

Spanish 2610* – Advanced A

Description Spanish 2610 (Level 4) provides opportunities for students to apply and expand their knowledge of the Spanish language to a variety of contexts related to the Spanish-speaking world. The year is divided into four major themes: The Environment, Spain from its Beginnings to 1492, Movies and New Media, Contemporary Hispanic Culture. Within each theme, students will deepen their understandings of the Spanish-speaking world by reading representative selections of literature and discussing cultural perspectives. Continued practice in speaking and writing the language correctly is integrated into each theme.

Credits One

Prerequisites Spanish 2600 or approval of instructor

Textbooks/Resources *De Paseo Third Edition*. Thomson Heinle Publishing, 2005. (ISBN 0838433944)

Required Assessments Advanced Level Standards-Based Assessments of Interpersonal, Interpretive, and Presentational Modes of Communication

Board Approved May 2004

Revised May 2005

AASD World Languages Goals for K-12 Students

- *Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.*
- *Understand and interpret a language other than their own in its own in its written and spoken form on a variety of topics.*
- *Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.*
- *Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.*
- *Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.*
- *Reinforce and further their knowledge of other disciplines through a language other than English.*
- *Acquire information and recognize the distinctive viewpoints that are available only through a language and its culture.*
- *Demonstrate understanding of the nature of language through comparisons of the language studied and their own.*
- *Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.*
- *Use the language both within and beyond the school setting.*
- *Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.*

AASD World Languages Standards for Students in Spanish 2610* –Advanced A

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| I. Interpersonal Communication - Conversation | <ul style="list-style-type: none"> A. Sustain a conversation including descriptions on selected topics about oneself, their state or country. B. Ask and answer a variety of questions, giving reasons for the answers. C. State personal preferences and feelings with some explanation. D. Give possible solutions to a problem related to a personal need. E. Ask for simplification to ensure understanding. |
| II. Interpretive Communication – Listening & Reading | <ul style="list-style-type: none"> A. Understand selected authentic written materials such as magazines, newspapers, poetry, and/or short stories on a variety of topics. B. Derive meaning from more complex materials by using a dictionary, prediction, prefixes, suffixes, root words, cognates, contextual clues, and word order. C. Understand spoken language on familiar topics. D. Comprehend the main idea of oral presentations and/or selected authentic materials such as videos, radio and television broadcasts. |
| III. Presentational – Speaking and Writing | <ul style="list-style-type: none"> A. Present student-created and/or authentic, short plays, stories, skits, poems, songs. B. Write and deliver a short presentation about the school or community. C. Give a series of directions to someone in order to complete a multi-step task. D. Tell a story incorporating some descriptions and detail. E. Write short letters and compositions. |
| IV. Culture - Practices | <ul style="list-style-type: none"> A. Interact with respect, using culturally appropriate patterns of behavior in informal, everyday situations. B. Compare and contrast elements of teenage life such as school, weekend entertainment, and pastimes found in other cultures to one's own. C. Discuss and compare how the beliefs, perspectives, and attitudes of the target cultures and the students' own culture affect behaviors in daily life. |
| V. Culture - Products | <ul style="list-style-type: none"> A. Compare objects and symbols, such as flags or currency, from other cultures to those found in one's own culture. B. Identify major contributions and historical figures from the cultures studied that are significant in the target cultures. C. Identify some historical and contemporary influences from other cultures that have widespread impact in today's world, such as the democratic form of government and environmental concerns. D. Explain the influence of the target countries' geography on daily life, including housing, agriculture, clothing, food, etc. |
| VI. Connections – Across Disciplines | <ul style="list-style-type: none"> A. Use topics and skills from other school subjects to discuss/write in the language studied. B. Read material, listen to and/or watch programs in the language studied on topics from other classes. C. Access resources in the language studied on topics discussed/researched in other classes. |

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| VII. Connections –
Added
Perspective | <ul style="list-style-type: none"> A. Read, view, listen to, and talk about subjects contained in popular media from other countries to gain a perspective on other cultures. B. Access information in the language studied to gain greater insight about other cultures and/or one's own. |
| VIII. Comparisons –
Language | <ul style="list-style-type: none"> A. Identify words similar to words in other languages (cognates), word roots, prefixes, suffixes, and sentence structure to derive meaning. B. Identify expressions that cannot be translated word for word in order to derive meaning. C. Identify words and expressions that have no equivalent in another language. <ul style="list-style-type: none"> D. Identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language. E. Compare the sound-symbol association of English to that of the language studied. |
| IX. Comparisons -
Culture | <ul style="list-style-type: none"> A. Discuss the meaning of products and practices found in different cultures. B. Compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures. C. Understand the concept of culture by comparing other cultures to one's own. |
| X. Communities –
Practical
Applications | <ul style="list-style-type: none"> A. Provide service to the school and community through such activities as tutoring, teaching, translating, interpreting, and/or assisting speakers of other languages. B. Participate in activities where the ability to communicate in a second language may be beneficial, e.g. business internships, exchange programs, and sister city projects. C. Exchange information with people locally and around the world through avenues such as pen pals, e-mail, videos, speeches, and publications. |
| XI. Communities –
Personal
Enrichment | <ul style="list-style-type: none"> A. Use various media in the language studied for study, work, or pleasure. B. Investigate careers where skills in another language/cross-cultural understanding are needed. C. Deepen the understanding of other cultures through various avenues such as cuisine, sports, theatre, dance, and art. D. Take advantage of opportunities to learn more about languages and cultures. E. Become aware of opportunities and take advantage of opportunities whenever possible to travel to communities where the language studied is spoken, and/or host someone from a country where the language studied is spoken. |

Course Objectives	Performance Indicators	Classroom Assessments
<p>1. “The Environment”: Read, listen to, present, and discuss environmental concerns and potential solutions locally and globally.</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> identifies environmental concerns locally and globally. reads and discusses articles related to environmental issues. offers potential solutions to environmental problems. expresses opinions about environmental concerns. describes the cultural perspectives related to environmental issues around the world. researches environmental action groups in Spanish-speaking countries. compares environmental concerns locally to those in other parts of the world. reads and discusses <i>Platero y yo</i> by Juan Ramón Jiménez. 	<ul style="list-style-type: none"> Read and summarize articles concerning environmental issues Write a letter expressing your opinion about an environmental issue Make suggestions about how to resolve an environmental issue Compare and contrast environmental concerns locally and in the U.S. to those in the Spanish-speaking world by constructing a Venn diagram Explain to the class the mission and successes of an environmental group in the Spanish-speaking world.
<p>Above objective aligned with AASD World Languages Standards: Communication, Culture, Connections, Comparisons, Communities</p>		
<p>2. “Spain: From its Beginnings to 1492”: Read, listen to, present, and discuss historical events and influences that have shaped Spain as a nation.</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> discusses the influence of the first inhabitants of Spain (Iberians, Basques, Phoenicians, Celts, Greeks, Romans, Arabs) on the culture and architecture of Spain. identifies products (olives, paella) that have historical roots and are currently part of contemporary Spanish culture. reads about the major events in Spain’s history to 1492 and how these events influenced contemporary Spain. reads and discusses selections of Spanish literature that reflect the history of Spain. 	<ul style="list-style-type: none"> List evidence from architecture and culture that shows the influence of the Iberians, Basques, Phoenicians, Celts, Greeks, Romans, and Arabs. Create a timeline of the major events in Spanish history from its beginnings to 1492. Read and discuss selections from <i>El Cid</i>.
<p>Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p>3. “Movies and News Media”: Read, listen to, present and discuss how the Spanish-speaking world represents itself and other countries in the news media.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. compares and contrasts how Spanish-speakers have been/are portrayed in the news media over time. b. compares how world issues are presented in the news media by Spanish-speaking countries. c. listens to newscasts from Spanish-speaking countries. d. reads the front page of newspapers from Spanish-speaking countries. 	<ul style="list-style-type: none"> • Create a comparison of portrayals of Spanish-speakers in the news media over time. • Use a t-chart to compare a story as it is presented in a newspaper in the US and one in a Spanish-speaking country. • Summarize key ideas from a radio or television news broadcast. • Discusses with a partner the kinds of news stories on the front pages of US newspapers compared to the stories on the front pages of newspapers from Spanish-speaking countries. • Write an essay about how the news media influences our view of the world.
<p>Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities</p>		
<p>4. “Movies and News Media”: Read, listen to, present and discuss how the Spanish-speaking world represents itself in the movies.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. views and discusses movies from the Spanish-speaking world. b. compares the theme and style of movies from the Spanish-speaking world to movies from the US. c. identifies well-known actors and movie directors from the Spanish-speaking world. d. identifies important movies from the Spanish-speaking world. 	<ul style="list-style-type: none"> • Discuss with a partner the plot, the acting, the directing of a movie from the Spanish-speaking world. • Use a Venn diagram to compare movies made in the US to movies made in Spanish-speaking countries. • Write a biographical sketch of an actor or director from a Spanish-speaking country. • Write a critique of a movie from a Spanish-speaking country.
<p>Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p>5. “Contemporary Hispanic Culture”: Read, listen to, discuss and present information concerning contemporary Hispanic culture, including music, television, family and teen life.</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> compares and contrasts teen life in the USA to teen life in a Spanish-speaking country. compares and contrasts the roles of men and women in Spanish-speaking countries. reads about the life of a famous person in television, sports, music, art, politics, fashion, etc. in the Spanish-speaking world. reads and discusses selections of literature that highlight family relationships in the Spanish-speaking world. discusses the role and importance of family in the U.S. and in Spanish-speaking countries. compares and contrasts the concept of fame in the Spanish-speaking world to the U.S. 	<ul style="list-style-type: none"> Listen to and understand an interview with a teenager from a Spanish-speaking country as he/she describes her daily life. Afterwards, describe how your lives are similar and different. Use a t-chart to compare the roles of men and women in Spanish-speaking countries indicating how those roles have changed over time. Read and summarize magazine articles about well-known persons from the Spanish-speaking world. Prepare an interview with a famous person from the Spanish-speaking world to present in class. Discuss the attributes of fame in small groups, including positive and negative aspects of fame. Write an essay related to the topic of fame. Write an essay comparing the role and importance of family in the United States to the role and importance of family in Spanish-speaking countries.
<p>Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities</p>		

Resources that address course objectives:

- “Environment”: *REALIDADES 3 - Tema 9; DE PASEO - Chapter 5*
- “History of Spain”: *ESPANA*
- “Movies and News Media”: *DE PASEO - Chapter 8; AUTHENTIK EN ESPANOL*
- “Contemporary Hispanic Culture”: *DE PASEO - Chapters 1, 4; AUTHENTIK EN ESPANOL*

Learning activities that address course objectives:

- *How to be a successful language learner and culture explorer*
- *How to use dictionaries, Internet resource sites appropriately*
- *How to organize class notebook*
- *Spanish influence on American language and culture*
- *Holidays and celebrations in the Spanish-speaking world*
- *Current events in the Spanish-speaking world*
- *Songs and music from the Spanish-speaking world*
- *Places/opportunities to use Spanish outside of school*