

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Foreign Language

COURSE: Advanced Spanish IV 241

PREREQUISITES: Advanced Spanish III- FLS 151/152 and DMACC criteria

COURSE DESCRIPTION:

Advanced Spanish IV 241- Urbandale Community School District's Foreign Language Advanced Spanish IV course is designed for fourth year students who want more challenging work than that provided by the regular curriculum. *This course corresponds to the FLS 241 course offered at Des Moines Area Community College (DMACC).*

The primary goal of this course is a comprehensive review of the Spanish grammar introduced in Elementary Spanish with the goal of achieving a real working knowledge of this grammar in writing and speech. Comprehensible input now includes short readings in Spanish literature, newspapers, film, web sites or other print or visual media. While serving to increase vocabulary and knowledge of grammar, these also serve as a source of cultural information.

CONTENT STANDARDS:

In order that students achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's foreign language education program should be able to...

- Communicate in languages other than English.
- Gain knowledge and understanding of other cultures.
- Develop insight into the nature of language and culture.
- Participate in multilingual communities at home and around the world.



Content Standard I. Communicate in languages other than English.

Benchmark A. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Indicators: Use pronunciation that is not distracting to native speakers in all circumstances.
Indicate understanding and interest.
Participate in simple conversations going beyond the most immediate needs.
Talk comfortably about self, others, and immediate environments.
Give and follow simple directions.
Handle successfully a variety of uncomplicated, basic tasks and situations.
Use the target language to meet limited social demands.

Assessments: Final: choose from a variety of formats to talk 5 minutes
Available DMACC assessments

Benchmark B. Comprehend and interpret written and spoken language on a variety of topics.

Indicators: Recognize familiar material in a variety of settings, by various speakers, and in simple recombination.
Use imagination to guess about content.
Consider the context and make suppositions.
Read aloud unfamiliar material with pronunciation not distracting to native speakers.
Comprehend main ideas and some facts from short, straightforward written material where vocabulary has been learned.
Comprehend commonly encountered directions or instructions such as those found on maps, menus, schedules, signs, etc.
Comprehend main themes and significant details presented in newspapers, magazines, e-mail or other printed sources used by speakers of the target language.
Identify the principal characters, and comprehend the main ideas and themes in selected literary texts.

Assessments: Stand and Deliver



Benchmark C. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Indicators: Tell or retell stories orally or in writing.
Begin to describe and narrate in multiple paragraphs.
Take notes on unfamiliar topics.
Perform scenes from plays and/or recite poems commonly read by speakers of the target language.
Summarize the content of an article or documentary intended for native speakers in order to discuss the topics with others.

Assessments: Dictados
Online recordings
Stand and Deliver

Content Standard II. Gain knowledge and understanding of other cultures.

Benchmark A. Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Indicators: Analyze the role various events and circumstances have played on the development of national character and global involvement of the target cultures.
Recognize sensitive issues in the target cultures.
Identify, analyze and discuss various patterns of behavior or interaction typical of the culture studied.
Identify, examine and discuss connections between cultural perspectives and socially approved behavior patterns.
Learn about and participate in cultural activities such as games, songs, story telling, dramatizations, and celebrations.
Observe and record practices of the culture.
Research issues of cultural and historical significance.

Assessments: Culture and Language encounters

Benchmark B. Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Indicators: Recognize themes, ideas, or perspectives of the cultures studied.
Identify, discuss and analyze intangible products of the target cultures (such as rhymes, songs, folk tales, dances, educational



and other systems) and explore relationships among these institutions and the perspectives of the culture.
Experience, discuss, and analyze expressive products of the culture.
Explore the relationships among the products, practices, and perspectives of the cultures studied.
Produce artwork, crafts, or graphic representations enjoyed or made by the cultures studied.
Observe and record practices of the culture.
Research issues of cultural and historical significance.

Assessments: Culture and Language encounters

Content Standard III. Develop insight into the nature of language and culture.

Benchmark A. Demonstrate an understanding of the nature of language through comparisons of the language studied and their own.

Indicators: Identify phrases and idioms that do not translate directly from one language to another.

Assessments: Students will translate level appropriate target language samples into English and discuss the processes that aided in comprehension

Benchmark B. Demonstrate understanding of the concept of culture through comparisons of the language studied and their own.

Indicators: Experience, discuss, and analyze expressive products of the target cultures, such as literature, music, and visual arts.
Identify, discuss, and analyze intangible products of the target cultures.
Analyze the relationship of perspectives and practices in the cultures studied and compare and contrast them with their own.
Analyze the relationship between the products and perspectives in the target cultures and compare and contrast those with their own.
Observe and record practices of the culture.
Research issues of cultural and historical significance.

Assessments: Midterm exam



Content Standard IV. Participate in multilingual communities at home and around the world.

Benchmark A. Use the language both within and beyond the school setting.

Indicators: Access the target culture and language using available technology. Participate in a career exploration or other project which require knowledge of the target language and culture. Interact with others using the language.

Assessments: Culture and Language encounters

Benchmark B. Show evidence of becoming lifelong learners by using the language for personal enjoyment and excitement.

Indicators: Create a personal action plan for maintaining second language skills. Seek out and take advantage of opportunities to interact with the target language outside the classroom. Read and/or use various media from the language and culture for entertainment or personal growth. Interact with others using the language.

Assessments: Culture and Language Encounters.

In addition to the UCSD standards and benchmarks, the following DMACC course competencies will be addressed :

1. Write and converse in the past, present and future time using the simple tenses. Students should also be able to use the present perfect and past perfect tenses of the indicative correctly. In this way, they will be able to talk and write on subjects with controlled vocabulary and themes.
2. Use expanded vocabulary from repeated themes of daily life.
3. Achieve mastery of the preterit and imperfect and begin to use the perfect tenses to recount past events in oral and written practice.
4. Gain an increased understanding of the subjunctive mood so as to identify situations appropriate for its use.
5. Correctly use the imperative (commands) in both formal and informal speech.



6. Be able to read short stories, articles, plays or poems and understand and interpret them.
7. Watch visual media and understand native speakers in these controlled conversations with these contextual clues.

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

