

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Foreign Language

COURSE: Advanced Spanish IV 242

PREREQUISITES: Advanced Spanish IV 241 and DMACC criteria

COURSE DESCRIPTION:

Advanced Spanish IV 242- 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 242 course offered at Des Moines Area Community College.*

Having studied most of the grammar in previous courses, time will be spent reviewing the more difficult and troublesome concepts including a continuation of the study of the subjunctive mood. Comprehensible input now includes more extensive readings in Spanish literature, newspapers, web sites, or other print as well as visual media. While serving to increase vocabulary and knowledge of grammar, they 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. Acquire vocabulary based on personal interest as well as from text materials used in class. Vocabulary transitions from concrete to more abstract themes.
2. Refine writing and speaking skills in the past, present, and future times using the simple tenses and perfect tenses, including the two simple past tenses.
 - 2.1 Form and use perfect tenses in the indicative mood.
 - 2.2 Form and use future and conditional tenses.
 - 2.3 Form and use simple and perfect tenses in the subjunctive mood.
3. Demonstrate better control and understanding of the formation of the subjunctive mood and use it appropriately in specific situations.
 - 3.1 Use subjunctive in noun clauses with verbs of emotion.
 - 3.2 Use subjunctive in noun clauses with expressions of doubt or denial.
 - 3.3 Use subjunctive in noun clauses with impersonal expressions.
 - 3.4 Use subjunctive in noun clauses with verbs of volition.
 - 3.5 Use subjunctive in adjective clauses with indefinite or non-existent



- antecedent.
- 3.6 Use subjunctive in adverbial clauses.
 - 3.7 Use subjunctive in si clauses.
 - 3.8 Use subjunctive with ojala.
 - 3.9 Use subjunctive with como si.
 - 3.10 Use subjunctive with tal vez/quizas.
- 4. Summarize, analyze, and support opinions on reading passages orally or in writing in the target language.
 - 5. Demonstrate comprehension of important information through filtering and draw conclusions based on contextual and linguistic cues of familiar topics.
 - 6. Hone accent and fluency of speech by internalizing and emulating examples of authentic audio and video sources in and out of the classroom.
 - 7. Prepare a simple research project or paper based on themes drawn from the reading selections.

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.

