



PIEDMONT

PIEDMONT HIGH SCHOOL

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Course of Study

Basic Course Information

Course Title: Spanish IV Honors

Transcript Title(s)/Abbreviation(s):

Course Code(s):

Length of Course:

- ☐ Semester
- ☒ Full Year

Subject Area: Spanish

Discipline: World Languages

Honors Designation:

- ☐ Not Applicable
- ☒ Honors (pending)
- ☐ Advanced Placement

Grade Levels:

- ☐ 9th
- ☐ 10th
- ☒ 11th
- ☒ 12th

Course Learning Environment:

- ☒ Classroom
- ☐ Online

Is this an integrated Career Technical Education course?

- ☐ Yes
- ☒ No

If yes, please name the Industry Sector and Career Pathway:

Course Description

Course Overview:

Provide a brief summary of the course content.

Students will explore 10 themes which will result in students learning the essential vocabulary and advanced grammar needed to express themselves accurately and intelligently in writing and in conversation. Students will be required to participate actively in debates; analyze literature; read, listen to, and understand online sources; write in-class essays, stories, blog posts; and engage in other interpersonal communication with their peers. Spanish will be spoken at all times.

The class will follow a modern television series with subtitles in Spanish. Periodically, students will conduct role-playing activities, discuss cultural themes, and write alternate endings or twists in the storyline.

Students will create a digital portfolio with web pages that are focused on a self-selected area of culture, determined by students at the beginning of the year. The web pages will be designed to teach others about the student topics and will be used extensively in the seminar presentations. All research conducted for the course students must provide a source list verifying the websites were written in Spanish (not translated by Google) and their writing is original (using Turnitin.com).

Students will be required to show their ability in speaking Spanish with a formal evaluation of proficiency 12 times throughout the year. Informal practice and some correction of their speech will be provided by the teacher daily. Students will analyze and write scripts of their speech samples in order to create target goals for improving communication and accuracy.

Prerequisite(s):

Successful completion of Spanish III (or its equivalent) with a grade of C- or higher.

- ☒ Required
- ☐ Recommended

Co-requisite(s):

- ☐ Required
- ☐ Recommended

Course Content:

For **each** unit of the course, provide:

- A brief description of topics to be addressed that demonstrates the **critical thinking, depth and progression of content covered including alignment to standards.**
- A brief summary of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

Units 1-10 correspond to the units in the college level textbook *Conexiones*.

Unit Title: 1. Fashion

Description: Students will learn and review broad precise vocabulary terms needed in order to discuss fashion trends and fads. The textbook provides advanced information about the structures needed to write about and discuss these ideas, i.e. preterite and imperfect tenses and verbs with special meanings in the preterite.

Sample Assignment(s): Compare two advertisements which incorporate new fashion designs with classic Spanish art. In this case Antoni Gaudí's style and Picasso's famous painting are modified to sell this fashion. Why do you think the advertisers chose these artist's work to incorporate into their ads? How are the artist's paintings modified exactly? This could be a spoken exercise, a blog post or an in class discussion.

Unit Title: 2. For a Greener World

Description: Students will learn and review broad precise vocabulary terms needed in order to discuss and write about the environment. The textbook provides advanced information about the structures needed to write about and discuss these ideas, i.e. ser, estar, haber, future tense, present subjunctive.

Sample Assignment(s): Discuss Marco Denevi's short stories "Génesis" and "Apocalipsis". Based on the story "Apocalipsis" describe how one of the mechanical devices that you use every day "turned against you" and attacked you. For an oral proficiency grade, message on teacher's google voice account. Using your google voice response, which the teacher will forward to you via email, write an exact script of your response. Identify one error that you made in your response that you would like to avoid in the future. Make it a very specific error rather than something like: "Use better vocabulary". A good example is: "use gustar correctly".

Unit Title: 3. For a Better World

Description: Students will learn and review broad precise vocabulary terms needed in order to discuss human rights and social justice. The textbook provides advanced information about the structures needed to write about and discuss these ideas, i.e. commands, direct and indirect object pronouns.

Sample Assignment(s): Research and be prepared to discuss these organizations: the United Nations, the Arab League, and the Organization of American States. The teacher will assign students to one of three groups. The groups will present information about their organization. Each group should have a large printed image, icon or symbol of their organization. Prepare to discuss these questions: How have these organizations helped avoid armed conflicts? What role, if any, should they play in resolving civil wars?

Unit Title: 4. We Are Who We Are

Description: Students will learn and review broad precise vocabulary terms needed in order to discuss personal characteristics and relations. The textbook provides advanced information about the structures needed to write about and discuss these ideas, i.e. reciprocal and reflexive verbs, process verbs, present perfect subjunctive, present perfect indicative, future perfect, pluperfect.

Sample Assignment(s): Students will role play characters from the television series *Club de Cuervos*. Students will pretend to be different characters and will act out a scene that they anticipate will occur in the future of this series or should/could have happened but was not shown to us. In preparation, in groups students will develop a character list of the series, list character traits and list conflicts and relationships that the characters have with each other or themselves.

Unit Title: 5. Lights, Camera, Action

Description: Students will learn and review broad precise vocabulary terms needed in order to discuss the world of entertainment. The textbook provides advanced information about the

structures needed to write about and discuss these ideas, i.e. subjunctive and indicative in adjective clauses and adverbial clauses

Sample Assignment(s): Research and be ready to discuss a prominent hispanic entertainer. If you can, print a picture of the entertainer to share with the class. Using a spreadsheet that your teacher will share with you, chose an entertainer that no one else in the class has chosen. After each mini-presentation, we will play a game in which you will need to name the entertainer that I describe with one sentence that I heard from each student's description. Pay attention, there will be a prize for the person who gets the most number of correct answers and knows a little bit about a lot of Spanish speaking entertainers.

Unit Title: 6. All for One

Description: Students will learn and review broad precise vocabulary terms needed in order to discuss equality and diversity. The textbook provides advanced information about the structures needed to write about and discuss these ideas, i.e. "Hace" in time expressions, "por" and "para", impersonal and passive "se".

Sample Assignment(s): The class visits the Tuesday lunch for seniors at the Unity Council in the Fruitvale District of Oakland. We serve lunch to the seniors and then sit at the round tables and have a "sobremesa" with our new friends. Student create a web page onto which they upload photos of their experience. They also write a description of the event and what they learned. Students may review the advice that they received from the seniors, some of the adventures that they heard about and other great stories that their new friends shared with them. Because they are in small groups with all patient, native speakers, the real life experience of speaking with non-teachers is excellent practice, not to mention a wonderful cultural exchange.

Unit Title: 7. Healthy Body, Healthy Mind

Description: Students will learn and review broad precise vocabulary terms needed in order to discuss a healthy diet and food preparation. The textbook provides advanced information about the structures needed to write about and discuss these ideas, i.e. imperfect subjunctive, sentences with "si"

Sample Assignment(s): Choose a popular diet from now or the past. Research the diet's main principles including the biological rationale (if any) and find out what foods are allowed and restricted. Be prepared to report out on the diet in groups. Groups will evaluate the diets described and decide which seems the most sound based on the criteria provided on the "Diet Evaluation Sheets" given to them by the teacher.

Unit Title: 8. Making a Living

Description: Students will learn and review broad precise vocabulary terms needed in order to discuss personal finances and careers. The textbook provides advanced information about the structures needed to write about and discuss these ideas, i.e.

Sample Assignment(s): Research the concept of a "credit score". Discuss how this concept represents American culture. What elements of the credit score do you think might clash with different cultures values that you know about? Do you think that it is fair that creditors use the credit score to decide who should or should not get a loan? What system would you design? This could be a blog post, oral discussion or in class essay.

Unit Title: 9. Having a Good Time

Description: Students will learn and review broad precise vocabulary terms needed in order to discuss free time and hobbies. The textbook provides advanced information about the structures needed to write about and discuss these ideas, i.e. the sequence of tenses, special uses of the definite and indefinite articles, infinitive and present participle.

Sample Assignment(s): Describe the scene painted in *Son de la loma* by Cuban American, Agustín Gainza. Now choose one of the couples dancing and write a realistic conversation between them. Be ready to present the dialogue to the class with the help of your seat partner.

Unit Title: 10. Tomorrow is Today

Description: Students will learn and review broad precise vocabulary terms needed in order to discuss technological advances and the future. The textbook provides advanced information about the structures needed to write about and discuss these ideas, i.e. “se” for unplanned events, passive voice with “se” versus with “ser”, verbs that require a preposition before an infinitive.

Sample Assignments: In the exercise where we practiced the passive voice with ser, choose one of the achievements by Spanish speaking people. Do a bit more research on the event and the person. Write a blog titled: “Unos logros importantes de (Luis Álvarez, un físico importante).” Be ready to tell your classmates a few details about the person whom you studied.

Unit Title: Ongoing - Netflix series - *Club de cuervos*

Description: This edgy, modern day fictional series explores the world of professional soccer in Ciudad Juárez, Mexico. Some of the important themes are machismo, honor, the workplace, loyalty, family ties and values, media and politics and the soccer culture.

Sample Assignment(s): In groups and as a class we will develop a comprehensive list of the characters, their personality traits, goals and conflicts. Then groups will do a role play in which students will act like the characters and have a discussion about something that has not occurred in the series but should have been a scene. It may be something that will happen in the future: For example: 1. Isabel finds out that Mary Luz's baby is NOT really Isabel's father baby. 2. Chava crosses the line and Felix finally quits. What does Chava do this time that forces Felix to throw in the towel?

Unit Title: Ongoing Digital Portfolio Seminars

Description: Students select an overarching theme about which they conduct in-depth research throughout the year. They create 7 websites which they will use to teach seminars to their classmates and other adults in small and large group settings. The websites are the students' teaching platform from which they can easily show related videos, display tables, images and other related media. The websites typically contain about 700-800 words of student generated text which synthesizes their research. Students are required to do a minimum of two hours of reading and research and cite their sources appropriately. All webpage, student generated content is carefully screened to verify originality. Students must submit everything to Turnitin.com and the instructor reads for inappropriate use of Google translate.

Each web page research project, seminar platform includes an embedded self-test that a learner can use to see if he/she has mastered the material presented on the web page. Web pages must also contain an open-ended essential question related to the topic that can be used in many types of culminating activities for students once the seminar is completed.

Sample Assignments:

Latin American Writers - The student may choose to study a different author for every web page. Obviously, she could provide the history, prizes and list of works of the authors, mostly focusing on poetry because she is a poet. Her pages may be on Octavio Paz, José Luis Borges, Gabriela Mistral and Alfonsina Storni. In addition she focuses on specific poems to give a more detailed analysis of the author's favorite themes and style. She also includes some of her own poetry in which she tries to imitate the author's style. An example of this student's essential question could be: *Do you like Gabriela Mistral's use of personification in this poem? Why or why not?*

Sports Stars in the Spanish Speaking World and Important Sporting Events

This student may research, among other things, the lives of Pau and Marc Gasol and Rafael Nadal. He also could investigate the Olympics in Mexico City and Barcelona, providing historical background to the events and related controversies of the time. An example of one of his essential questions could be: *Do you believe that the 1968 Olympics in Mexico should have been cancelled to honor the victims in Tlatelolco? Why or why not?*

Unit Title: Ongoing - El olvido que seremos by Héctor Abad Faciolince

Description: Throughout the year, students read this memoir by Hector Abad Faciolince. The non-fiction biography provides endless lessons in culture, history, family life and stereotypes of 1960's Colombia.

Sample Assignment(s): For a oral proficiency grade, discuss whether or not you think that Héctor's father spoiled him.

Culminating activity: With your parents permission, you will be writing and sending a letter to the author. In your letter you should specifically mention the title of the book and discuss whether or not Hector's father will be forgotten. Also include any other remarks that are appropriate for a letter to the author.

Course Materials

Textbooks:

Title: Conexiones

Author: Zayas-Bazán, Bacon, García

Publisher: Pearson

Edition: 5th edition

Website:

Primary Text:

☒ Yes

☐ No

Other Materials

Instructors typically develop ancillary materials based on current events and student interest. Since these change frequently, it is not possible to present an exhaustive list of all of the other resources used by level IV instructors; however, some of these include online news agencies, blogs, short stories, youtube videos, and movies.

Type: Biography, print
Title: El olvido que seremos
Author: Héctor Abad Faciolince
Publisher: Editorial Planeta Colombiana
Edition: 2006
Website: N/A

Multimedia

- Youtube - various - popular song videos, Human series, recording of Alfonsina Storni reading her poetry, etc., youtube topics vary depending on student interest and ideas
- BBCmundo.com - current event news reports in Spanish
- Lyricstraining.com
- [Professor Enrique Yepes website](#) - general grammar but also links to important news/information sources, LANIC, OAS, etc.
- Movies: various Cantinflas titles, Motorcycle Diaries, Fresa y chocolate, La muerte de un burócrata, Como agua para chocolate