern languages should:*

- Develop proficiency in the target language through listening, reading, viewing, speaking, writing, and presenting in the target language.
- Develop an understanding of the target culture – its daily life, history, literature, arts, mathematics, and science.
- Develop insight into languages and cultures through comparison and contrast.
- Acquire information in and make connections with other disciplines, such as the arts, English, history, and social studies.
- Communicate with local and international speakers of the language.
- Develop critical and creative thinking, organizational, cooperative, and study skills.
- Use technology as a tool for communicating, developing language skills, and accessing authentic cultural material from around the world.

## **SPANISH IV H: COURSE #581**

**Course Frequency:** Full-year course, five times per week

**Credits Offered:** Five

**Prerequisites:** Completion of Spanish III H with at least a B- average for the year, or approval of Department Leader

### **Background to the Curriculum**

The Encuentros Maravillosos-Gramática A Través De La Literatura program was selected for implementation beginning in September 2005 after reviewing several options for curricular materials. The previous curricular material was considered out-of-date and no longer met the needs of the IV Honors students. Several examination samples were requested from different publishing companies, and during the course of the 2004 – 2005 academic year, texts and related ancillaries (when available) were examined to determine their suitability. It was determined that Encuentros Maravillosos was the best choice. The new Spanish IV Honors curriculum is aligned to national and state standards. For more information, contact a current teacher of Spanish IV Honors as indicated on the A.B.R.H.S. World Language website.

### **Core Topics/Questions/Concepts/Skills**

The Encuentros Maravillosos curriculum is designed to further develop students' vocabulary acquisition, mastery of grammar, and communication skills through the reading of authentic literary works (complete or excerpts) from noted Hispanic authors. The selection of literary works is based on accessibility and intrinsic interest to students. Guided activities encourage students to make connections between the chapter themes and the occurrence of the same or related issues in their own culture and in their lives. Vocabulary and language structure are reinforced in and contextually related to each literary theme. Literary themes selected for their appeal and their capacity to promote thoughtful discussion include: dreams vs. reality; coping with the loss of someone or something special; personal idiosyncrasies; response to parental expectations; pivotal childhood experiences; the real, the unreal, and the absurd; intergenerational conflict; superstition; extraordinary behavior; cultural diversity and tolerance; societal expectations and stereotypes; modern perspectives; attitudes about life and death; and solidarity vs. solitude

Skills for communication: reading, writing, listening and speaking

## Course-End Learning Objectives

<u>Learning Objectives</u>	<u>Corresponding state standards, where applicable</u>
<i>By the end of the course, successful Spanish IV Honors students will</i>	
1] Communicate through reading, writing, listening and speaking at the appropriate level of proficiency.	1, 2, 3
2] Incorporate the afore-mentioned pertinent vocabulary and structures into their communication.	1, 2, 3
3] Compare and contrast this vocabulary and these structures with those of the English language.	5
4] Demonstrate an understanding and appreciation of the cultural concepts, ideas and perspectives of the Hispanic world as they are presented within the curriculum.	4
5] Be able to compare and contrast these cultural concepts with their own.	6
6] Be able to make connections to other disciplines, specifically science, English, social studies, history, art and music.	7
7] Have had opportunities to communicate with speakers of Spanish.	8
8] Have used technology in the classroom and the language/computer laboratories to practice their language skills, to view and hear Spanish language media, and to access authentic material from the Hispanic world.	1 – 8

## Assessment

Assessment is an integral part of World Language instruction and learning. At a minimum, students are given the equivalent of four major assessments per term, one of which measures the students' speaking proficiency. When feasible and/or advantageous, this assessment is administered in the language laboratory. Modern language students are assessed in a variety of ways: written tests and quizzes, oral proficiency tests, compositions, journal writing, projects, and oral presentations. Due to the building block nature of language learning, homework is assigned nightly to reinforce class work. Students are encouraged and expected to actively participate in the classroom by using the target language individually, in pairs and in group work.

## Technology, Health, and Other Extra-Disciplinary Objectives Addressed in This Unit

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills and/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
<ol style="list-style-type: none"><li>1] Students will use software and online resources in the language/computer lab and in the classroom to practice verb tenses, moods, vocabulary, and spontaneous reactive communication in oral and written form.</li><li>2] Students will use the technologies of the classroom and language/computer lab (digital audio and video, DVD, ELMO) to practice language skills.</li><li>3] Students will use the Internet to access online learning activities available through the publisher, both from school and at home.</li><li>4] Students will create multimedia presentations in Spanish.</li><li>5] Students will use online resources to access information from and about the Hispanic world for class use.</li></ol>	

## Materials and Resources

### Print

Kanter, Abby. Encuentros Maravillosos: Gramática a Través de la Literatura, (Chapters 1 through 14). Pearson Prentice Hall, 2005.

### Audio CD program

Kanter, Abby. Encuentros Maravillosos: Gramática a Través de la Literatura, *Audio CD*. Pearson Prentice Hall, 2005.

### Other audio/video/interactive resources

Spanish language feature films are integrated in the curriculum when appropriate, available and suitable in order to enhance the language-learning experience, as well as to provide for additional opportunities for discussion and/or writing.

Online learning activities are available from the publisher for each chapter via the web site (PHSchool.com) and various web codes indicated within the text.