Brecksville-
Broadview Heights
City School District

Curriculum Framework

Brecksville-Broadview Heights City Schools
6638 Mill Rd
Brecksville, Ohio 44141

Spanish IV Honors
2025

District Leadership

Superintendent of Schools :: Jeff Harrison
Assistant Superintendent of Schools :: Brian Wycuff
Director of Teaching and Learning :: Dr. David Martin

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Acknowledgment

This document represents a strong effort on the part of the following individuals:

- Lauren Spence
- Janel Nowacki
- Christine Bartzis

Brecksville
Broadview Heights
City School District

who we are. where we are going. what we value.

OUR MISSION

The BBHCSD exists to rigorously educate our students to the highest standards, to boldly empower our school family with exciting learning experiences, and to collaboratively engage our community to cultivate productive future citizens of a global society.

OUR VISION

The BBHCSD will be the destination district by pushing the boundaries of academic excellence and expanding innovative opportunities for students, while advocating for all, in a safe and accountable educational environment.

OUR VALUES

- We value academic excellence and providing innovative learning opportunities for all
- We value school safety and security in protocol, thought, and action to create a welcoming school climate
- We value responsible stewardship of the dynamic resources in the BBHCSD
- We value the finest educators and staff to empower our students
- We value transparent, engaging, and collaborative communications
- We value the comprehensive preparedness of our students' future success

OUR CULTURE

The BBHCSD will encourage all to Bee Your Best, Bee The Future, and Bee One Community, and will accomplish this by building safety, sharing vulnerability, and establishing a shared purpose with the values above.

Together, we will ***Protect the Banner of the BBHCSD.***

Instructional & Curricular Philosophy

The curriculum and instruction of the Brecksville Broadview Heights City School District will provide an educational program to assist all students to realize their potential to make a positive impact as contributing members of a global society. Both the curriculum and the instructional process reflect that each student is a unique individual and learner.

Students are prepared for their futures through strong curriculum and instructional practices that cultivate the *Attributes of a Bee*: Emotionally-Prepared, Future-Ready, Globally-Responsible, and Self-Reliant. Rooted in the district's mission, these competencies reflect our commitment to rigorously **educate** every student to the highest standards, boldly **empower** our school family with inspiring learning experiences, and collaboratively **engage** our community in shaping productive citizens for a global society.

Students are at the center of all we do in the Brecksville Broadview Heights City School District. We practice standards-driven curriculum and instruction in all content areas:

- We anchor all learning in Ohio's learning standards.
- We utilize data-driven, evidence-based instruction and decision making.
- We utilize assessments directly aligned to Ohio's learning standards to collect data on student growth and mastery, adjusting and adapting instruction to meet the learning needs of all students.
- We foster a culture of continuous growth in learning for both students and staff.
- We believe that learning is a lifelong pursuit and that everyone has the capacity to grow and continually learn.
- We provide supportive learning environments that encourage active engagement, curiosity, exploration, and rigorous levels of learning.

Brecksville
Broadview Heights
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EDUCATE. EMPOWER. ENGAGE.

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OUR VISION

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ATTRIBUTES OF A BEE

FUTURE READY

BBH students will become lifelong learners and acquire career knowledge along with core technical skills. Bees will be independent thinkers, problem-solvers and possess communications and listening skills.

EMOTIONALLY PREPARED

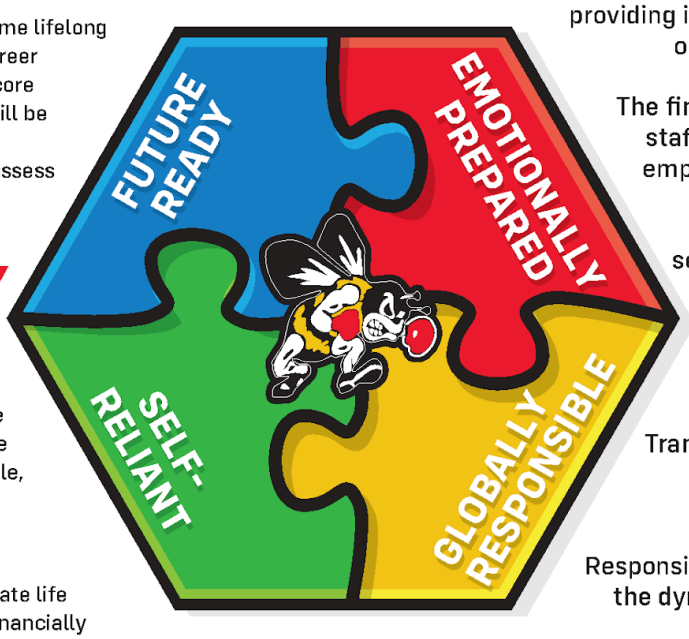
Bees will be self-aware and self-confident and have a growth mindset, while being resilient, adaptable, and flexible.

SELF-RELIANT

Bees will have appropriate life skills, be resourceful, financially savvy, and be self-directed.

GLOBALLY RESPONSIBLE

Our graduates will be engaged citizens, team collaborators, strong stewards of the environment, with broad horizons.



OUR COMMUNITY'S SCHOOL VALUES

Academic excellence and providing innovative learning opportunities for all

The finest educators and staff to constructively empower our students

School safety and security in protocol, action, thought in creating a welcoming school climate

Transparent, engaging and collaborative communications

Responsible stewardship of the dynamic resources in the BBHCSD

Comprehensive preparedness of our students' future college and career pathways

Protecting the Banner of the BBHCSD!

Spanish IV Honors

District Overview of Content

In the globally interconnected society, mastery of multiple languages emerges as a pivotal component of effective communication and cross-cultural comprehension. Engaging with a language beyond one's own equips individuals with the capacity to articulate their thoughts and concepts, and grants them access to previously inaccessible perspectives and knowledge intrinsically intertwined with the specific language and its associated culture. Pursuing advanced language studies yields demonstrably positive repercussions on a social, cultural, academic, and professional level, offering enduring benefits that enrich students throughout their lifetimes. Indeed, the proficiencies cultivated through delving into languages and literatures empower learners with enhanced cognitive, analytical, and communication skills that prove transferable to a multitude of other academic pursuits.

The six themes that serve as the foundation of the course are:

- Families and communities
- Personal and public identities
- Beauty and aesthetics
- Science and technology
- Contemporary life
- Global challenges

AP Spanish overview is paraphrased from the course and exam description

Course Overview

There are two overriding standards that guide instruction in World Language: Culture and Communication. The updated Culture goal for Spanish integrates cultural products, practices, and perspectives in a way that encourages not only cultural knowledge but also the development of cultural competence skills for effective communication. This goal is designed to work hand-in-hand with the Communication goal because language and culture are closely connected. The Culture goal aims to help students understand and navigate Spanish-speaking cultures by not only learning about them but also by honing the skills needed to communicate appropriately within those cultural contexts.

The Communication goal encompasses three modes of communication: interpretive, interpersonal, and presentational. These modes are arranged in a specific order to match the way language learners typically process new information.

INTERPRETIVE: Identify, understand and analyze input that is heard, read or viewed on a variety of topics from authentic resources.
INTERPERSONAL: Interact and negotiate meaning in spontaneous spoken, written or signed conversations to exchange and share information, reactions, feelings and opinions.

PRESENTATIONAL: Present information, concepts and viewpoints to inform, explain, persuade and narrate in spoken, written or signed language when negotiation of meaning is not possible.

Students will be exposed to authentic sources, like listening to native speakers, reading, or viewing materials. This helps them grasp the basics of what they are encountering. Then, they will engage in interpersonal activities, such as discussions and exchanges of viewpoints, to deepen their understanding of the new information and improve their ability to use it in everyday communication. Finally, they will present their expanded understanding through writing or speaking.

This approach provides students with practical, real-world contexts for communication, making the language learning experience more engaging and relevant. Unlike traditional language classes, where grammar might be heavily emphasized, this course aims to strike a balance, ensuring that grammatical accuracy does not overshadow the importance of effective communication. **The class will be conducted in Spanish to immerse students in the language and culture, providing an optimal environment for learning.**

Specifically, Spanish 2 is a continuation of Spanish 1. This course stresses further development of the four skills: speaking, reading, listening comprehension, and writing in order to attain basic proficiency in the language. Students will learn about the culture and be able to navigate common situations in Spanish-speaking countries, while strengthening their skills in giving opinions and making requests. Possible cultural themes are outlined below.

Materials

- Vocabulary, Grammar & Sequencing Structure based on *Temas* series by Vista Higher Learning
- Vista Higher Learning Supersite
- Spanish Three Years workbook by Nassi & Levy
- Marianela by Benito Pérez Galdos
- Soñar un crimen by Rosana Acquaroni

Assessments

Formative Assessments
Summative Assessments

Content Standards

College Board's Standards for Advanced Placement Spanish

Knowledge and Skills to Be Learned

Of the 6 themes; Families and communities, Personal and public identities, Beauty and

aesthetics, Science and technology, Contemporary life, and Global challenges; 3 will be covered in depth in Spanish 4 with the following year covering the remaining 3 which will be chosen based on teacher autonomy, student interest and current events.

Previously learned grammar will be reviewed based on student need and teacher evaluation. Advanced grammar structures will be introduced over the course of the 2 years.