

East Penn School District  
Secondary Curriculum

A Planned Course Statement  
For

**Spanish IV Honors**

Course # 554 Grade(s) 9 -12

Department: World Languages

Length of Period (mins.) 42

Total Clock Hours: 126

Periods per Cycle: 5

Length of Course (yrs.) 1

Type of Offering:      required   ✓   elective

Credit: 1

Adopted: 6/8/09

Developed by:

Claudia Risi

## Description of Course #554

**Course Title:** Spanish IV Honors

**Description:** This course is an accelerated course designed to prepare the student for the Advanced Placement program. In addition to the material completed in the textbook there will be required readings and frequent writing assignments. Students will make presentations. Articles from newspapers and magazines along with short stories will be incorporated in the classroom. All classes are conducted exclusively in Spanish.

### Goals:

- To reinforce and expand upon previously learned communicative language skills
- To further develop proficiency in the four basic skills of listening, speaking, reading, and writing
- To demonstrate an intermediate level of proficiency in each of the four basic skills as set forth by the ACTFL Proficiency Guidelines
- To be aware of the vast extent of the Spanish-speaking world and its integration into their daily lives and future aspirations

### Requirements:

- Students should possess on-level English language skills as documented through standardized testing
- Prerequisite: Successful completion of Spanish Level III

### Text:

Gahala, et. al., ¡Avancemos! – 3, McDougal Littell, 2007

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### Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
Nos divertimos al aire libre	1	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Talk about activities planned for a camping trip</li> <li>• Talk about what they do with friends</li> <li>• Talk about nature</li> <li>• Talk about family vacations</li> <li>• Describe a place and its climate</li> </ul>	A, L, U, R	<b>VOCABULARY</b> <ul style="list-style-type: none"> <li>• Camping /Nature</li> <li>• Family relationships</li> </ul> <b>GRAMMAR</b> <ul style="list-style-type: none"> <li>• Preterite</li> <li>• Imperfect</li> </ul> <b>CULTURE</b> <ul style="list-style-type: none"> <li>• Mexico</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Formal Writing samples following AP guidelines</li> <li>• Informal Writing samples following AP guidelines</li> <li>• Journal entries</li> <li>• Presentations</li> <li>• Paragraph completion with root words</li> <li>• Group discussions</li> <li>• 20 second interview questions</li> </ul>	<b>ACFTL:</b> 1.1, 1.2, 1.3, 2.2, 3.1  <b>PA Career:</b> 13.1.11, 13.2.11, 13.3.11  <b>PA Tech.:</b> 3.8.12
¡Es hora de ayudar!	2	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Make requests and recommendations</li> <li>• Talk about media and the community</li> <li>• Describe volunteer activities</li> <li>• Persuade or influence others</li> <li>• Express opinions</li> </ul>	A, L, U, R	<b>VOCABULARY</b> <ul style="list-style-type: none"> <li>• Volunteer activities and projects</li> </ul> <b>GRAMMAR</b> <ul style="list-style-type: none"> <li>• Using commands and impersonal expressions to make requests and recommendations/Media</li> </ul> <b>CULTURE</b> <ul style="list-style-type: none"> <li>• Hispanics in the US</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Formal Writing samples following AP guidelines</li> <li>• Informal Writing samples following AP guidelines</li> <li>• Journal entries</li> <li>• Presentations</li> <li>• Paragraph completion with root words</li> <li>• Group discussions</li> <li>• 20 second interview questions</li> </ul>	<b>ACFTL:</b> 1.1, 1.2, 1.3, 2.2, 3.1  <b>PA Career:</b> 13.1.11, 13.2.11, 13.3.11  <b>PA Tech.:</b> 3.8.12
¡El futuro de nuestra planeta!	3	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Discuss technology</li> <li>• Express environmental concerns and possibilities</li> <li>• Make predictions</li> <li>• Express points of view and make recommendations</li> <li>• Discuss cause and effect</li> <li>• Discuss obligations and responsibilities</li> <li>• Debate points of view with other students</li> </ul>	A, L, U, R	<b>VOCABULARY</b> <ul style="list-style-type: none"> <li>• Social awareness</li> <li>• Environmental concerns</li> </ul> <b>GRAMMAR</b> <ul style="list-style-type: none"> <li>• Future tense</li> <li>• Por y para</li> <li>• Present subjunctive of regular verbs</li> <li>• More subjunctive verb forms</li> </ul> <b>CULTURE</b> <ul style="list-style-type: none"> <li>• Central America</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Synthesis of sources</li> <li>• Formal Writing samples following AP guidelines</li> <li>• Informal Writing samples following AP guidelines</li> <li>• Journal entries</li> <li>• Paragraph completion with root words</li> <li>• Presentations</li> <li>• Group discussions</li> <li>• 20 second interview questions</li> <li>• Picture sequence taping</li> <li>• Short and long narratives with multiple choice questions.</li> <li>• Debates</li> <li>• Paired activities</li> </ul>	<b>ACFTL:</b> 1.1, 1.2, 1.3, 2.2, 3.1  <b>PA Career:</b> 13.1.11, 13.2.11, 13.3.11  <b>PA Tech.:</b> 3.8.12

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>Así quiero ser</b>	<b>4</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe people</li> <li>Tell what others do</li> <li>Express wishes and desires</li> <li>Describe people and things</li> <li>Express doubt, denial, and disbelief</li> <li>Express positive and negative emotions</li> <li>Debate points of view with other students</li> </ul>	A, L, U, R	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Describing others</li> <li>Professions</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Describing positive and negative emotions</li> <li>Future tense</li> <li>Subjunctive with verbs of influence</li> <li>Subjunctive with doubt</li> <li>Subjunctive with emotion</li> <li>Supporting opinions</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>The Caribbean</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Synthesis of sources (written with audio sources)</li> <li>Formal Writing samples following AP guidelines</li> <li>Informal Writing samples following AP guidelines</li> <li>Journal entries</li> <li>Presentations</li> <li>Paragraph completion with root words</li> <li>Group discussions</li> <li>20 second interview questions</li> <li>Picture sequence taping</li> <li>Short and long narratives with multiple choice questions.</li> <li>Debates</li> <li>Paired activities</li> </ul>	<p><b>ACFTL:</b> 1.1, 1.2, 1.3, 2.2, 3.1</p> <p><b>PA Career:</b> 13.1.11, 13.2.11, 13.3.11</p> <p><b>PA Tech.:</b> 3.8.12</p>
<b>¿Cómo te entretienes?</b>	<b>5</b>		A, L, U, R	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Travel preparations</li> <li>Computers</li> <li>Leisure activities</li> <li>Requirements and conditions</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Subjunctive with conjunctions</li> <li>Subjunctive with the unknown</li> <li>Participating in a group discussion</li> <li>Conditional tense</li> <li>Reported speech</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>Andean countries</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Synthesis of sources</li> <li>Formal Writing samples following AP guidelines</li> <li>Informal Writing samples following AP guidelines</li> <li>Journal entries</li> <li>Presentations</li> <li>Paragraph completion with root words</li> <li>Group discussions</li> <li>20 second interview questions</li> <li>Picture sequence taping</li> <li>Short and long narratives with multiple choice questions.</li> <li>Debates</li> <li>Paired activities</li> </ul>	<p><b>ACFTL:</b> 1.1, 1.2, 1.3, 2.2, 3.1</p> <p><b>PA Career:</b> 13.1.11, 13.2.11, 13.3.11</p> <p><b>PA Tech.:</b> 3.8.12</p>

Unit	Num	Objective	Level	Content	Evaluation	Standard
¿Dónde vivimos?	6	<p><b>Student will be able to</b></p> <ul style="list-style-type: none"> <li>• describe parts of an apartment and furniture</li> <li>• describe places in the community</li> <li>• talk about what has happened and what needs to be done</li> </ul>	A, L, U, R	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Around the neighborhood</li> <li>• An apartment in the city</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Past participles as adjectives</li> <li>• Present perfect tense</li> <li>• Past perfect tense</li> <li>• Future perfect tense</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>• Immigration to US</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Synthesis of sources</li> <li>• Formal Writing samples following AP guidelines</li> <li>• Informal Writing samples following AP guidelines</li> <li>• Journal entries</li> <li>• Presentations</li> <li>• Paragraph completion with root words</li> <li>• Group discussions</li> <li>• 20 second interview questions</li> <li>• Picture sequence taping Student presentations (formal and informal)</li> <li>• Group discussions</li> <li>• Short and long narratives with multiple choice questions.</li> <li>• Debates</li> </ul>	<p><b>ACFTL:</b> 1.1, 1.2, 1.3, 2.2, 3.1</p> <p><b>PA Career:</b> 13.1.11, 13.2.11, 13.3.11</p> <p><b>PA Tech.:</b> 3.8.12</p>
Tu pasado y tu futuro	7		A, L, U, R	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Planning for the future</li> <li>• School activities and events</li> <li>• Part-time jobs</li> <li>• Pursuing a career</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Imperfect subjunctive</li> <li>• Subjunctive of perfect tenses</li> <li>• Si clauses</li> <li>• Sequence of tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Student (advanced intermediate levels) writing samples</li> <li>• Compositions (advanced intermediate level)</li> <li>• Journal entries</li> <li>• Presentations</li> <li>• Paragraph completion with root words</li> <li>• Student presentations (formal and informal)</li> <li>• Group discussions</li> <li>• Short and long narratives with multiple choice questions.</li> <li>• Debates</li> <li>• Paired activities</li> </ul>	<p><b>ACFTL:</b> 1.1, 1.2, 1.3, 2.2, 3.1</p> <p><b>PA Career:</b> 13.1.11, 13.2.11, 13.3.11</p> <p><b>PA Tech.:</b> 3.8.12</p>