

# 01\_Review/Repaso

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **10 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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Spanish 4 Honors is the prerequisite for Spanish 5 AP. Students will be expected to be fully immersed in the Spanish language and culture by focusing on 3 major themes: Families and Community, Science and Technology, and Contemporary Life. Students enrolled in this course should be progressing through the ACTFL (The American Council of the Teaching of Foreign Languages) Intermediate-mid level of fluency, and achieving the Intermediate High level by the end of the course. Students should use advanced Spanish vocabulary and will be assessed on speaking, listening, and writing. Throughout the course, students will also be receiving input and creating output via the three modes of communication: Interpretive, Interpersonal, and Presentational. In doing so, they will begin to master through extensive practice, all sections of the Spanish Language and Culture Advanced Placement exam.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand:

- There are structural differences between the Spanish and English languages.
- Culture plays a part in dialect and language.
- Specific vocabulary words are needed to express oneself in Spanish.
- The correct use of grammar and vocabulary help facilitate communication.

Essential Questions:

- In our modern world, why is it important to learn another language and culture?
- What advantages would be beneficial to a young adult through learning another language?
- How can incorrect grammar impede one's understanding?
- Are the grammatical rules in Spanish similar to those of the English language?
- When comparing cultures, why is it important to focus on perspective, practices and products?

Enduring Understandings:

- Learning another language and culture fosters values of appreciation and respect for cultural perspectives, products and practices.
- Learning another language can open doors for professional opportunities.
- The Spanish language contains cultural references that are different from the English language (i.e. - adjective and noun agreement focuses on gender and quantity).

## Diversity and Inclusion

- Awareness of diversity & inclusion issues as relating to immigration, history, visual and performing arts, literature, climate, subject area content, population where appropriate in the content area.
- Awareness of political, economic, and social contributions, inclusive of all people, where appropriate to the content area.

## Climate Change

Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures.

## CONTENT AREA STANDARDS

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WL.IH.7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
WL.IH.7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
WL.IH.7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.

## RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and

	analysis of content.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- There are culturally appropriate expression to complete thoughts, sentences, and phrases in Spanish.
- There are differences between the present and preterite tenses.
- How to compare and use the preterite and the imperfect tense.

### **Procedural Knowledge**

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Students will be able to:

- Use language creatively to incorporate the uses of the present tense in Spanish.
- Use language creatively to complete sentences by using advanced Spanish grammar..
- Use language creatively to respond to dialogue/listening prompts and identify specific verb tenses.

- Demonstrate comprehension of the key concepts that they will need to master in Spanish 4 Intro to College and Spanish 5 AP.
- Classify the fluency levels of ACTFL by which they will be expected to perform.
- Sort the criterion of the fluency levels in order to determine their own performance.

#### Key Grammatical Concepts:

- -Present tense
- -Informal and Formal Commands
- -Present subjunctive
- -Subjunctive to express wishes
- -Subjunctive to make suggestions or recommendations
- -Subjunctive used with impersonal expressions
- -Subjunctive with ojalá
- -Subjunctive to express emotions
- -Subjunctive to express doubt or denial
- -Subjunctive vs. indicative

### **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Alternate Assessments**

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- Cultural Comparison presentations
- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences

### **Benchmark Assessments**

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Edulastic Assessments

## **Formative Assessments**

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Using the three modes of communication-Interpretive, Interpersonal and Presentational

Do now's/Exit tickets

Homework

Role-playing activities

Paired activities

Questions and answers by teacher/students

Listening activities-Using whiteboards to review grammar and vocabulary

Speaking activities-- Group work prompts - talk to a classmate about themselves and observations.

Reading activities

Writing activities-using various prompts

Presentational activities - using various prompts

## **Summative Assessments**

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- Written/Verbal review assessments
- Interpersonal conversations Audio/Listening activities
- Simulated Conversation- Via computer/recorders

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Temas AP Spanish Textbook and Workbook

AP Spanish Practice Workbook

Triángulo Aprobado AP Practice Textbook

Incorporating visuals within texts

Powerpoints/Google slides/ Nearpod

Provide written and oral directions

Pairing students

Sample texts

Authentic documents

Google Apps - Jamboard, Padlet, Slides etc.

Graphic organizers

## **INTERDISCIPLINARY CONNECTIONS**

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Language Acquisition

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.