

Spanish IV Curriculum Pacing Guide

Montgomery County Public Schools

1st – 4 Quarters

Pacing: 4X4 Block (4.5 weeks), A/B Block, and Traditional

Standards of Learning	Concepts	Resources	Pacing
<p>Interpersonal Communication</p> <p>SIV.1 The student will exchange information orally and in writing in Spanish on engage in and discuss a variety of topics in both oral and written forms of communication.</p> <p>1. Express and support opinions and elicit those of others.</p> <p>2. Exchange personal reactions to spoken and written information including contemporary and historical events and global issues.</p> <p>3. Exchange information from a variety of authentic media sources.</p>	<p>1 and 2.</p> <p><i>Exprésate III</i> provides students many opportunities to practice communicating orally in Spanish. Each chapter of the text contains multiple exercises under the heading of <i>comunicación</i>. These activities are designed to build speaking skills.</p> <p>More specific information may be found in the following chapters: What one must do and childhood experiences - capítulo 1</p> <p>The future and what might happen – Chp. 2</p> <p>Opinions and suggestions-capítulo 3 y 5</p> <p>Suggestions and recommendations – capítulo 5</p> <p>In addition <i>Encuentros Maravillosos</i> provides students many opportunities to practice communicating orally in Spanish.</p> <p>Each chapter contains opportunities for students to complete written essays (chapter 1 – confusion between reality and dreams) and participate in dialogues (chapter 1 – Who would you interview from the past).</p>	<ul style="list-style-type: none"> • Audio CDs* • Video DVD/VHS* • Cuaderno de vocabulario y gramática* • Situational cards to use as conversation starter <p>(*Teachers should have the above listed ancillary materials)</p> <p>Additional readings</p> <ul style="list-style-type: none"> • Caín y Abel - Borges • Oda a la alcachofa – Neruda • Poema XX – Neruda • Continuidad de los Parques Cortázar • Sala de Espera - Imbert • Como agua para chocolate – Esquivel 	<p>This pacing is divided by quarters</p> <p>1st quarter</p> <ul style="list-style-type: none"> • Grammatical structures <ul style="list-style-type: none"> ◦ Present indicative ◦ Present progressive ◦ Preterit of “ser” and “estar” • Readings <p>2nd quarter</p> <ul style="list-style-type: none"> • Grammatical structures <ul style="list-style-type: none"> ◦ Indicative vs. subjunctive mood ◦ Hacer phrases ◦ Passive voice • Readings <p>3rd quarter</p> <ul style="list-style-type: none"> • Grammatical structures <ul style="list-style-type: none"> ◦ Mandatos ◦ Subjunctive ◦ Conditional tense with “if” clauses • History (Spain and Latin America) <p>4th quarter</p> <ul style="list-style-type: none"> • Grammatical structures <ul style="list-style-type: none"> ◦ Preterit vs. Imperfect ◦ Imperfect subjunctive ◦ Perfect tenses (present and past – indicative/ subjunctive) • Cultural contributions of Spanish speaking countries • Spanish in the Americas

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	3. <i>Encuentros Maravillosos</i> – literature section with authentic works of Hispanic authors. Each chapter looks at a particular author and a fragment of their writing.		

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<p>Interpersonal Communication</p> <p>SIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in Spanish.</p> <p>1. Use a full range of vocabulary, structures, and major time frames and moods.</p> <p>2. Exchange ideas clearly, based on level-appropriate themes.</p> <p>3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas.</p>	<p>1, 2, and 3.</p> <p>Each chapter of the text, <i>Exprésate III</i>, includes many sections which require students to be able to understand spoken and written language. For example in capítulo 1 alone, in addition to regular student activities the following sections speak to increasing these skills:</p> <ul style="list-style-type: none"> ◦ Novela en video (Clara perspective) with written dialogue ◦ Lectura informativa-Una visita a Castilla-La Mancha ◦ Leamos y escribamos-El árbol de oro <p>*Each subsequent chapter of the text includes similar sections where student listening and reading are emphasized.</p> <p>1, 2, and 3</p> <p>In addition, <i>Encuentros Maravillosos</i> and <i>Civilización y Cultura</i>, provide students the opportunity to use grammar, vocabulary, and current events to discuss and exchange ideas in Spanish.</p>	<ul style="list-style-type: none"> • Audio CDs* • Video DVD/VHS* • Cuaderno de vocabulario y gramática* • Situational cards to use as conversation starters. 	

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<p>Interpretive Communication: Listening and Reading for Understanding</p> <p>SIV.3 The student will understand spoken and written Spanish found in a variety of authentic sources.</p> <p>1. Identify various literary elements, such as plot, theme, setting, and characters, in non-complex spoken and written texts.</p> <p>2. Understand and respond appropriately to increasingly complex instructions presented in informational materials, such as instructions for completing a customs declaration or interpretation of data.</p>	<p>1 and 2. Each chapter of <i>Exprésate III</i> incorporates <i>lecturas</i> to help students further their reading comprehension abilities.</p> <p>1 and 2. <i>Encuentros Maravillosos</i> – literature section with authentic works of Hispanic authors. Each chapter looks at a particular author and a fragment of their writing</p>	<ul style="list-style-type: none"> • Appropriate ancillary materials • <u>Abriendo Puertas</u> • <u>Albúm</u> • Poetry <p>Short Stories - A study of various writers such as Cortazar, Borges, Imbert, Rulfo, etc.</p> <p>Poetry - A study of various poets and their work.</p>	

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<p>Presentational Communication: Speaking and Writing</p> <p>SIV.4 The student will relate information in Spanish, combining learned and original language in oral and written presentations of extended length and complexity. Present well-developed ideas on a variety of topics, using familiar vocabulary and language structures and with minimal errors in spelling, punctuation, and pronunciation.</p> <p>2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.</p>	<p>Each chapter in <i>Exprésate III</i>, in addition to the many student text activities, contains a <i>Taller del escritor</i> to assist students in the writing process. The <i>comunicación</i> activities also reinforce and expand speaking skills. Also, <i>Encuentros Maravillosos</i> provides students the opportunity to construct written information expressing their thoughts and opinions as they may relate to the readings from the chapter.</p> <p>Presented and reinforced in every chapter of the text. Student exercises provide many opportunities to speak and write in the target language.</p>	<ul style="list-style-type: none"> • Appropriate ancillary materials • Biographical information about notable Spanish speakers <i>La gente del nuestro mundo</i> • <i>Luna, Luna</i> (creative writing guide) 	

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<p>Presentational Communication: Speaking and Writing</p> <p>SIV.5 The student will produce and present in Spanish either student-created or culturally authentic essays, poetry, plays, podcasts, and stories on themes of general and personal interest.</p> <p>1. Produce well-organized presentations, including reports on current events and critiques.</p> <p>2. Use appropriate verbal and nonverbal presentational techniques, including visual aids and technological support.</p>	<p><i>Taller del escritor</i> in each chapter of <i>Exprésate III</i>. Each of these sections focuses on a different writing strategy, for example; using outlines, point of view, and brainstorming are some of the strategies presented. In addition to the <i>taller</i>, there are many student activities in each chapter that reinforce this skill. <i>Encuentros Maravillosos</i> also provides opportunities in each chapter for students to make comparisons of their daily life and experiences with those of the characters in the stories that are presented.</p>	<ul style="list-style-type: none"> • Appropriate ancillary materials • <i>Luna, Luna</i> • Current events commentary 	

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<p>Cultural Perspectives, Practices, and Products</p> <p>SIV.6 The student will analyze how various perspectives reflect the practices and products of Spanish-speaking cultures.</p> <p>1. Discuss how the viewpoints, patterns of behavior, and products of Spanish-speaking cultures are interrelated throughout various aspects of everyday life, such as global challenges, advancement of technology, and diversity issues.</p> <p>2. Engage in authentic or simulated situations that demonstrate understanding of culturally appropriate practices.</p>	<p>Each chapter of <i>Exprésate III</i> includes information that relates to a variety of cultural topics. Each chapter has a different cultural focus area such as Castilla-La Mancha, Los Andes, and El suroeste y norte de México. The topics that are addressed in every chapter are as follows:</p> <ul style="list-style-type: none"> • Maps • Points of interest • Industry • Major cities • Tourism • History • Art • Architecture • Holidays and festivities • Nature/National Parks <p>The wraparound text in the teacher’s edition also provides more opportunities for the teacher to expand on these topics. In addition, the text <i>Civilización y Cultura</i>, provides chapters of information on the role of Spanish speaking countries throughout history and their influences on other world cultures.</p>	<ul style="list-style-type: none"> • Appropriate ancillary materials • Videos (information about holidays, cities, daily life, etc.) • Country studies and presentations 	

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<p>Making Connections through Language</p> <p>SIV.7 The student will use Spanish to demonstrate increased understanding of the connections between content studied in the Spanish class and content studied in other subject areas.</p> <p>1. Discuss and evaluate examples of the Spanish language and Spanish-speaking culture(s) found in other subject areas.</p> <p>2. Compare and contrast topics discussed in other subject areas and those discussed in Spanish class, such as notable authors, artist political systems, and historical events.</p> <p>3. Use authentic resources to support knowledge related to other subject areas.</p>	<p>Teachers are responsible for making cross curricular connections. For example, The Kyoto Protocol and the United Nations are discussed in the <i>lectura informativa</i> in capítulo 6. Most students will have discussed this in their social studies classes and it should be related back to those discussions. Another example would be that each section of <i>arte</i> should be related to students’ prior knowledge through cross- curricular instruction.</p> <p>There are so many sections that provide students with historical/geographic, government, popular figures, etc. that there are numerous opportunities to make connections among disciplines. In addition, much of the information presented in <i>Civilización y Cultura</i> mirrors the information that students have received throughout their education in history classes. At times, it may be necessary to discuss the differing opinions between those that have been presented in our “American” textbooks that teach history versus the focus or emphasis in “Spanish” history texts.</p>	<ul style="list-style-type: none"> • Appropriate ancillary materials • Videos (information about holidays, cities, daily life, etc.)Magazines in Spanish • Newspapers in Spanish • History of Spain unit • Battle for power (War of Succession) • Uniting kingdoms (Isabel y Fernando) • rise to power (The Hapsburg inclusion and the Holy Roman Empire) • The slow decline (ending with Carlos II) Mad Monarchs of Spain units <ul style="list-style-type: none"> ◦ Isabel de Portugal ◦ Juana “la loca” ◦ Carlos II “el hechizado” 	

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<p>Linguistic and Cultural Comparisons</p> <p>SIV.8 The student will expand understanding of English and other languages through study and analysis of increasingly complex elements of the Spanish language.</p> <p>1. Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in Spanish-speaking countries and regions and in the United States.</p> <p>2. Compare linguistic elements of Spanish and English, such as time, tense, and mood, and understand how each language uses different grammatical structures to express these relationships, such as hacer + present tense and pretérito vs. imperfecto.</p> <p>3. Compare linguistic elements of Spanish and English, and understand how each language uses different grammatical structures to express these elements.</p>	<p>Each chapter in <i>Exprésate III</i>, in addition to having cultural information on a variety of topics also has a section that focuses on cultural <i>comparaciones</i>. Many topics are discussed in the <i>comparaciones</i> sections such as school, daily life, holidays and festivities, professions, recreation, home life, etc. Grammatical structures are also included throughout the text that illustrates the difference in the mechanics and usage of the language in general. Preterit vs. Imperfect discuss the differences in the past tense and how intentions can be understood simply by the tense of the verb. The indicative and subjunctive mood is heavily incorporated in to almost every chapter in this text and illustrated throughout. It is the teacher’s responsibility to highlight and explain these differences to be sure that the student has a clear understanding of the differences in usage.</p> <p>The <i>Civilización y Cultura</i> text also includes a unit on the differences in dialects of Spanish and understanding the cultural influences on what is considered to be the “Spanish” language.</p>	<ul style="list-style-type: none"> • Appropriate ancillary materials • Magazines • Newspapers 	

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<p>Linguistic and Cultural Comparisons</p> <p>SIV.9 The student will recognize and discuss aspects of cultural similarities and differences in social, economic, and political relationships in the global community.</p> <p>1. Analyze the role of culture in the development of relationships between the United States and Spanish-speaking countries and regions.</p> <p>2. Illustrate how members of Spanish-speaking cultures perceive the United States.</p> <p>3. Examine local, regional, and national differences in the cultures of Spanish-speaking countries and regions and those of the United States.</p>	<p>This is evident throughout <i>Exprésate III</i> in the cultura and lectura sections, <i>Encuentros Maravillosos</i> in the stories and discussion/opinion questions, and <i>Civilización y Cultura</i> in every chapter.</p>	<ul style="list-style-type: none"> • Appropriate ancillary materials • Newspaper and magazine articles with discussion groups. 	

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<p>Interacting in Global Communities</p> <p>SIV.10 The student will apply Spanish language skills more extensively and expand cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.</p> <p>1. Analyze aspects of Spanish-speaking cultures derived from interaction with Spanish speakers, authentic media and technology.</p> <p>2. Use Spanish resources, such as individuals and organizations in the community or accessible through technology, to increase cultural understanding.</p>	<p>Throughout the text ideas are presented that will help the teacher locate additional resources in their community.</p> <p>Students may also access authentic material online during class time such as newspapers, magazines, etc.</p>	<ul style="list-style-type: none"> • Ancillary materials • Popular magazines in Spanish • Local university resources • (Hispanic awareness activities) • Native Spanish speakers within the school 	