



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Advanced Spanish A

Course Description:

The curriculum for this advanced elective course is developed from the [Wisconsin Standards for World Languages](#). Students will be exposed to the cultures of Spanish speaking countries and practice skills related to: reading, writing, speaking and listening. Grades are determined by performance assessments, quizzes, tests, projects and daily work. This course receives .5 credits per trimester. The information in this course overview outlines what students should understand and be able to do by the end of the trimester/year.

Mastery Standards:

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes:

Interpersonal Communication:

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication:

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Expected [proficiency level](#) at the end of this course: Intermediate Low - Intermediate Mid

Unit	Description of Unit and Learning Targets
<p>Unit Title: Cinema and Culture</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How do movies connect to our lives? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Demonstrate understanding of the main idea and key information in short informational movie reviews. Exchange information in conversations about movies, creating sentences and series of sentences and asking a variety of follow-up questions. Tell a story about a short film using sentences and series of connected sentences. Compare, in my own and other cultures, movies and genres. Identify different personal and community perspectives about entertainment and movies.
<p>Unit Title: Las Carreras - When I grow up</p> <p><u>Essential Questions:</u></p> <p>How does global citizenship prepare me for a future career?</p>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts about different careers. Exchange information in conversations about potential careers, creating sentences and series of sentences and

	<p>asking a variety of follow-up questions.</p> <ul style="list-style-type: none"> ● Research and give straightforward presentations on a career path using sentences and series of sentences. ● Compare practices, in my own and other cultures, related to career paths and schooling. ● Identify goals for language learning and use for personal or community life, and then reflect on progress in order to plan next steps.
<p>Unit Title: La Vida - My wish for you</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How does culture influence hope for ourselves and others? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> ● Demonstrate understanding of the main idea, and key information in short, straightforward fictional texts about family connections. ● Request, and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. ● Tell a story about life and someone important using sentences and series of connected sentences. ● Recognize that significant differences in behaviors exist among cultures, and use appropriate learned behaviors for successful intercultural communication. ● Identify goals for language learning and use for personal or community life, and then reflect on progress in order to plan next steps.