

URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK

SUBJECT:	Foreign Language
COURSE TITLE:	Spanish for Hispanics IV
PREREQUISITES:	Spanish for Hispanics I, II, III

COURSE DESCRIPTION:

Spanish for Hispanics IV provides opportunities for heritage speakers (those with a home background in Spanish) to maintain, retrieve, or acquire language competencies in Spanish. Students come with a wide variety of backgrounds including:

- Recent arrivals with sound prior educational experience .
- Recent arrivals with little formal education.
- First generation immigrant students educated primarily in U.S. schools.
- Second and third generation “bilinguals” schooled exclusively in the U.S.

The variety of Spanish the students speak will vary depending on the country they or their family has come from and where they have lived in the United States. Attitudes toward speaking Spanish will also vary.

The needs of these students will vary dramatically. Most will have had a limited range of contexts in which to use Spanish, and they will tend to use English in most formal and academic settings. Their use of Spanish needs to be expanded to include formal register.

Many Spanish-speaking students code-switch (mix English and Spanish) in conversation.

The needs of Spanish speakers differ from those of English speakers learning Spanish as a second language. Separate courses are particularly beneficial to them at the beginning levels.

At Urbandale High School these students attend class at the same time as the Advanced Placement Spanish language students, but are given individual education plans that appropriately develop their individual language skills.

UCSD CONTENT STANDARDS:

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District’s Spanish for Hispanics IV should be able to . . .

Content Standard: Communicate in languages other than English.

Content Standard: Gain knowledge and understanding of one’s heritage culture.



This course has been aligned with the competencies for DMACC Foreign Language Course FLS 181, Spanish for Heritage Speakers I (first semester) and DMACC FLS 281, Spanish for Heritage Speakers II (second semester). The following are the benchmarks and indicators that align with the competencies from DMACC.

Content Standard I: Communicate in languages other than English.

Benchmark: Express events and actions in the future, conditional, present perfect, future perfect, past perfect, and imperfect subjunctive forms in spoken and written activities.

Indicators: Analyze verb types and endings and use endings appropriately.
Use all forms of future, conditional, subjunctive and participles for perfective forms correctly.
Use the present subjunctive after conjunctions and in other more complex uses.
Use the imperfect subjunctive in conditional expressions in reference to the past and in hypothetical clauses.

Benchmark: Construct clear, concise, correct, and effective sentences and paragraphs to inform or persuade through writing research papers, reviews, comparative essays, scripts, persuasive essays and propaganda.

Indicators: Write sentences that follow basic rules of grammar, spelling, punctuation, and accentuation.
Analyze individual writings for accuracy in spelling using rules of orthography in connection of sounds to letters and accentuation.
Analyze individual writings for clarity, coherence and completeness.
Apply skills of organization and employ use of transition words and conjunctions within complex sentences and paragraphs.
Write using good paragraph form with topic sentences and supporting information.

Benchmark: Analyze and use appropriately formal and informal forms of speech and distinguish regional varieties of Spanish in written and oral form.

Indicators: Distinguish registers of writing and speech and use them appropriately.
Identify cognates and calques and use them in appropriate contexts.
Identify words that are more regional in usage versus those that are more global.

Benchmark: Read and/or listen to complex passages and literary forms including poems, short stories, plays and other reading passages and analyze them appropriately.



Indicators: Distinguish between main and supporting facts and ideas in a selection through summarizing selected readings.
Show comprehension by identifying theme and supporting information.

Benchmark: Analyze and use more complex forms of speech including pronouns, prepositions and relative pronouns.

Indicators: Distinguish direct object pronouns, indirect object pronouns, and reflexive pronouns in reading and listening and use them effectively in writing and speaking activities.

Identify and use the personal a.

Use appropriately verbs that require prepositions in appropriate contexts.

Identify and use relative pronouns in appropriate contexts.

Benchmark: Differentiate between Spanish and English usage in certain problematic expressions.

Indicators: Use knowledge of adjectives in Spanish to form their equivalents to English adjectives appropriately.
Differentiate Spanish expressions that are used equivalent to English expressions *to become, to raise, right and wrong*.

Benchmark: Recognize and use the passive voice.

Indicators: Identify instances when the passive voice is used and identify its purpose.
Change sentences from active voice to passive voice.

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.

