

## Spanish 4 Syllabus Appendix

### Department Outcomes & Wisconsin State Standards Supported

NOTE: Since each unit in the course supports every departmental outcome as well as many state standards, this document is intended to show which activities support particular outcomes and standards.

#### READING SELECTION

- offers level-appropriate reading selection (paragraph, magazine article, short stories, etc.)
- includes comprehension questions
- teaches reading skills (e.g. summarizing, context clues, etc.)

#### Supports Department Outcomes:

2. Language learners who
  - 2.1 Compare and contrast English with the target language.
  - 2.2 Recognize cognates.
  - 2.3 Incorporate previously learned vocabulary and grammatical structures in new applications.
  - 2.5 Understand the interrelationship of the components of the target language as it contributes to total language development.
3. Collaborative contributors who
  - 3.2 Produce quality work.
  - 3.3 Function both independently and cooperatively of peers.
4. Self-directed learners who
  - 4.1 Assume responsibility for their own learning.
  - 4.2 Employ appropriate learning strategies in different situations.
5. Culturally sensitive individuals who
  - 5.1 Evaluate the target culture from a Christian perspective.
  - 5.2 Relate language to culture.
  - 5.3 Compare and contrast other cultures with their own culture.

#### State Standards:

- A.1. **Conversations:** Students will discuss and defend an option on selected topics
- A.2. **Questions:** Students will ask and answer a variety of questions that require follow-up questions and responses for more information.
- A.3. **Opinions:** Students will defend personal preferences, feelings, and opinions with more complete explanation.
- A.5. **Comprehension:** Students will ask for clarification and be able to paraphrase to ensure understanding
- B.3. **Reading:** Students will understand more complex written materials on a variety of topics and formats.
- B.4. **Reading:** Students will comprehend the main idea and key supporting ideas, and begin to make inferences in selected authentic written materials.
- D.3. **Beliefs and attitudes:** Students will discuss and compare beliefs and attitudes within the cultures studied and their own in relation to home, school, community, and nation.
- D.4. **Historical influences:** Students will exhibit broader and deeper knowledge of

- historical and philosophical backgrounds that explain patterns of interaction .
- E.2. **Contributions:** Students will discuss how historical and contemporary influences from other cultures shape people's views of the world and their own attitudes toward issues facing their world.
  - E.4. **Geography:** Students will explain the impact of the target country's geography on the people's beliefs, perspectives, and attitudes.
  - G.1. **Popular media:** Students will read, listen to, and talk about subjects contained in popular media from other countries in order to gain a perspective on other cultures.
  - H.1. **Structures:** Students will identify cognates, word roots, prefixes, suffixes, and sentence structure to derive meaning.
  - H.2. **Idioms:** Students will identify expressions that cannot be translated word for word in order to derive meaning.
  - H.3. **Translation:** Students will identify words and expressions that have no equivalent in another language.
  - H.4. **Cultural characteristics:** Students will identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language.
  - H.5. **Phonetics:** Students will compare the sound-symbol association of English to that of the language studied.
  - I.1. **Cultural variations:** Students will discuss the meaning of perspectives, products, and practices in different cultures.
  - I.2. **Comparisons:** Students will compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures.
  - I.3. **Characteristics of culture:** Students will understand the concept of culture as they compare other cultures to their own.
  - K.1 **Media:** Students will use various media in the language studied for study, work, or pleasure.
  - K.4 **Further learning:** Students will look for opportunities to learn more about languages and cultures.

## **VIDEO PRESENTATIONS**

- introduce students to Spanish-speaking people from around the world
- present Spanish literature
- present social themes of life in the Spanish-speaking world

## **Supports Department Outcomes:**

- 2. Language learners who
  - 2.4 Actively listen to spoken language.
- 5. Culturally sensitive individuals who
  - 5.1 Evaluate the target culture from a Christian perspective.
  - 5.2 Relate language to culture.
  - 5.3 Compare and contrast other cultures with their own culture.

## **State Standards:**

- A.1. **Conversations:** Students will discuss and defend an option on selected topics
- A.2. **Questions:** Students will ask and answer a variety of questions that require follow-up questions and responses for more information.

- A.3. **Opinions:** Students will defend personal preferences, feelings, and opinions with more complete explanation.
- A.5. **Comprehension:** Students will ask for clarification and be able to paraphrase to ensure understanding.
- D.2. **Cultural activities:** Students will compare and contrast activities from other cultures to their own in relation to home, school, community, and nation.
- D.3. **Beliefs and attitudes:** Students will discuss and compare beliefs and attitudes within the cultures studied and their own in relation to home, school, community, and nation.
- D.4. **Historical influences:** Students will exhibit broader and deeper knowledge of historical and philosophical backgrounds that explain patterns of interaction .
- E.2. **Contributions:** Students will discuss how historical and contemporary influences from other cultures shape people's views of the world and their own attitudes toward issues facing the world.
- E.4. **Geography:** Students will explain the impact of the target country's geography on the people's beliefs, perspectives, and attitudes.
- G.1. **Popular media:** Students will read, listen to, and talk about subjects contained in popular media from other countries in order to gain a perspective on other cultures.
- H.4. **Cultural characteristics:** Students will identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language.
- H.5. **Phonetics:** Students will compare the sound-symbol association of English to that of the language studied.
- I.1. **Cultural variations:** Students will discuss the meaning of perspectives, products, and practices in different cultures.
- I.2. **Comparisons:** Students will compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures.
- I.3. **Characteristics of culture:** Students will understand the concept of culture as they compare other cultures to their own.
- K.1 **Media:** Students will use various media in the language studied for study, work, or pleasure.

## **ORAL PRESENTATIONS**

- provide opportunity for creativity
- provide opportunity for self-expression in the target language

### **Support Department Outcomes:**

1. Effective communicators who
  - 1.1 Create appropriately with the target language in personal communication.
  - 1.2 Incorporate correct grammar with the spoken and/or written language.
3. Collaborative contributors who
  - 3.1 Critique and evaluate the work of peers.
  - 3.2 Produce quality work.
  - 3.3 Function both independently and cooperatively of peers.

## State Standards

- C.1. **Oral presentations:** Students will present student-created works and excerpts of authentic literature.
- C.2. **Speeches:** Students will write and deliver a short speech on a topic of personal interest.
- C.3. **Directions:** Students will give a series of directions to someone, coaching the person in order to complete the task.
- C.4. **Recounting events:** Students will recount a story with substantive descriptions and detail.

## VOCABULARY

- introduces new words
- focuses on the theme of the unit
- includes activities, homework, and quizzes

## Supports Department Outcomes:

- 1. Effective communicators who
  - 1.1 Create appropriately with the target language in personal communication.
  - 1.2 Incorporate correct grammar with the spoken and/or written language.
  - 1.3 Write clearly and with a purpose.
- 2. Language learners who
  - 2.1 Compare and contrast English with the target language.
  - 2.2 Recognize cognates.
  - 2.5 Understand the interrelationship of the components of the target language as it contributes to total language development.
- 4. Self-directed learners who
  - 4.1 Assume responsibility for their own learning.

## Supports State Standards:

- A.5. **Comprehension:** Students will ask for clarification and be able to paraphrase to ensure understanding.
- H.1. **Structures:** Students will identify cognates, word roots, prefixes, suffixes, and sentence structure to derive meaning.
- H.2. **Idioms:** Students will identify expressions that cannot be translated word for word in order to derive meaning.
- H.3. **Translation:** Students will identify words and expressions that have no equivalent in another language.
- H.4. **Cultural characteristics:** Students will identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language.
- H.5. **Phonetics:** Students will compare the sound-symbol association of English to that of the language studied.
- I.1. **Cultural variations:** Students will discuss the meaning of perspectives, products, and practices in different cultures.
- I.2. **Comparisons:** Students will compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures.

- I.3. **Characteristics of culture:** Students will understand the concept of culture as they compare other cultures to their own.

## **GRAMMAR STUDY**

- presents new linguistic structures logically and explicitly
- supports the themes/functions of the chapter
- focuses on grammatical applications in reading and writing

### **Supports Department Outcomes:**

1. Effective communicators who
  - 1.1 Create appropriately with the target language in personal communication.
  - 1.2 Incorporate correct grammar with the spoken and/or written language.
  - 1.3 Write clearly and with a purpose.
2. Language learners who
  - 2.1 Compare and contrast English with the target language.
  - 2.3 Incorporate previously learned vocabulary and grammatical structures in new applications.
  - 2.5 Understand the interrelationship of the components of the target language as it contributes to total language development.
3. Collaborative contributors who
  - 3.1 Critique and evaluate the work of peers.
  - 3.2 Produce quality work.
  - 3.3 Function both independently and cooperatively of peers.

### **State Standards:**

- H.1. **Structures:** Students will identify cognates, word roots, prefixes, suffixes, and sentence structure to derive meaning.
- H.2. **Idioms:** Students will identify expressions that cannot be translated word for word in order to derive meaning.
- H.3. **Translation:** Students will identify words and expressions that have no equivalent in another language.
- H.4. **Cultural characteristics:** Students will identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language.
- H.5. **Phonetics:** Students will compare the sound-symbol association of English to that of the language studied.