

Scope and Sequence

Syllabus--Spanish 4

Leavitt Area High School, Dustin Williamson

Unit 1: [Circling with Balls](#)-what I would do if I were you...

Answer this question: If you were _____, what would you do?

- Goals:
 - Conditional: I/you/he/she in context
 - Class community
 - Students will gain confidence using the language
 - Students will respond to the teacher as well as to each other in the target language

Unit 2: Independent choice reading

Choose among three novels for reading

- Goals:
 - Independent scaffolding reading experience
 - New words in context
- Resources:
 - [Noches Misteriosas en Granada](#) novel
 - [Frida Kahlo](#) novel
 - [La Vampirata](#) novel

Unit 3: Tomatina festival

- Goals:
 - Identify cultural practices
 - Develop class community
 - Use authentic materials of the Tomatina festival (news reports)
- Resources:
 - [Tomatina activity](#)
 - [Tomatina reading](#)

Unit 4: [Internado and el pozo story](#)

- Goals:
 - Catch up on the show El Internado
 - Introduce new words in context

- Resources:
 - [El pozo story](#)

Unit 5: [He llorado song study](#)

- Goals:
 - Develop listening skills
 - Develop reading skills
 - What would you do if you were.....

Unit 6: La Noche Boca Arriba short story

Read scaffolded authentic literature

- Goals:
 - Authentic literature reading by level
- Resource:
 - [La Noche Boca Arriba lesson](#)

Unit 7: Tapas culture

Explore the culture of tapas in Spain

- Goals:
 - Identify cultural practices of contemporary Spain
 - Comprehend authentic spoken Spanish
- Resource:
 - [Dreaming Spanish video](#)

Unit 8: El Salvador Civil War

- Goals:
 - Developing a sense of how actions have a ripple effect
 - Intro to El Salvador
 - Why do gangs exist and how did they form?
 - What are the repercussions of a civil war?
 - Booksnaps for reading comprehension
- Resources:
 - [Voces Inocentes film study](#)
 - [Vida y Muerte en la Mara Salvatrucha novel study and teacher's guide](#)
 - [Sin Nombre film study](#)

Unit 9: [Plastic Ocean](#)

- Goals
 - Conservation
 - Give commands
 - Make recommendations and suggestions

- Give advice

Unit 10: [Si tu la ves](#) song study

- Goals
 - Ecuador culture
 - Past narrative
 - Predictions
 - Oral retell

Unit 11: [Navidad Commercial Madness](#)

Watch and study Spanish christmas commercials

- Goals:
 - Explore Christmas traditions of Spanish speaking countries
 - Compare cultures

Unit 12: Spanish Civil War

- Goals
 - Background info about the Spanish Civil War
 - Basic understanding of Spain in the 1930s-40s
 - Symbolism in art and film
 - Who is Francisco Franco?
 - Write Tweets from the perspective of fictional characters
- Resources:
 - [La Lengua de la Mariposas film study](#)
 - [Hija del Sastre novel study](#)
 - El Laberinto del Fauno film study

Unit 13: [Vaina Loca](#) song study

- Goals:
 - Past subjunctive in context
 - Make predictions
 - Develop listening and reading skills

Unit 14: Independent reading/Literature Circles

- Goals:
 - Independent scaffolding reading experience
 - Prepare final summative assessment
 - Discussion Thursdays
- Novel Resources:
 - [Los sobrevivientes](#)
 - [Leyendas Impactantes](#)
 - [Noche de oro](#)
 - 48 horas

Ongoing:

[El Internado La Laguna Negra](#): Spanish TV show

Baile Viernes: exposure to latin american music

Jaja Jueves: telling jokes in Spanish

Other Music ([March Music Madness](#))

Free Voluntary Reading

Noticing:

Perfect tenses in context

Subjunctive tenses in context

Present/preterite/imperfect/future in context

Producing:

present/past/conditional

Goals of the class:

- I can participate with confidence in conversations on familiar topics
- I can describe anything that I want to
- I can write on topics in a generally organized way using simple paragraphs in various time frames
- I can understand the main idea easily when listening to Spanish
- I can read and understand fully when reading something of interest in Spanish
- I will have acquired an ACTFL proficiency of at least Intermediate in Spoken and Written language.

Developing 4 skills in each unit:

- Reading
- Listening
- Speaking
- Writing

Techniques:

- ★ Story retells
- ★ Discussions
- ★ Readers
- ★ Movie Talks
- ★ Film and Text comparisons
- ★ Adapted authentic pieces
- ★ Grammar in context

My philosophy on language teaching:

I believe that 100% of my students can acquire a language. Languages cannot be explicitly taught and language acquisition should feel effortless. Rather than delivering lessons; I strive to create an experience in the classroom. Many instructional approaches will be used to help all types of learners: Teaching Proficiency through Reading and Storytelling (TPRS), questioning strategies (yes/no, either/on, multiple choice, short answer), Total Physical Response (TPR), reading authentic documents, listening to authentic music, using technology, whole class discussion, story asking, storytelling, and studying authentic films to name a few. All instruction will be done by using comprehensible, compelling, and personalized input in Spanish. Students will be actively engaged and will be expected to participate voluntarily and/or when called upon. Participation does not mean always giving the correct answer but a willingness to try to use Spanish and a genuine attempt at learning the material or asking questions when the material is unclear. The class will be conducted in Spanish and students are expected to communicate in Spanish as well. It is a student centered and teacher driven class where the affective filter is low. I believe that I am more than a teacher; I am a Spanish language acquisition facilitator.

This syllabus is subject to change based on new resources and student interaction