

Foreign Language Department Guide Spanish V Honors Overview

Course Description: Spanish V Honors

Spanish V Honors is offered to students in their senior year. In a seven day cycle, the class meets four times for sixty minutes and one time for one hundred minutes. In place of midyear and final exams, all students are assigned an independent reading project. This entails the reading of an original Spanish literary work in its entirety and related written and oral presentations which explore a major theme of the work. The grade for this project has the value of both semester exams.

This course is designed to interest and challenge capable students who wish to develop a greater degree of proficiency in the Spanish language as well as those intending to enroll in Spanish courses in college. The program follows a 2-year cycle with alternate texts chosen each year. The basic elements of grammar are reviewed, refined, and practiced as students examine the Hispanic world of both today and yesterday, concentrating on the areas of: Spanish authors, history, art, classic and modern literature, the short story, poetry, and cultural practices/festivals and their historical significance. Spanish V Honors aims to develop more fluency in Spanish through class discussion of current events, history, and literature. Compositions, research papers, and oral reports are assigned to develop mastery of the grammar and vocabulary studied. Various genres of film and artistic masterpieces are analyzed. During the course of the year, the student is required to explore a variety of media: film, television and radio broadcasts, newspaper and magazine articles from a variety of Spanish publications, classical and popular music as well as literary texts. Lectures and discussions are conducted completely in the target language with the student playing a much more central role than in earlier levels. Students are required to utilize their Spanish communicative abilities in discussion with native-speakers through in-class interaction with guest speakers from a variety of Spanish-speaking countries.

Prerequisites: B average or better in Spanish IV Honors or A or better in Spanish IV CP

- **Recommendation of third year teacher**
- **Writing sample**
- **Approval of the department chairperson**

Major Course Objectives

When students have completed Spanish V Honors they will know and be able to:

1. Accomplish all the objectives of Spanish IV CP/Honors.
2. Demonstrate, when writing and speaking, good control of all major tenses.
3. Explain personal judgments.
4. Describe in depth daily routines or situations.
5. Make comparisons and give commands in all forms.
6. Write a multi-paragraphed composition of at least 200 words on a variety of personal, literary or cultural topics.
7. Deliver a report from memory on a researched cultural topic.
8. Express personal reactions to literature, films, music and political events.
9. Discuss, using appropriate vocabulary, certain Spanish artists and their works.
10. Read, comprehend, discuss, summarize and analyze short stories, poems, songs, newspaper articles, excerpts from original literary works or informational texts, as well as one complete literary work.
11. Initiate, sustain, and close a conversation.
12. Suggest possible solutions to a problem.
13. Understand and react to telephone conversations and written correspondence.
14. Identify significant political, intellectual and cultural figures and events of the target culture.
15. Compare and contrast how international events are or have been reported in the US media as well as in the target culture's media.
16. Conduct a conversation with a native Spanish speaker about differences and similarities in the areas of business and education in the US and the speaker's country of origin.

Relationship to the Massachusetts Curriculum Framework

Students fulfill the requirements of the **Communication Strand (Standards 1-3)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error:

1. Perform Spanish 4 Learning Standards. (1, 2, 3)
2. Ask and respond to questions to gain or clarify information (1, 2)
3. Exchange opinions and ideas about people, activities or events. (1, 3)
4. Discuss class readings. (1)
5. Read authentic materials such as narratives, newspaper articles, advertisements and brochures (2)
6. Understand important ideas and details in highly contextualized authentic and adapted texts. (2)
7. Write compositions of several paragraphs using appropriate tenses and other grammatical structures to express an opinion, recount an event or analyze a literary text. (3)

8. Read, interpret signs, + excerpts from original literary + informational texts. (2)
9. Describe fully people, places and things. (3)
10. Write greeting cards, notes, letters and e-mails. (3)
11. Give presentations on planned activities or on cultural topics. (1, 3)
12. Share personal reactions to authentic literary texts such as poems, plays and short stories. (3)
13. Identify themes in fictional works and relate them to personal experiences. (2)
14. Read articles in a magazine, journal or newspaper and understand the main ideas (2)
15. Describe elements of stories such as characters, events and settings. (2)

Students fulfill the requirements of the **Culture Strand (Standard 4)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error in the target language, and English when necessary:

1. Perform Spanish 3 Learning Standards
2. Identify patterns of social behavior that are typical of the target culture.
3. Interact appropriately in social and cultural activities.
4. Identify distinctive aspects of the target culture presented in print literature, visual arts, films, videos, and relate these to the cultural perspectives of the target culture.
5. Identify historical and/or cultural figures from the target culture and describe their contributions.
6. Identify on maps and globes the locations and major geographic features of countries where the target language is or was used.

Students fulfill the requirements of the **Comparisons Strand (Standards 5, 6)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Perform Spanish 3 Learning Standards. (5, 6)
2. Recognize and identify in Spanish grammatical categories such as tense, gender, agreement in Spanish + English. (5)
3. Discuss cultural characteristics and traditions of the target culture, including folktales, music, visual arts, and theater and compare and contrast to cultural characteristics of their own culture. (6)
4. Continue to compare, contrast and report on cultural traditions and celebrations.
5. Compare the reporting of international and national events in US papers with the reporting of similar events in the media of the target culture (6)
6. Compare and contrast careers, business, and education in Spanish and the US (6).

Students fulfill the requirements of the **Connections Strand (Standard 7)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Obtain more detailed information and knowledge related to other disciplines from sources in the target language. Examples of this include: obtaining political and economic information from newspapers, other print sources, and interactive CD Roms in the target language and using this information to achieve the learning standards of the Civics and Government and Economic Strands of the History and Social Science Framework.; Learning songs or poetic lyrics written in the target language and applying the learning standards of the Music Strand of the Arts Framework when singing; Studying and analyzing artistic movements and artists of the target culture.

Students fulfill the requirements of the **Communities Strand (Standard 8)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Apply knowledge of the target language and culture beyond the classroom setting. Examples of this include conversing with speakers of the target language, reading and writing e-mails or letters to speakers of Spanish, or making and exchanging videotapes, photographs, diaries and artwork and discussing them orally or in letters and e-mail with students in another community in Massachusetts, the U.S., or another country.

Assessment Tools

Success in Spanish V Honors will be assessed by the following methods:

1. Vocabulary/grammar quizzes and tests.
2. Skit presentations.
3. Prepared dialogues.
4. Micrologs to test spelling and grammar.
5. Cloze exercises to determine comprehension of songs or conversations.
6. Oral questions to which students write or speak responses using several complete sentences.
7. Role-playing using appropriate vocabulary in social situations.
8. Questions on current events from the Spanish-speaking world.
9. Reading comprehension and contribution to classroom conversations and debates as related to lesson.
10. Written and oral quizzes and discussions on films such as: *Los diarios de motocicleta (The Motorcycle Diaries) 2005*, *La casa de Bernarda Alba (The House of Bernarda Alba) 1987*, *La Bamba (without subtitles) 1987*, *Buscando a Nemo (Disney/Pixar) (without subtitles) 2003*.
11. Oral interviews with teacher.
12. Written compositions on selected topics in a variety of tenses
13. Reports and posters on historical and literary figures.
14. Internet Activities.
15. Discussions with native-speakers
16. Comprehension and analysis questions of various texts.
17. Memorization, recitation and analysis of poetry.
18. Note-taking and discussion of the news from “Univision” broadcasts and “CNN en español”.
19. Movie and literary critiques of Spanish works and films studied in class.
20. Interview of Spanish guest speaker and/or Spanish exchange students with each student treating a different topic of interest.

21. Preparation and explanation of Spanish culinary dishes following original directions in Spanish.
22. Analysis and presentation of a major theme of a film.
23. Completion of the Honors Independent Reading Project including: a plot summary, character analysis, thesis statement proposal, five-page literary analysis of a major theme, and a five-ten minute oral/visual presentation all based on the chosen literary work.

Instructional Strategies

Foreign Language Teachers will employ a variety of strategies to meet the diverse learning needs of their students. These strategies include:

1. The use of Spanish as the priority language in all classes.
2. Lecture and note-taking with the aid of pertinent information written on the board.
3. The use of pictures, posters, transparencies, and film segments to illustrate grammatical structures and stimulate conversation.
4. The physical manipulation of words and parts of sentences to practice new structures.
5. The use of white boards to demonstrate comprehension of stories, and to drill vocabulary and grammar.
6. The use of songs, taped conversations, and recited poetry to practice auditory comprehension and reinforce new material.
7. Role playing to reinforce new material as well as to demonstrate control of vocabulary and structures.
8. Carrousel brain-storming to review learned material.
9. Visits by native speakers to speak about customs of countries where the Spanish is spoken.
10. Memorization and recitation of prose passages or poetry for pronunciation practice.
11. Physical demonstration of actions and key vocabulary by students or teacher to relate a concept or story.
12. Oral and written completion exercises or substitution exercises.
13. The use of board games to review vocabulary.
14. Regular journaling
15. dictations
16. Guided group discussions and debates
17. Jeopardy, Pictionary, Scrabble, charades, placemat, relay races, Memory and spelling bees to practice vocabulary and grammatical structures.
18. micrologs, waves, and circumlocution

Materials and Resources

Abriendo Paso Lectura, Pearson Prentice Hall, 2006
Breaking the Spanish Barrier Advanced, John Connor and Cathy Folts, 2005
La casa de Bernarda Alba, Alejandro Casona, Catedra Letras Hispánicas, 1989
Lazarillo de Tormes, Easy Readers Level B, Dinamarca Aschehoug A/S, 1976
Nosotros Somos Dios, Wilberto Cantón, Heinle & Heinle, 1966,
Doce a las doce, a short story from *Paso a Paso*, Addison Wesley Longman, 1997
Destinos, Una fotonovela mexicana, Vanpatten, 1991
 Cassette tapes, transparencies, and videos which accompany the course.
 Films: *La mariposa (The Butterfly)* 2004, *Buscando a Nemo (Disney/Pixar)* 2003 , and *Don Quijote de La Mancha (with John Lithgow)* 2000

Relationship to the High School Expectations:

Given a basic vocabulary and grammatical structures suitable to proceed to College/University level Spanish courses, the student is offered the opportunity to be:

- An effective reader of Spanish.
- An effective writer of Spanish.
- An effective speaker/presenter/performer of selected topics.
- An effective problem solver when decoding grammar and comparing cultures.
- An effective information seeker when preparing short Spanish presentations.
- Interact in Spanish with the community at large through excursions and guest speakers.

