

Bedford High School
Foreign Language Department
Dana Curran, Interim Program Director

COURSE SYLLABUS 2015-2016

Course: **4273 - Spanish IV**

Periods per cycle: 4

Credit: 5

Level: College Prep

Conducted primarily in Spanish, Spanish IV level 3 sharpens students' previously learned skills through more complex communication in the language. In this course students will solidly review previously learned concepts, increase cultural understanding of the Spanish-speaking world, and learn more advanced structures and vocabulary. Students will read and discuss various literary selections in the target language. Writing and listening skills will receive close attention through classroom exchanges and laboratory work. Individual and group projects are emphasized.

Prerequisite:

- Completion of Spanish III, (college prep) with a grade of 70 or better; or
- Completion of Spanish III-Advanced (honors); and/or
- Teacher recommendation.

I. Learning Objectives (A statement of learning objectives is a statement of changes to take place in students.)

Upon completion of this course, students will be able to:

- Converse about a variety of topics including: technology, houses and apartments, household chores, the environment, discuss city life, daily chores, money and banking, going to the post office, identify commercial establishments, means of transportation, and cite locations, discuss professions and occupations, talk about health, well-being and exercise, describe travel experiences, learn and practice terminology related to current events, politics and social issues, and the media, and discuss the arts, theatre and television.
- Express wishes and desires, needs, and opinions using the subjunctive tense
- Express doubt, denial and negation using the subjunctive tense
- Use the future tense to talk about future events as well as events that are likely happening
- Use the present perfect indicative to discuss what has happened
- Use the past participle as an adjective
- Use the conditional tense to express what would happen, and to express probability in the past
- Use *nosotros* commands

II. Learning Experiences (A learning experience is the interaction between the learner and the external conditions in the environment to which he/she can react.)

In this course, the student will:

- Listen to class presentations, take notes, and actively participate in class work using the target language.
- Complete written assignments including textbook activities and level appropriate compositions using the target language.
- Work both in and out of the classroom on projects that are focused on the target language and culture.
- Participate in the review of homework and class assignments, sometimes writing the assignments on the board, overhead projector, or SmartBoard.
- Work in pairs or groups to practice grammatical constructions, vocabulary, and conversation.
- Read excerpts, short passages, legends, dialogues, and paragraphs in the target language.
- Participate in computer and language lab activities designed to reinforce grammatical concepts and vocabulary learned in individual units.
- Watch films and videos relating to Latino culture.
- Play games that enhance and reinforce vocabulary and grammatical structures.

- Complete projects related to Latino culture.
- Participate in daily oral activities including conversation, paired activities, role-playing and presentations.
- Participate in art and music activities related to Latino culture.

III. Course Outline (A brief outline of the major topics and sequence of topics and units may be altered by the teacher based on the needs of the students).

1. Grammar (verb tenses) as included in chapters 3-8 of *Descubre 2*:
 - review of the present indicative, present subjunctive and indicative, present perfect indicative, future, command forms, the conditional.
2. Grammatical Structures as included in chapters 3-8 of *Descubre 2*:
 - regular and irregular past participles, teacher reviews of interrogative words, indirect object pronouns, direct object pronouns and reflexive pronouns.
3. Vocabulary and self-expression as included in chapters 4-8 of *Descubre 2*:
 - computers and the Internet, the car and its accessories, parts of a house, household chores, table settings, nature, the environment and recycling, city life, daily chores, money and banking, going to the post office, health and well-being, exercise, physical activity, and nutrition, professions and occupations, the workplace and job interviews, the arts, movies and television.
4. Culture as included in chapters 3-9 of *Descubre 2*:
 - Argentina, Panama, Colombia, Venezuela, Bolivia, Nicaragua and/or the Dominican Republic, El Salvador and/or Honduras, Paraguay and/or Uruguay.

IV. Course Materials: The following list represents the major texts and/or resources used in Spanish IV. Teachers also use additional supplementary texts: readings, articles, materials and curriculum documents which they have gathered or prepared themselves and which they believe enrich and extend student learning.

José Blanco, *Descubre 2: Lengua y cultura del mundo hispánico*: Vista Higher Learning, 2008

- textbook, workbook, audio and video materials
- Interactive web site, designed to support *Descubre 2* textbook
- Reader: Elena Moreno *El misterio de la llave*

Foreign Language Departmental Essential Questions

- Why is it important to be able to communicate in another language?
- Why is it important to understand and respect other cultures?
- Why is it important to understand the workings of a language?

