

World Languages - Spanish Immersion Grade 12 (Language Arts)

Nat'l Stnds	St. Louis Park Outcomes	Assessments	Related Activities	Specific Skills	Units*
1.1	Use Spanish to exchange and support opinions, individual perspectives with peers and/or other Spanish-speakers on a variety of topics dealing with contemporary and historical issues	Short oral presentations, a class discussion, scored discussion Write a new verse to a song, poems, experiences related to the song	Discussion of songs, share opinions, looking for language in text to support ideas	Writing: Use of subjunctive, preterit and imperfect. Oral: Ability to self-correction	Music Visual Arts Poetry Drama Architecture
1.2	Comprehend and interpret details of authentic oral and written textual sources, demonstrating sensitivity to stylistic features such as word choice and level of formality	Written and/or oral summaries of texts and spoken presentations	Read authentic text: poetry, drama and music. Analyze vocabulary. Create a word wall.	Understand main idea. Summarize, give personal opinion. Use of present tense	Music Poetry Drama
1.3	Present analyses of works of art from Spanish-speaking cultures (for example, visual, performance and/or literary arts)	Presentation of the poem and play, or analyses of work of art	Prepare and present their analyses of works of art, of poetry, drama and architecture Present their own poems and a play	Public speaking skills: fluency, eye contact, enthusiasm, interaction with audience, appropriate word choice, timing	Music Visual Arts Poetry Drama Architecture
2.1	Identify, analyze, and discuss various Hispanic patterns of behavior and interaction (everyday practices) related to cultural perspectives	Written critical response	In-site visit	Critical thinking Ability to recognize language variances among Spanish speaking countries	Music Poetry
2.2	Experience, discuss, and analyze expressive products of the culture and explore relationships between those products and the perspectives of the people	Scored assessment (oral or written)	Museum visits Class discussion and analyses to explore the relationship between product and perspective of people	Use of graphic organizers	Music Visual Arts Poetry Drama Architecture
3.1	Present information from a variety of sources written in Spanish about a topic being studied in a range of school subjects; for example, use an	Group project: podcast, powerpoint, minipay	Read articles about architecture Watch media sources	Decoding skills: use of context for meaning, word attack, cognates Work in a cooperative	Music Architecture

World Languages - Spanish Immersion Grade 12 (Language Arts)

Nat'l Stnds	St. Louis Park Outcomes	Assessments	Related Activities	Specific Skills	Units*
	essay on European architecture of the sixteenth century and an Internet tour of the Prado Museum in a study of the Renaissance period.			group Research skills	
3.2	Use Spanish and English reviews or media coverage of the same art works to compare the viewpoints	Think, pair, share	Watch/read a media review	Critical thinking	Music Works of art
4.1	Investigate the ways languages in contact influence each other, especially as manifested in the arts, such as Arabic words in Spanish (alfombra, alcazar) and Spanish words in English (patio, plaza)		Through poetry unit and word choice activities	Develop an awareness of the ways languages influence each other	Music Poetry
4.2	Hypothesize about the relationship between cultural perspectives and expressive arts, such as music, visual arts, and performing arts by analyzing selected products from Hispanic cultures	Formal writing: Essay	Discussion of song Torre de Babel, whether or not the song represents a general perspective or the author's perspective	Hypothesize Cite evidence form texts Grammar: Conditional tense, superlatives and comparatives, demonstratives, adjectives	Music Visual Arts Poetry Drama Architecture
5.1	Research and present information to other students about an artist or a piece of artwork from the Hispanic world (Use the structure of Picture Person lessons for an audience of upper-level Spanish classes or elementary schools - PSI and PYP programs)	Presentation of their play or poetry slam		Public speaking and performance skills	Music Poetry Drama

World Languages - Spanish Immersion Grade 12 (Language Arts)

Nat'l Stnds	St. Louis Park Outcomes	Assessments	Related Activities	Specific Skills	Units*
5.2	Participate in intellectual activities such as film showings, theater productions, and art exhibits in Spanish	Oral and written report		Research what is in the local theatres, museums.	

Over-all course outcomes, aligned with ACTFL's Standards for Foreign Languages:

Communication Standard 1.1:

Use Spanish to exchange and support opinions, individual perspectives with peers and/or other Spanish-speakers on a variety of topics dealing with contemporary and historical issues

Communication Standard 1.2:

Comprehend and interpret details of authentic oral and written *textual sources, demonstrating sensitivity to stylistic features such as word choice and level of formality

Communication Standard 1.3:

Present analyses of works of art from Spanish-speaking cultures (for example, visual, performance and/or literary arts)

Cultures Standard 2.1:

Identify, analyze, and discuss various Hispanic patterns of behavior and interaction (everyday practices) related to cultural perspectives

Cultures Standard 2.2:

World Languages - Spanish Immersion Grade 12 (Language Arts)

Nat'l Stnds	St. Louis Park Outcomes	Assessments	Related Activities	Specific Skills	Units*
-------------	-------------------------	-------------	--------------------	-----------------	--------

Experience, discuss, and analyze expressive products of the culture and explore relationships between those products and the perspectives of the people

Connections Standard 3.1:

Present information from a variety of sources written in Spanish about a topic being studied in a range of school subjects; for example, use an essay on European architecture of the sixteenth century and an Internet tour of the Prado Museum in a study of the Renaissance period.

Connections Standard 3.2:

Use Spanish and English reviews or media coverage of the same art works to compare the viewpoints

Comparisons Standard 4.1:

Investigate the ways languages in contact influence each other, especially as manifested in the arts, such as Arabic words in Spanish (alfombra, alcazar) and Spanish words in English (patio, plaza)

Comparisons Standard 4.2:

Hypothesize about the relationship between cultural perspectives and expressive arts, such as music, visual arts, and performing arts by analyzing selected products from Hispanic cultures

Communities Standard 5.1:

Research and present information to other students about an artist or a piece of artwork from the Hispanic world (Use the structure of Picture Person lessons for an audience of upper-level Spanish classes or elementary schools – PSI and PYP programs)

Communities Standard 5.2:

World Languages - Spanish Immersion Grade 12 (Language Arts)

Nat'l Stnds	St. Louis Park Outcomes	Assessments	Related Activities	Specific Skills	Units*
-------------	-------------------------	-------------	--------------------	-----------------	--------

Participate in intellectual activities such as film showings, theater productions, and art exhibits in Spanish

*Units
Music: Used throughout the year. Variety of songs played as a warm-up activity. Cloze exercise, discuss meaning, learn vocabulary, grammar, an extension activity

Visual Arts: Murals, photos, paintings, drawings, sculptures. Fieldtrips to museums. Project-oral presentation

Poetry: Read and analyze poems; write own poems, share and feedback. In site visit. Create poetry portfolio

Drama: Drama terms. Read, analyze and comprehend a play and sociopolitical context. Write a play, perform a play

Architecture: Group work. List ideas of topics and potential projects. Architecture terms