

2006-2007 Curriculum Guide West Carroll High School (Grades 9-12)



Illinois Learning Standards



Foreign Languages



The benefits of effective foreign language instruction focus on the role of the individual in a multilingual, global society. No longer do Americans live in isolation; instead, there is an ever-changing, interdependent world in which diverse cultural and linguistic groups converge. The National Standards for Foreign Language Learning establish the academic, business, personal, recreational and practical benefits of studying foreign languages, and the *Illinois Learning Standards for Foreign Languages* are based on this rationale. The national document states: "To study another language and culture gives one the powerful key to successful communication: *knowing how, when, and why to say what to whom*. All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. . . . The approach to second language instruction found in today's schools is designed to facilitate genuine interaction with others, whether they are on another continent, across town, or within the neighborhood."



Research studies clearly indicate that studying another language may give students the "edge" needed to succeed at higher levels in some other subjects. A study of over 17,000 students applying for college admission revealed that "students who had completed a foreign language course in high school tended to have higher scores on the ACT exams in English and math *regardless of their ability level*" (Olsen & Brown 1992). It has also been verified that "high school foreign language students perform significantly better on the SAT verbal exam than non-foreign-language students, and that SAT verbal scores increase successively with each half year of foreign language study" (*National Standards*).

Goal 28 - Communication  

Goal 29 - Culture and Geography  

Goal 30 - Connections and Application  

Retrieved on May 7, 2007 from www.isbe.net.

Course: Spanish I

Instructor: Mrs. Kathy Dahlman

State Goal 28: Use the target language to communicate within and beyond the classroom setting.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
1 A. Understand oral communication in the target language.	28. A.1a Recognize basic language patterns (e.g., forms of address, questions, case).	Students will learn the importance of when to use the formal or informal subject pronoun (Usted vs. tu)	Classroom discussion, textbook guided activities, and listening activities with cd player.	September
	28. A.1b Respond appropriately to simple commands in the target language.	Every day vocabulary is used to direct students in the classroom. (E.g. open your books, take out your homework, etc.)	“Classroom Expressions” worksheets and Flashcards.	September This is practiced all year.
B. Interact in the target language in various settings.	28. B.1a Respond to and ask simple questions with prompts.	Students will create dialogs/skits using new vocabulary words. Students are continuously working out questions with prompts in their textbook.	Textbook and teacher directed activities. Listening activities; cd player.	September thru May. This is practiced all year.
	28. B.1b Imitate pronunciation, intonation and inflection including sounds unique to the target language.	Students will repeat after the teacher in order to practice new vocabulary words or reading out loud.	textbook	September thru May. This is ongoing.

C. Understand written passages in the target language.	28. C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song.	At the beginning of each chapter in students' textbook, students read a short story (fotonovela) with new vocabulary and grammar usage.	textbook	September thru May. This is ongoing and specifically occurs at the beginning of each new chapter.
	28. C.1b Infer meaning of cognates from context.	Various readings, stories, poems, and songs.	"Patricia va a California" CD player-songs at end of chapter cd.	September thru May.
D. Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.	28. D.1a Copy/write words, phrases and simple sentences.	Students will be asked to read a short "dictato" that their classmates must copy and write down exactly as they hear it spoken in Spanish.	Use "Diccionario Estrafalario" book for the dictatos.	September thru May.
	28. D.1b Describe people, activities and objects from school and home.	Students look at photos of people and describe what they are doing. Students look at classroom objects, as well as touch or hold them (TPR) and describe them using simple vocabulary.	Photo file of pictures cut out from magazines or newspapers. Plastic food props. Suitcase filled with clothes.	October and November.

Course: Spanish I

Instructor: Mrs. Kathy Dahlman

State Goal 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand manners and customs of various target language societies.	29. A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, and parent).	Students will learn the importance of using formalities/courtesies in Spanish by learning Usted vs. tu.	Textbook guided activities as well as listening activities with cd player.	September-May.
B. Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.	29. B.1a Identify one or more art forms (e.g., Japanese origami, Spanish flamenco) representative of areas where the target language is spoken.	Students will learn about the Mexican holiday “El dia de los Muertos” by doing several folk art and art based activities. Mexican Cut-Paper (Papel Picado) Bull Fighting: Spain Sugar Skulls (Calaveras)	Teacher directed folk art activities. Videos: Carlex Co. El dia de los muertos, Globe Trekker Northern Spain.	October and November.
	29. B.1b Demonstrate one or more art forms representative of areas where the target language is spoken (e.g., dramatizing a sample of children’s literature, performing a	Students will listen to a children’s story that is read in Spanish about the Mexican holiday “el Dia de los muertos” called “El Espirito de Tio Fernando”	Children’s book: El espiritu de tio Fernando.	End of October beginning of November.

	song or dance).			
C. Understand literature and various media of target language societies.	29. C.1a Identify main characters, settings and events from selected samples of children's literature using audio and visual cues.			
	29. C.1b Identify different types of literature (e.g., poetry, short stories, plays, legends) in the target language.	Students read a short story/play about cinco de mayo.	Cinco de Mayo activity.	May
	29. C.1c Identify primary media sources (e.g., television, radio, CD-ROM, software, films, on-line resources, websites, and periodicals) in the target language.	Students do a scavenger hunt using various Spanish websites.	Web file/activity.	September-May.
D. Understand history of areas where the target language is spoken.	29. D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the	Students read a short story/play about cinco de mayo as well as "el dia de los muertos".	Cinco de Mayo story/play. Day of the Dead file.	October thru November May

	target language is spoken.			
E. Understand geography of various target language societies.	29. E.1 Identify and use simple geography vocabulary (e.g., border, city, river, soil, equator) of the target language.	Students review maps of Mexico, Spain, south America, and central America.	Los Paises/Capitales files. Transparency	September

Course: Spanish I

Instructor: Mrs. Kathy Dahlman

State Goal 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Use the target language to reinforce and further knowledge of other disciplines.	30.A.1a Recognize the currency of the country(ies) where the target language is spoken and compare values with United States currency.*			8 th grade Spanish
	30. A.1b Use the target language to solve simple math exercises (e.g., identify simple geometric shapes, use numbers to count and do math computations).	Students solve simple math equations and learn basic math vocabulary.	Textbook is used for numbers and supplemental worksheet used for math equations.	August thru October.
	30. A.1c Use target language	Students write a skit/dialog	Textbook	February thru April.

	vocabulary to identify simple science terms referring to weather and nature (e.g., clouds, wind, trees, common animals).	describing a weather forecast and present to the class.	Felt board with weather related items for presentational use.	
	30. A.1d Use target language vocabulary while participating in physical activities (e.g., games, dances).	Students play “ole” practicing numbers and other basic words. Students play “Jeoperdia” for chapter reviews.	Textbook Overhead projector	September thru May.
B. Use the target language to demonstrate knowledge and understanding of a variety of career options.	30. B.1a Use target language vocabulary to identify common professions and occupations.	Students learn basic professions vocabulary while learning the verb “ser”. (E.g. doctora, maestro, estudiante, etc.)	Textbook and “Mas Practica” worksheets.	September thru November.
	30. B.1b Use target language vocabulary to identify a variety of professions in which the target language may be used.	Students learn basic professions vocab. While learning the verb “ser”.	Textbook	September thru November.

Course: Spanish II

Instructor: Mrs. Carla Whitebread

State Goal 28: Use the target language to communicate within and beyond the classroom setting.

State Learning Standards	Benchmark Level- High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand oral communication in the target language.	28. A.2a Comprehend illustrated stories, audio-visual programs, or websites.	Through various discussions of stories, movies, and websites the student will gain comprehension of TL, specifically for Day of the Dead.	Selected readings and stories, movies, internet and news articles in TL.	Late October Early November
	28. A.2b Follow instructions in the TL, given one step at a time, for a wide range of activities.	The learner will invent children's games in Spanish and will give instructions to each other on how to play the game.	Children's games will be played in class and students will give instruction to classmates in TL.	December
B. Interact in the target language in various settings.	28. B.2a Pose questions spontaneously in structured situations.	Students will learn specific questions to ask and receive for information in TL.	Hand outs with questions students must learn in TL., short dialogs and conversations.	All year
	28.B.2b Produce language using proper pronunciation, intonation and inflection	Through various activities in class, students will learn and practice proper pronunciation, intonation and inflection in TL.	Classroom readings from the text, discussions, dialogs and activities on a daily basis.	All year
.	28.B.2c Comprehend gestures and body language often used in everyday interaction in	Through the use of various authentic movies and students will learn to interpret specific gestures and body language used by	<u>Julio y su Angel</u>	Late October

	the TL	speakers in the TL.		
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Course: Spanish II

Instructor: Mrs. Carla Whitebread

State Goal 28: Use the target language to communicate within and beyond the classroom setting.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
C. Understand written passages in the target language.	28. C.2a Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.	Through various stories, assorted readings, and websites the student will gain comprehension of cognates and loan words in Spanish.	Short stories. magazines and newspapers in Spanish	Late October, December
	28. C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.	Through various reading assignments, students will learn new vocabulary based on prior knowledge and context clues.	Short stories. magazines and newspapers in Spanish	December
D. Use the TL to present information, concepts and ideas for a variety of purposes to different audiences.	28. D.2a Write on familiar topics using appropriate grammar, punctuation and capitalization.	Students will produce reports on several topics in Spanish	Vocabulary from the chapter, internet and assorted readings	February
	28. D.2b Present a simple written or oral report on familiar topics.	Using specific verb tenses, students will write and present a newscast to the class in Spanish.	Written news report on a video to be made by the class	December
.	28. D.2c Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary	Students will videotape a news production in Spanish, doing the news, weather and sports broadcast.	Using a video camera, we will tape an episode of the news.	December

	and grammatical structures.			
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Course: Spanish II

Instructor: Mrs. Carla Whitebread

State Goal 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the TL.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand manners and customs of various target language societies.	29. A.2 Demonstrate activities (e.g., games, songs and role playing) associated with the target language.	Students will make up childhood games to teach their classmates. Students learn songs in Spanish. Students will make a video of a newscast.	Internet, CDs of music in the TL, Video recorder.	February December
B. Understand music, dance, folk art, visual art, drama and architecture related to the TL societies.	29.B.2a Identify sample art works and their creators associated with areas where the target language is spoken	Students will make papel picado and ofrendas for the Mexican Day of the Dead. Students will make piñatas and write short research papers on the origin of piñatas.	Tissue paper, construction paper, scissors, markers and other craft supplies.	Late Oct Early Nov Late April Early May
	29. B.2b Describe selected art forms of areas where the TL is spoken using arts vocabulary from the target language.	Students will identify art forms of Hispanic artists in Chicago.	Field trip to Chicago to the Mexican fine arts museum and look at murals in the neighborhood.	January
C. Understand literature and various media of target language societies.	29. C.2a Read, retell and summarize selected literary works.	Students will read and summarize a story in Spanish.	Read the short story: <u>El Monte de Nuestro Alemento</u>	April
.	29. C.2b Identify sample literary works and their authors' representative of the target language.	Students will read and translate a short story in the TL.	Read the short story: <u>La Leyenda de la Flor "EL Conejo"</u> By Tomie De Paola	Late April Early May
	29. C.2c Summarize the main points of selected media presentations in the	Students will watch the movie and summarize the main points of the presentation by writing	Video: <u>Julio y su Angel</u>	Late Oct, early Nov

	target language.	paragraphs about the movie in their own words.		
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Course: Spanish II

Instructor: Mrs. Carla Whitebread

State Goal 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the TL.

State Learning Standards	Benchmark Level- High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
D. Understand history of areas where the target language is spoken.	29.D.2 Use simple history vocabulary to identify historical concepts and trends (e.g., rise and fall of the Roman Empire, French Revolution)	Students will study the Aztec empire.	Assorted readings, internet, text book	January
E. Understand geography of various target language societies.	29. E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken.	Use maps to locate the cities in the US where there is a large population of Spanish speaking people.	Map of the United States, Mexico, Spain, Central and South America	September

Course: Spanish II

Instructor: Mrs. Carla Whitebread

State Goal 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

State Learning Standards	Benchmark Level- High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Use the target language to reinforce and further knowledge of other disciplines.	30. A.2a Identify products that are from the countries where the target language is spoken and that are found in the United States economy.	Students will learn to recognize products such as hand-made goods, household goods and store-bought products that are produced in Mexico and/or written in TL.	Produce, canned goods and other items associated with shopping.	January
	30. A.2b Use the target language to make, use and estimate measurements (e.g.,	Students will discuss currencies from other countries, will discuss temperatures in	Clock worksheets, felt clock visual aid, classroom	November

	time, linear, monetary).	Hispanic countries and will tell how to tell time in TL.	discussions related to times of the day.	
	30. A.2c Use target language vocabulary to identify and describe basic earth science content (e.g., mountain range, coast, and desert) and life forms.	Students will learn vocabulary for weather, describing mountain ranges and other geographic regions. They will learn vocabulary for pets, fish, farm animals, etc.	Vocabulary lists from the text, handouts about geographic areas and readings.	January
	30. A.2d Use the target language to participate in and/or describe games, dances and sports.	See Standard 28.	N/A	N/A
B. Use the target language to demonstrate knowledge and understanding of a variety of career options.	30. B.2a Use the target language to describe activities and characteristics of selected occupations and work places.	Students will learn vocabulary for different occupations and work places.	Vocabulary lists, dialogs and worksheets.	December
	30.B.2b Use the target language to explain and describe general career choices in which the target language can be used	Not taught at this level. See 30.B.2b Exploratory Spanish. We will review career choices.	Classroom discussions	September

Course: Spanish III

Instructor: Mrs. Kathy Dahlman

State Goal 28: Use the target language to communicate within and beyond the classroom setting.

State Learning Standards	Benchmark Level- High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Use the target language to reinforce and further knowledge of other disciplines.	28. A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).	Students begin learning more about immigration while presentation/discussion is taught in Spanish. Stereotypes and prejudices will also be discussed specifically related to Mexican Americans.	Internet News clippings. TV/DVD Classroom discussion and presentation.	September thru November.
	28. A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.	Students are instructed to complete a survey in Spanish following specific guidelines. Each student must follow the directions in Spanish and ask other students information in order to complete the survey.	“Survey lesson” worksheet. Filed as Spanish 3.	September
B. Interact in the target language in various settings.	28. B.3a Respond to open-ended questions and initiate communication in various situations.	Students read short stories and are asked open-ended questions about themes from stories.	“Cuentitos Simpaticos” books. Classroom discussion.	August-November.
	28. B.3b Produce language with	Students practice speaking and reading tongue-twisters in	Tongue-Twister book “Diccionario	September-May.

	improved pronunciation, intonation and inflection.	Spanish.	Estrafalarío”.	
	28. B.3c Use appropriate non-verbal cues common in areas where the target language is spoken.			
C. Understand written passages in the target language.	28. C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary.	El Norte Immigration Students learn more about this topic through internet, lecture, readings, and short stories.	Internet News clippings TV/DVD: “El Norte”.	September and October.
	28. C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.			
D. Use the target language to present information, concepts and ideas for a variety of purposes to different	28. D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and	Students will write a composition stating their position on the topic of Immigration.	Internet News clippings	September thru October.

audiences.	conclusion.			
	28. D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).			
	28. D.3c Present a simple, original poem or story based on a model.	Students will work as a class passing around a piece of paper writing a story in Spanish until finished. Students will have prompted words on the board that they are required to use in their story. Each student is required to write a sentence (several) in Spanish.	List of Verbs on Chalkboard used as prompt for short story.	September – May. A good transitional activity. Could be used in between lessons.

Course: Spanish III

Instructor: Mrs. Kathy Dahlman

State Goal 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand manners and customs of various target language societies.	29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	Students learn about La Quincinera, cinco de mayo, el dia de los muertos, La Navidad, and La semana Santa.	Video Textbook News clippings Internet	September-May
B. Understand	29.B.3a Identify and	Students will watch an episode of	Classroom discussion.	May

music, dance, folk art, visual art, drama and architecture related to the target language societies.	explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language.	“Destinos” that shows the bombing of Guernica during the Spanish Civil War which later became the title of one of Pablo Picasso’s paintings.		
	29.B.3b Understand and use the essential target language vocabulary referring to tools, processes and products in one or more of the art forms.	Students learn about various dances, music, and folk art for La Navidad.	La Navidad; books, music, videos.	December-January.
C. Understand literature and various media of target language societies.	29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.	Students read two short novels entirely written in Spanish.	“La Mano en La Arena” and “Sonar Un Crimen”.	November-December. February-March.
	29.C.3b Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and abridgments in the target language using	Students read two short novels written by Spanish authors.	Una Mano En La Arena and Casi se muere.	November-December. February-March.

	target language vocabulary.			
D. Understand history of areas where the target language is spoken.	29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.	Students listen to the song, “We didn’t start the fire” a song about historical events and write the events into Spanish.	CD player Internet “We didn’t start the fire”-Elton John	September-May.

Course: Spanish III

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State Goal 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Use the target language to reinforce and further knowledge of other disciplines.	30. A.3a Identify differing systems of trade and exchange in target language country (ies) (e.g., bartering and bargaining) compared to the United States.*	Students will watch an Episode of “Destinos” that includes bartering and bargaining in a market.	Classroom discussion about the episode. Coins from Spain and Mexico.	April and May.
	30. A.3b Use the target language to gather and organize data			

	to solve math problems.			
	30. A.3c Use the target language to describe the physical and geological features, vegetation and animal life indigenous to areas where the target language is spoken.	Students will work in groups using the “Abrir Paso” Bolivia: Ecologia 3E text to better understand the Amazon and the ecological world in Spanish.	Workbook “La Amazonia y La Ecologia del mundo”. Transparency/photos	March
	30. A.3d Use the target language to identify diet, nutrition and physical fitness issues in areas where the target language is spoken.	Students work in groups discussing diet, nutrition and sports in Spain.	“Abrir Paso” Espana: Deportes 3G. Spain Map	February
B. Use the target language to demonstrate knowledge and understanding of a variety of career options.	30. B.3a Use the target language to identify and describe occupations unique to areas where the target language is spoken.	Students will research and investigate occupations where Spanish is spoken. They will present their finding to the class in Spanish.	Classroom discussion about their findings.	January and February.
	30. B.3b Use the target language to explain in detail the preparation	Students will read “Abrir Paso” Venezuela: Presente y Pasado to learn about daily life for Venezuelans.	“Abrir Paso” Venezuela: Presente y pasado	May

	for and activities of specific careers in which the target language can be used.			
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Course: Spanish IV

Instructor: Mrs. Carla Whitebread

State Goal 28: Use the target language to communicate within and beyond the classroom setting.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand oral communication in the target language.	28. A.4 Comprehend details of oral and audio presentations unsupported by visual aids.	As a class we will engage in discussions about the class readings, videos and handouts provided.	Assorted readings, videos	August
B. Interact in the target language in various settings.	28. B.4a Engage in extended conversations in a variety of situations.	As a class we will engage in discussions about the class readings, videos and handouts provided.	Assorted videos, readings, student oral presentations on a variety of subjects.	September
	28. B.4b Express differences of meaning using proper pronunciation, intonation and inflection.	Students will understand the difference in intonation and inflection in a question as opposed to a statement, as well as the difference between pronunciations in preterite vs. present tense verb to hear the difference in the tense.	Assorted videos, readings, student oral presentations on a variety of subjects.	December
	28.B.4b Produce language using proper pronunciation,	As a class we will engage in discussions about the class readings, videos and handouts provided.	Readings, videos, handouts.	All year

	intonation and inflection			
	28. B.4c Recognize and use nonverbal cues in various formal and informal settings.	Students will recognize and use nonverbal cues associated with TL.	Videos, readings, class discussions	All year

Course: Spanish IV

Instructor: Mrs. Carla Whitebread

State Goal 28: Use the target language to communicate within and beyond the classroom setting.

State Learning Standards	Benchmark Level- High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
C. Understand written passages in the target language.	28. C.4a Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.	Students will read a variety of written material and will learn key vocabulary associated with the different topics.	Selections from the text, assorted magazines and newspapers in Spanish	All year
	28. C.4b Demonstrate understanding of written materials by organizing information and concepts (e.g., outlines, and flow charts).	Students will produce outlines and flow charts in support of oral reports.	Internet, selected readings and produce an oral report	January
	28. C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.	Students will view videos in Italian and other languages to compare other Romance languages with Spanish.	* <u>Life is Beautiful</u> video	Late May

Course: Spanish IV

Instructor: Mrs. Carla Whitebread

State Goal 28: Use the target language to communicate within and beyond the classroom setting.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
D. Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.	28. D.4a Write complete expository pieces that include description, definition and analysis for a variety of situations.	The student will pick a work of art from assorted Hispanic artists and will write about the piece to including a description of the piece and an analysis of the piece and why they liked it or chose it.	Assorted readings on Goya, Velazquez, Picasso, or Dali.	September
	28. D.4b Make a persuasive presentation with documentation (e.g., visuals, interviews, quotes) from target language sources.	The student will pick a work of art from assorted Hispanic artists and will present the piece to the class including a description of the piece and an analysis of the piece and why they liked it or chose it.	Assorted readings on Goya, Velazquez, Picasso, or Dali	September
	28. D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.	After reading selected poems by Hispanic poets, students will compose an original poem.	Selected poems will be presented in class.	Early May

Course: Spanish IV

Instructor: Mrs. Carla Whitebread

State Goal 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the TL.

State Learning Standards	Benchmark Level- High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand manners and customs of various target language societies.	29. A.4 Demonstrate target language expressions and levels of formality (e.g., age, social status) appropriate for entry-level work and social situations.	Students will discuss levels of formality appropriate to Hispanic Societies.	Selected readings	February
B. Understand music, dance, folk art, visual art, drama and architecture related to the TL societies.	29. B.4a Compare themes that are inherent to areas where the target language is spoken as expressed in different art forms.	Students will discuss music, dance and drama of Hispanic Society during different time periods.	Selected readings, art prints, videos, poetry, plays written in Spanish	February
	29. B.4b Compare and contrast selected art forms of areas where the target language is spoken.	Students will compare selected music from Hispanic composers.	Selected music CDs	February
C. Understand literature and various media of target language societies.	29. C.4a Compare and contrast the characters, setting, themes and plot of two or more literary works.	Students will compare and contrast the several stories and poems	Selected readings	February
.	29. C.4b Describe characteristics, origins and authors of various literary forms using target language vocabulary.	Students will choose their favorite author and do a short report on him or her.	After reading assorted works.	April
	29. C.4c Comprehend main ideas from target language media in relation to everyday life.	Students will compare stories, news reports and movies to what life is like now.	Selected readings, art prints, videos, poetry, plays written in	October

			Spanish	
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Course: Spanish IV

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State Learning Standards	Benchmark Level- High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
D. Understand history of areas where the target language is spoken.	29. D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.	Students will learn historical facts and data about important figures of Spain, Mexico, Cuba, etc.	Play on Cinco de Mayo, selected readings, internet, handouts	May
E. Understand geography of various target language societies.	29. E.4 Compare a target country with the United States using geographic representations to illustrate and explain their economic nature.	Students will study the geographical similarities and differences between Spain, Mexico, etc, and the United States.	Maps, articles from magazines, books, internet	April

Course: Spanish IV

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State Goal 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

State Learning Standards	Benchmark Level- High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Use the target language to reinforce and further knowledge of other disciplines.	30. A.4a Identify major sources of employment and income in target language country(ies) and compared to the United States.	Students will compare and contrast economic differences between Spain, Mexico, Cuba and the United States	Videos, Magazine articles, handouts, internet	October
	30. A.4b Use the target language to analyze and solve	Not taught at this level.	N/A	N/A

	math problems based on timetables, schedules, charts and graphs in the target language.			
	30. A.4c Use the target language to analyze the impact of human activity on the natural environment in areas where the target language is spoken.	Students will discuss agricultural methods of other countries and how they impact the environment and the economic condition of people from the country in question.	Magazine articles, videos, handouts, internet	October
	30. A.4d Use the target language to describe and compare daily diet, nutrition and physical fitness regimens in areas where the target language is spoken.	Students will discuss the daily diet of Mexican people and compare what crops they grow to what we grow in the U.S.	Selected readings, such as: Una Carta a Dios.	October

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B. Use the target language to demonstrate knowledge and understanding of a variety of career options.	30.B.4a Use the target language to compare various occupations in terms of their roles, status and qualifications in areas where the target language is spoken and in the United States	Students will learn the words for specific occupations and discuss various occupations where Spanish would be useful using the story <u>Una Carta a Dios</u> .	Magazine articles, TV news, readings, handouts, class discussions.	October
	30. B.4b Use the target language to analyze connections between specific businesses and industries in areas where the target language is spoken and in the United States.	Students will discuss economic activities, businesses and industries where Spanish is spoken and how they impact us here in the United States.	Magazine articles, TV news, readings, handouts, class discussions.	November