

Course Title: Spanish V
Board Approval Date: September 15, 2020
Credit / Hours: 1

Course Description:

Students will use the Spanish language exclusively in this class and become proficient in the language skills of listening, speaking, reading, and writing. An emphasis will be placed on reading as students are exposed to different genres of Spanish literature such as short stories, poetry, novellas, and commentaries. Special emphasis will be given to Spanish and Hispanic art, poetry and philosophy of life. Students will work independently and with each other to enhance their learning of the Spanish language. Topics may include, but are not limited to developing knowledge of the subjunctive mode, other subjunctive tenses (imperfect, present perfect, past perfect), and the finer points of Spanish grammar.

Learning Activities / Modes of Assessment:

Large Group Instruction
Verbal & Written Quizzes and Exams
Listening assessments
Small Group Work
Checklists / Teacher Observation
Class Discussions/Conversations
Written activities/exercises
Projects with Rubrics
Extended Thinking Activities
Writing Prompts/Story Retelling
Online activities
Classroom experiences/Labs
Bell Ringers
Role play
Play acting
Dramatic representation

Instructional Resources:

Así se Dice level III textbook

Así se Dice level IV textbook

Various art reference books on Francisco Goya, Diego Velázquez, Frida Kahlo, Diego Rivera, Pablo Picasso, El Greco

Various online tools including but not limited to: Sr. Wooley, YouTube videos, Schoology, Google Docs Suite, Gimkit, online activity/ idea searches

Curriculum:
Course: Spanish V

Know:	Understand:	Do:
<p>Unit: Repaso</p> <p>ACTFL World-Readiness Standards for Learning Languages</p> <p>Communication 1.1</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Communication 1.2</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication 1.3</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<p>Unit: Repaso</p> <p>Students will understand:</p> <p>-the formation and usage of the subjunctive, including the need for a trigger, a change of person, and typically the conjunction que.</p> <p>-the conjugation of verbs in the subjunctive, including regular and irregular verbs (5 - ir, dar, ser, estar, saber), stem-changing verbs, car/gar/zar verbs, and irregular yo verbs (-go, -zco).</p>	<p>Unit: Repaso</p> <p>Students will:</p> <p>-recall the formation, usage and conjugation of verbs in the subjunctive from Spanish IV.</p> <p>-listen to a song in Spanish and identify verbs in the subjunctive (Ojalá que llueva café).</p> <p>-express themselves orally and in written form in Spanish to discuss basic personal experiences and feelings about topics such as school, family, vacations, likes and interests, future plans, and current events.</p>
<p>Unit 1: Chapter 4 - Errands and trip preparations</p> <p>ACTFL World-Readiness Standards for Learning Languages</p> <p>Communication 1.1</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share</p>	<p>Unit 1: Chapter 4 - Errands and trip preparations</p> <p>Students will understand:</p> <p>-vocabulary relating to typical errands like laundry, banking, getting a haircut, and using the postal system.</p> <p>-the subjunctive mode with other triggers (expressions of</p>	<p>Unit 1: Chapter 4 - Errands and trip preparations</p> <p>Students will:</p> <p>-use vocabulary both in oral and written form to describe and discuss experiences (both personal and general) at the beauty salon/barbershop, at the laundromat/doing laundry at</p>

<p>information, reactions, feelings, and opinions.</p> <p>Communication 1.2</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication 1.3</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Cultures 2.1</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Cultures 2.2</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Comparisons 4.2</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Unit 2: Chapter 5 - Good and bad manners</p> <p>ACTFL World-Readiness Standards for Learning Languages</p> <p>Communication 1.1</p>	<p>doubt, after certain conjunctions - para que, de modo que, de manera que, con tal de que, sin que, a menos que).</p> <p>-the existence and differentiation between subjunctive and indicative.</p> <p>-the four perfect tenses in Spanish (present perfect - a review from Spanish III, past perfect, conditional perfect, and future perfect).</p> <p>-the complexity of the historical influences in Spain - Arabs, Moors, Muslims.</p> <p>-the importance of certain architectural masterpieces in Spain: Mezquita de Córdoba, Alhambra de Granada, Alcázar de Sevilla.</p> <p>Unit 2: Chapter 5 - Good and bad manners</p> <p>Students will understand:</p> <p>-vocabulary relating to manners, courtesy, greeting people, taking leave of</p>	<p>home, at the post office/sending and receiving mail, and at the bank.</p> <p>-express verbs in oral and written form in the subjunctive after expressions of doubt and after stated conjunctions.</p> <p>-differentiate between the subjunctive and indicative with expressions of doubt and expressions of certainty.</p> <p>-recall the present perfect tense from Spanish III.</p> <p>-express themselves orally and in written form in the present perfect, past perfect, conditional perfect and future perfect tenses.</p> <p>-grasp the concept of the combined tenses in English...the ideas of have, had, would have, and will have ...ed.</p> <p>-read about and discuss the complex history of Spain and the influences on this country through the exploration of three significant monuments (Mezquita, Alhambra, Alcázar).</p> <p>Unit 2: Chapter 5 - Good and bad manners</p> <p>Students will:</p> <p>-use vocabulary in oral and written form to discuss good and bad behavior in school,</p>
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<p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>people, and good and bad behavior.</p>	<p>traditions of greetings and goodbyes in Spanish-speaking countries, typical courtesy in Spanish-speaking countries.</p>
<p>Communication 1.2</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>-the difference between present and past subjunctive.</p>	<p>-recall the formation of the preterite tense from Spanish II and III, of both regular and irregular verbs.</p>
<p>Communication 1.3</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<p>-the conjugation of verbs in the past subjunctive.</p>	<p>-recall all previously discussed concepts of the subjunctive (need for a trigger, change of person and que).</p>
<p>Cultures 2.1</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>-the differentiation between the use of subjunctive verbs and infinitives after a trigger, whether past or present.</p>	<p>-recall the usage of suffixes like -ito/-cito and ísimo.</p>
<p>Cultures 2.2</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<p>-the cultural topics of the diversity of cultural and ethnic influences in Spanish-speaking countries, customs like el abrazo and el besito, differentiating between tú and Ud., the use of voseo in certain countries, the use of titles, the concept of friends vs. acquaintances, and the existence of conversaciones and tertulias.</p>	<p>-conjugate verbs in the past subjunctive.</p>
<p>Comparisons 4.2</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>		<p>-recognize the need for verbs in the past subjunctive after triggers in the preterite, imperfect and conditional tenses.</p>
		<p>-recognize the difference between triggers followed by infinitives (no que) and subjunctive verbs (whether present or past) - typically having the conjunction que.</p> <p>-orally express typical Spanish words followed by -ito/-cito/-ísimo.</p> <p>-read about and discuss the cultural topics of the diversity of ethnic influences in Spanish-speaking countries, customs like el abrazo and el besito, differentiating between tú and Ud., the use of voseo in certain countries, the use of titles, the concept of friends vs. acquaintances,</p>

<p>Unit 3: Chapter 6 - Travel</p> <p>ACTFL World-Readiness Standards for Learning Languages</p> <p>Communication 1.1</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Communication 1.2</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication 1.3</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Cultures 2.1</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Cultures 2.2</p>	<p>Unit 3: Chapter 6: Travel</p> <p>Students will understand:</p> <ul style="list-style-type: none"> -vocabulary relating to various modes of travel (plane, train, car rental). -the use of subjunctive with adverbial conjunctions of time (cuando, en cuanto, tan pronto como, hasta que and después de que) with a trigger in the future (because of the uncertainty of the event). -the use of indicative with those same adverbial conjunctions of time with a trigger in the past (because of the reality of the event). -the exceptionality of the conjunction antes de que, which always triggers subjunctive, whether in the past or present. -the use of subjunctive with triggers of implied command, advice or suggestion. (both in the past and present) -the use of indicative with the providing of information. 	<p>and the existence of conversaciones and tertulias.</p> <p>-discuss similarities and differences between courtesy and typical behavior in the United States and Spanish-speaking countries.</p> <p>Unit 3: Chapter 6: Travel</p> <p>Students will:</p> <ul style="list-style-type: none"> -use vocabulary in oral and written form to describe past experiences at the airport, train station and renting cars. -research, prepare and present information on the grammatical topics of this chapter.
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<p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Comparisons 4.2</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<p>-the existence of irregular nouns, in regards to masculine and feminine.</p> <p>-the recognition of patterns like words that start with a soft -ah noise (a or h) being feminine and words ending in -ma, -pa, -ta being masculine (sometimes) and other irregular unpatterned nouns (like la mano, el/la radio, etc.).</p>	
<p>Unit 4: Chapter 7 - Art and Literature</p> <p>ACTFL World-Readiness Standards for Learning Languages</p>	<p>Unit 4: Chapter 7 - Art and Literature</p> <p>Students will understand:</p>	<p>Unit 4: Chapter 7 - Art and Literature</p> <p>Students will:</p>
<p>Communication 1.1</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>-vocabulary relating to fine art (painting and sculpture) and literature (novels, short stories and poetry).</p> <p>-the present and past perfect subjunctive</p>	<p>-discuss art and literature in oral and written form, using vocabulary from this chapter.</p> <p>-discuss popular artists and their artwork.</p>
<p>Communication 1.2</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>-if clauses</p> <p>-the difference between an adjective and an adverb in English</p>	<p>-discuss personal opinions, experiences and preferences about art and literature.</p> <p>-discuss significant Latino authors and their works.</p>
<p>Communication 1.3</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<p>-adverbs that end in -mente</p> <p>-the use of two adverbs simultaneously (only the second adds -mente)</p> <p>-the artwork of Frida Kahlo, Diego Rivera, Francisco Goya, El Greco, Diego Velázquez, Pablo Picasso.</p>	<p>-conjugate verbs in the present and past perfect subjunctive.</p> <p>-utilize if clauses, following normal procedures and sequences: future triggers indicative, conditional triggers past subjunctive, conditional perfect triggers past perfect subjunctive.</p>
<p>Cultures 2.1</p> <p>Learners use the language to investigate, explain, and reflect</p>	<p>-the literary works of Gabriel García Márquez and Ana</p>	<p>-turn adjectives into adverbs</p>

<p>on the relationship between the practices and perspectives of the cultures studied.</p> <p>Cultures 2.2</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Comparisons 4.2</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Unit 5: Chapter 9 - History of latino foods</p> <p>ACTFL World-Readiness Standards for Learning Languages</p> <p>Communication 1.1</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Communication 1.2</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication 1.3</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<p>María Matute.</p> <p>Unit 5: Chapter 9 - History of latino foods</p> <p>Students will understand:</p> <ul style="list-style-type: none"> -vocabulary relating to food identification and food preparation. -the true passive voice. -the relative pronouns que, el/la/los/las que, lo que, and cuyo/a/os/as. -hace and hacía que with time expressions. -the history of Hispanic foods, and the ethnic influences on Hispanic cooking, including tomatoes, potatoes, tacos, spices, eggplant and artichoke. -the ode as a poetic work. -Pablo Neruda's poem "Oda a la alcachofa." 	<p>by adding -mente to the end of adjectives ending in -e or a consonant and by changing a masculine adjective that ends in -o to feminine -a and then adding -mente.</p> <p>Unit 5: Chapter 9 - History of latino foods</p> <p>Students will:</p> <ul style="list-style-type: none"> -discuss foods and food preparation in oral and written form, specifically in regards to vegetables, grapes, spices and meats. -recall the passive voice with se from Spanish III. -use the true passive voice to express factual and presentational type of information. -write headlines for actual current events using the abbreviated format of true passive. -differentiate between que, el/la/los/las que, lo que and cuyo/a/os/as in written form. -use hace que to relate
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<p>Cultures 2.1</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Cultures 2.2</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Comparisons 4.2</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Unit 6: La obra</p> <p>ACTFL World-Readiness Standards for Learning Languages</p> <p>Communication 1.1</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Communication 1.2</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication 1.3</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using</p>	<p>Unit 6: La obra</p> <p>Students will understand:</p> <ul style="list-style-type: none"> -the complexity of condensing, writing, memorizing and performing a play in Spanish. -the work involved in creating and staging a dramatic work on stage. 	<p>personal information about how long they have been participating in or doing certain activities.</p> <ul style="list-style-type: none"> -use <i>hacia que</i> to express something that had happened for an amount of time and then was interrupted. -read and discuss the history of and influences on Hispanic cooking and foods. -read and discuss "Oda a la alcachofa." -write personal odes about objects of personal importance. <p>Unit 6: La obra</p> <p>Students will:</p> <ul style="list-style-type: none"> -select a known play to stage and perform with the Kindergarten classes of North Salem Elementary School. -rewrite the play in Spanish in a shortened, condensed, abbreviated and simplified version. -create all scenery and costumery necessary to put on the play. -practice individually and as a group the lines and movements of the play. -perform the play as a final project in front of the NSE Kindergarten classes.
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<p>appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Cultures 2.1</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Cultures 2.2</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Comparisons 4.2</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>		
<p>Unit 7: Holidays</p> <p>ACTFL World-Readiness Standards for Learning Languages</p> <p>Cultures 2.1</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Cultures 2.2</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Comparisons 4.2</p>	<p>Unit 7: Holidays</p> <p>Students will understand:</p> <ul style="list-style-type: none"> -the importance of holidays in Spanish-speaking countries, including, but not limited to: Día de los Muertos, Navidad, and Cinco de Mayo. -the historical context surrounding certain holidays. -the foods and customs associated with certain holidays. 	<p>Unit 7: Holidays</p> <p>Students will:</p> <ul style="list-style-type: none"> -explore the concepts of holiday celebrations in Spanish-speaking countries. -see the similarities and differences between how we celebrate holidays. -experience traditional cultural aspects of holidays, including, but not limited to food, crafts, and games.

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Pacing Guide

Course: Spanish V

Course Unit (Topic Periods)	Length of Instruction (Class Periods)
Unit: Repaso (the present subjunctive)	5 days
Unit 1: Chapter 4 (errands and trip preparations, subjunctive, perfect tenses)	7 days
Unit 2: Chapter 5 (good and bad manners/courtesy, past subjunctive)	7 days
Unit 3: Chapter 6 (travel - plane, train, car rental; subjunctive)	7 days
Unit 4: Chapter 7 (art and literature, perfect subjunctive, if clauses)	10 days
Unit 5: Chapter 9 (history of Hispanic foods, true passive, relative pronouns, hace and hacía que)	5 days
Unit 6: La obra (play creation and performance for NSE Kindergarten)	45 days
Unit 7: Holidays	3 days
Final Exam	1 day