

**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 AE: COURSE #582**

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

**Credits Offered:** Five

**Prerequisites:** 70 or higher in Spanish III AE

### **Background to the Curriculum**

The 7–12 Holt, Rinehart and Winston Ven Connigo program was adopted and phased in starting in September 2001. The program was reviewed and selected by a committee of grade 7–12 Spanish teachers. Book 3 of this series was implemented at the high school in September 2004. The Spanish IV AE curriculum is aligned to national and state standards. For more information, contact a current teacher of Spanish IV AE as indicated on the A.B.R.H.S. World Language website.

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

**Vocabulary for Communication:** sports and pastimes, describing oneself and others, talking about stress, talking about taking care of oneself, daily routine, personal care, modern life, around town, food, introducing and changing a topic of conversation, expressing what needs to be done, expressing an opinion, the arts, describing friendship, problems and solutions, media, talking about what you know, describing people, actions and accomplishments, backgrounds and roots, social problems, careers

**Structure for Communication:** subjunctive with feelings, using reflexive verbs for reciprocal actions, present perfect subjunctive, subjunctive with the unknown or nonexistent, present subjunctive of *saber*, subjunctive with doubt and disbelief, more on preterite versus imperfect, preterite of *estar*, *ponerse*, *querer* and *saber*, subjunctive with disagreement and denial, subjunctive after certain conjunctions, review of *se* as an indefinite subject, passive *se*, past subjunctive in contrary-to-fact *si* clauses

**Culture for Communication:** select topics and vocabulary related to the Spanish-speaking world, including the United States. These topics include: diversity among Spanish speakers, economy, entertainment, environment, everyday life, fine art, fitness and sports, folklore, food, friendships and relationships, language, legends and folklore, maps, people, plays, poems, essays and short stories, points of interest, school life, technology and vacation/travel

**Skills for Communication:** reading, writing, listening and speaking

## Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
<b><i>By the end of the course, successful Spanish III H students will</i></b>	
1] Communicate through reading, writing, listening and speaking at the appropriate level of proficiency.	1, 2, 3
2] Incorporate the afore-mentioned 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 cultures of the Hispanic regions studied.	4
5] Be able to compare and contrast these cultures 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 the technology of the language lab and computer labs 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 four major assessments per term, one of which measures the students' speaking proficiency. When feasible, 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. When appropriate, students are encouraged to incorporate technology into their written assignments, projects and presentations. Due to the building block nature of language learning, homework is assigned nightly to reinforce class work. Students are encouraged to participate in the classroom by using the target language individually, in pairs, and in group work. The final examination evaluates the four major modern language skills: reading, writing, listening and speaking.

## Technology and Health Learning Objectives Addressed in This Course

**(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 in the classroom and the computer lab 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 language lab (digital audio, digital video, DVD, laser disk, VID) to practice language skills.</li><li>3] Students will use the technologies of the language lab to make presentations in Spanish.</li><li>4] Students will use the Internet to prepare class projects and to access online learning activities available through the publisher.</li><li>5] Students will use online resources to access information from and about the Hispanic world for class use.</li><li>6] Students will create multimedia presentations in Spanish.</li></ol>	

## Material and Resources

### Print

Humbach, N. and Ozete, O. Ven Conmigo - level 3 Textbook and ancillaries (Chapter 7 - Chapter 12). Austin, Texas: Holt, Rinehart and Winston, 2003.

Humbach, N. and Ozete, O. Ven Conmigo - level 3 Cuaderno de actividades. Austin, Texas: Holt, Rinehart and Winston, 2003.

Humbach, N. and Ozete, O. Ven Conmigo - level 3 Cuaderno de gramática. Austin, Texas: Holt, Rinehart and Winston, 2003.

### Other audio/video resources

Humbach, N. and Ozete, O. Ven Conmigo - level 3 Audio CD program. Austin, Texas: Holt, Rinehart and Winston, 2003.

Humbach, N. and Ozete, O. Ven Conmigo - level 3 Video program. Austin, Texas: Holt, Rinehart and Winston, 2003.

“La lengua de la mariposa”

### Software

Ven Conmigo 3 Interactive CD Rom Tutor