

Saddlebrook Preparatory School

COURSE DESCRIPTION - GRADES 9-12

Subject Area: Foreign Languages

Course Number: 0708370

Course Title: Spanish IV

Credit: 1.0

A. Major Concepts/Content. The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with Spanish literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

The content should include, but not be limited to, the following:

- conversational expression of feelings, ideas, and opinions in Spanish
- comprehension of spoken and written Spanish
- oral and written presentation of information and ideas, in Spanish, to an audience
- social interaction patterns within Spanish culture(s)
- communication patterns of languages
- Spanish language usage within and beyond the school setting

B. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

1. Engage in conversation in Spanish to express feelings and ideas and exchange opinions.

- exchange information with peers and familiar adults orally and in writing about topics of common interest and about the target culture (e.g., personal relationships, events in the past, or academic and cultural interests).
- interact with fluent native or neo-native users of the target language, with sufficient skill to gather information necessary for a simple project.
(**Note:** The teacher of a Level III or above foreign language course may be considered a near-native speaker of the language.)
- interact in the target language in a number of true-life situations chosen from a variety of contexts (e.g., asking for information).
- rephrase and use indirect expressions to communicate a message in the target language.

2. Demonstrate understanding of spoken and written Spanish on a variety of topics.

- comprehend and interpret the content of authentic, written materials selected according to the familiarity of the topic and the scope of vocabulary and structure (e.g., personal letters and notes, pamphlets, newspapers and magazine articles, and advertisements).
- formulate and answer questions about the literary elements (e.g., plot, characters, main ideas, and supporting details) of authentic target-language literary selections.
- obtain and process information in spoken or written form on topics of academic, cultural, and historical interest, near the level of an educated native speaker of the language.
- read authentic written materials and analyze them orally or in writing (e.g., describe characters, plot, personal reactions, and feelings).
- understand various aspects of and relationships between the arts, music, literature, history, politics, or economics as presented through a film or book produced by the target culture.

3. Present information and ideas to an audience through speaking and writing in Spanish.

- write various types of texts (e.g., simple letters and essays) for a defined audience (e.g., teacher, peers, or pen pal) about topics of personal interest or experience (in terms of, e.g., ideas, opinions, attitudes, and feelings).
- provide information in spoken and written form on a variety of topics of personal, academic, and cultural interest (e.g., descriptions of popular or historical characters, expressions of opinion, personal conclusions about general-interest topics, and comparisons and contrasts between the target culture and his or her own culture).
- effectively communicate orally in the target language regarding a past, present, or future event.
- communicate in writing using a variety of vocabulary for past, present, and future events and feelings about those events (e.g., by writing a letter to a native speaker of the target language).

4. Demonstrate understanding of social interaction patterns within Spanish culture(s) through participation in cultural activities.

- identify and discuss various aspects of the target culture (e.g., educational systems or institutions, means of transportation, and various rules).
- know various expressive forms of the target culture such as popular music, dance, children's magazines, comic books, children's literature, and common or everyday.
- identify and discuss various patterns of behavior or interaction and the values and mindsets typical of youth in the target culture.
- identify and discuss various aspects of the target culture (e.g., social and political institutions and laws).
- identify and discuss artistic expressions and forms of the target culture (e.g., books, periodicals, videos, commercials, music, dance, design, and art).
- identify and discuss target-language writers and their works and assess their influence not only on the products of his or her own culture, but also on other world cultures.

5. Apply knowledge of Spanish language and culture(s) to further knowledge of other disciplines.

- conduct research on a topic of interest from an academic Discipline.
 - use the target language to establish contact with members of the target culture (e.g., to obtain information about a hobby, sport, or topic of general interest).
 - use texts produced in the target language to gain knowledge and understanding of various aspects of the arts, music, literature, history, or economics of the target culture.
 - use a concept or skill learned in the foreign-language class to communicate information to students in other content-area classes.
 - use target-language skills to obtain information and perspectives from speakers of the target language.
 - use target-language sources (e.g., members of the target culture) to obtain information (in person or via the Internet) about a hobby, sport, or topic of personal, community, or world interest.

6. Analyze and use different patterns of communication and social interaction appropriate to the setting.

- understand how idiomatic expressions have an impact on communication and reflect culture, by using them correctly in both oral and written form.
- identify and use typical patterns of communication in the target language (e.g., cognates and syntax variations) both orally and in written form.
- know elements of the target language that signify time, and the similarities and differences between comparable linguistic markers in the target language and in his or her own language.
- understand and apply the target-language pronunciation, intonation, stress patterns, and writing conventions in a variety of contexts.
- recognize how languages differ in the way they can be used to communicate similar ideas (e.g., through oral, written, or artistic expression).
- recognize the similarities and differences between attitudes about various topics found among teenagers in American culture and attitudes among teenagers in the target culture
- understand selected economic, political, and social events that have shaped the target culture and its relationship with the United States across time.
- use the target language to discuss how aspects of the target culture are reflected in his or her own culture.
- demonstrate knowledge and understanding of the similarities and differences between his or her own culture and the target culture as represented in the media and/or literature.
- recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.

7. Demonstrate knowledge of use of the Spanish language within and beyond the school setting.

- know the benefits that being able to communicate in more than one language can have on one's career.