



Cecil County Public Schools
Division of Education Services
Serving learners, families, and the community.



Honors Spanish IV Course Overview

Purpose of the Document: This document provides an overview of this course. The information provided below is designed to support students, parents, and the school community to understand the major content of the course and the standards used to design it. To support the needs of students, teachers may make adjustments as needed. Please contact your child's teacher and/or review the course Schoology page with your child for additional information.

Program Vision: We envision life-long learners who are linguistically and culturally proficient in multiple languages who productively engage in our interconnected world.

Program Mission: The world languages program designs and implements a rigorous sequence of instruction that leads students to intermediate levels of functional language [proficiency](#) and the ability to interact in our global society with empathy and in culturally appropriate ways.

Course Description: Students communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. They begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and details in a variety of timeframes. Many different types of authentic text (short stories, poetry, excerpts from various periods of literature, and current events) are included. Finer points of grammar are studied to aid oral and written communication. There is more in-depth study of the target culture(s) and their influence throughout the world. Students have a greater understanding of the target culture's perspectives and are able to interact with others in and out of the classroom setting using culturally appropriate behaviors. *PRE: Level III of same language*

Topics at-a-Glance	
Marking Period 1 Families & Communities Students will explore current issues in education and discuss responsibilities of young people. Students will present information about the advantages and disadvantages of the internet and social media and the impact it has on	Marking Period 2 Science & Technology Determine and explain the effects humans have had on the environment and how this impacts our daily lives. Beauty & Aesthetics

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<p>society and young people.</p> <p>Science & Technology Explore how cell phones impact the health of society.</p>	<p>Explore how society sees beauty. Discuss the perception of beauty, self-esteem, and what we perceive as beauty.</p> <p>Global Challenges Explore a variety of global challenges and use language to explain the environmental impacts of genetically-modified seeds and the factories that produce them.</p>
<p>Marking Period 3</p> <p>Beauty and Aesthetics Discover fashion and design and how it may affect one's social life.</p> <p>Explore paintings and other forms of art found in museums. Make inferences as to what could have inspired the artist to create the piece of art. Discuss why public access to art is important.</p> <p>Contemporary Life Explore challenges of the future, including those in education. Discuss what professions are needed now and in the future and what role women play in the job market, specifically in education.</p> <p>Explain how culture is represented in television and movies.</p>	<p>Marking Period 4</p> <p>Global Challenges Explain how population growth affects services offered by the government.</p> <p>Personal and Public Identities Explore how personal interests, the media, and the internet affect a young person's self-esteem and their everyday life.</p> <p>Explore how families spend time together and how and why relationships are formed.</p>
<p>Standards</p> <p>World-Readiness Standards for Learning Languages (Complete Goals and Standards)</p> <ul style="list-style-type: none"> • Interpersonal Communication • Interpretive Communication • Presentational Communication <p>Students achieve these standards when they...</p> <ul style="list-style-type: none"> • Connect content from other disciplines to the target language 	

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- Compare English to the target language
- Compare their culture to the target culture.
- Experience the target language/ target culture in their community and within the classroom.
- Discover how they can use the target language for personal enjoyment and lifelong learning.

Grading

- Formative Assessments
- Summative Assessments that are performance-based to assess students' ability to comprehend text, audio, and/or video and communicate orally and in writing.
- Other Evidence (interpersonal communication, exit tickets, classwork, quick checks for learning)

Resources

- Temas, Vista Higher Learner, 1st Edition

Home and School Connection

- Encourage your student to make intelligent guesses and take risks.
 - Until they become highly proficient in the language, there will be gaps in their knowledge. It's fine; They need to just think about their options and take a guess! This is an important way of testing out new words and structures.
 - Of course, some of this guessing will lead to mistakes. Don't let it get them down; tell them to be confident and keep going. We all make mistakes.
- Provide opportunities for your child to engage in target language and cultural experiences.
- Explore opportunities to use the language within the community.
- Listen to music from the target culture.