



Curriculum Guide

Department: World Languages

Course Name: Spanish 5 - Honors

Instruction will focus on intermediate vocabulary and grammar concepts. *Students will explore units designed around (but not limited to) : advice, personal relationships, fun activities and pastimes, daily life, and health and well-being. In all courses, students are required to do oral presentations and cultural projects.*

This course emphasizes increased oral proficiency in Spanish through continuous conversation, vocabulary development, and increased capability with grammatical structures. Authentic cultural assessments are an integral part of meeting standards and becoming proficient. Students will read authentic texts, listen to authentic language, and communicate for the majority of the time in Spanish. At the completion of level 5, students should be prepared for intermediate to advanced placement in college Spanish.

Prerequisite: Teacher Recommendation.

Full Year, 1 Credit

Level: Honors

[Maine Learning Results - World Languages](#)

RSU14 staff use the Maine State Learning Results to craft each course of study. The below standards and targets are aligned and are updated when changes are made at the state level.

Graduation Standards for course:

INTERPERSONAL COMMUNICATION: Engage in conversations and informal written correspondence on a variety of topics.

- A. Ask and respond to questions about familiar topics based on their own lives and interests.
- B. Express and elicit feelings and emotions in the target language.
- C. Comprehend and produce vocabulary in appropriate contexts when engaged in conversations or correspondence.
- D. Provide and exchange detailed information on familiar topics in formal and informal social situations.

I can statements

- Unit 1:** I can describe personalities, emotional states, feelings and relationships
- Unit 2:** I can talk about music, theater, recreation, sports and games.
- Unit 3:** I can talk about household tasks, shopping and expressions of daily life.
- Unit 4:** I can discuss health and illness.
- Unit 5:** I can communicate to travel, plan lodging, discuss security and accidents and touring.
- Unit 6:** I can discuss nature, animals, natural phenomena, and the environment.
- Unit 7:** I can talk about technology, astronomy and the universe, science professions, and scientific inventions.
- Unit 8:** I can discuss jobs, finances, and the economy.
- Unit 9:** I can talk about television, radio, cinema, popular culture, and the media.
- Unit 10:** I can talk about literature, literary genres, artists and art.

INTERPRETIVE COMMUNICATION: Understand and interpret written and spoken language on a variety of topics.

- A. Identify main ideas, topics and specific information in a variety of authentic auditory, written, or signed materials.
- B. Apply comprehension strategies to interpret text.
- C. Classical languages only - Provide literal translations of Latin and ancient Greek texts.

I can statements

Unit 1: I can read and understand intermediate/advanced Spanish readers.

Unit 2: I can read and understand intermediate/advanced Spanish readers.

Unit 3: I can read and understand intermediate/advanced Spanish readers.

Unit 4: I can read and understand intermediate/advanced Spanish readers.

Unit 5: I can read and understand intermediate/advanced Spanish readers.

Unit 6: I can read and understand intermediate/advanced Spanish readers.

Unit 7: I can read and understand intermediate/advanced Spanish readers.

Unit 8: I can read and understand intermediate/advanced Spanish readers.

Unit 9: I can read and understand intermediate/advanced Spanish readers.

Unit 10: I can read and understand intermediate/advanced Spanish readers.

PRESENTATIONAL COMMUNICATION: Present information, concepts and ideas, orally and in writing, to an audience of listeners or readers on a variety of topics.

A. Read authentic passages aloud with appropriate pronunciation, phrasing and intonation.

B. Narrate stories about experiences or events familiar to them orally or in sign language.*

C. Write narrative and expository/ informational compositions in the target language.

D. Deliver oral/signed presentations related to the culture in which the target language is spoken.

I can statements

Unit 1: I can present about personal relationships in Latin America.

Unit 2: I can present about common pastimes in Latin America.

Unit 3: I can present about activities of daily life in Latin America.

Unit 4: I can present about health, fitness and how people give advice.

Unit 5: I can present about the route of coffee and vegetables in Latin America.

Unit 6: I can present about how people interact with animals and natural phenomena.

Unit 7: I can present about how technology affects schools and professional offices as well as daily lives.

Unit 8: I can present about the economy, natural resources and how animals contribute to the economy.

Unit 9: I can present about coffee culture, ranch life and the tango.

Unit 10: I can present about art and literature.

COMPARISON of Practices, Products and Perspectives: Compare the nature of language and the culture(s) of the target language with one's own.

- A. Compare the target language with English to better understand language systems.
- B. Describe practices and perspectives of a culture(s) in which the target language is spoken.
- C. Identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken.
- D. Explain how products such as political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.
- E. Explain how products, practices, and perspectives of a culture in which the target language is spoken contribute to the culture in which the student lives

I can statements

Unit 1: I can use the present tense, ser and estar and the progressive.

Unit 2: I can use object pronouns, gustar type verbs and reflexive verbs.

Unit 3: I can use the preterite and imperfect.

Unit 4: I can use subjunctive in noun clauses, commands, and por/para.

Unit 5: I can use comparatives, superlatives, negatives, and indefinite expressions.

Unit 6: I can use the future and subjunctive in adverbial phrases.

Unit 7: I can use the present and past perfect.

Unit 8: I can use the conditional and past subjunctive.

Unit 9: I can use the present perfect subjunctive and relative pronouns.

Unit 10: I can use the future and conditional perfects and the past perfect subjunctive.

COMMUNITIES: Encounter and use the target language both in and beyond the classroom for personal enjoyment and life-long learning.

- A. Identify connections between target language and another content area using either English or the target language.

B. Use their knowledge of the target language to identify and make connections with specialized vocabulary used in various fields of study.

C. Explain the importance of culture and language acquisition in a 21st century global economy.

D. Use language within and beyond the school setting.

I can statements

Unit 1: I can recognize how people talk about personal relationships.

Unit 2: I can understand how film reflects a country's culture.

Unit 3: I can recognize how shopping varies across countries.

Unit 4: I can differentiate health systems across countries and cultures.

Unit 5: I can recognize how change and coincidence affect people's lives.

Unit 6: I can understand environmental crises.

Unit 7: I can recognize the importance of inventions on people's lives.

Unit 8: I can watch soap operas from Latin America and compare them to American styles.

Unit 9: I can explain how popular media reflects culture.

Unit 10: I can distinguish architecture from different countries and how it reflects culture.

21st Century Skills/Guiding Principles for course:

☐ A Clear and Effective Communicator who:

- ☐ Demonstrates organized and purposeful communication in English and at least one other language.
- ☐ Uses evidence and logic appropriately in communication.
- ☐ Use a variety of modes of communication to create and share ideas.

☐ A Self-Directed and Lifelong Learner who:

- ☐ Locate and evaluate resources to conduct valid and reliable research, investigations, and inquiry, build strong content knowledge and apply across disciplines.
- ☐ Applies knowledge, sets goals and makes informed decisions (in familiar and new contexts to real world situations.)

☐ An Integrative and Informed Thinker who:

- ☐ Gain and apply knowledge across the disciplines, learning contexts, and to real world situations.

- ❑ Applies ideas across disciplines.

Curriculum Activities/ Units may include:

- > Website activities (these are just a few samples)
- > Grammar “stations”
- > Journal writing
- > Paired conversations
- > Listening activities
- > Interpretive reading

Curriculum Materials may include:

Websites: Vista Higher Learning, Conjuguemos, This is Language, Quizlet
Readers: Hasta la Sepultura, Don Quijote