

# DUKE ELLINGTON SCHOOL OF THE ARTS

## *Course Syllabus*

**Course:** Spanish IV  
**Credit:** 1  
**Phone:** (202) 282-0123

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**Room:** 216  
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### **COURSE DESCRIPTION:**

This course is designed to help students who are at the threshold of become bilingual reach their goal. To this end, they will review and solidify basic concepts, explore new areas of knowledge, and put to practical use the structure and general knowledge they already have. All communication in the classroom between teacher and students will be in Spanish. Students will be introduced to diverse themes, varied topics and a multitude of activities aimed at developing their critical judgment through frequent oral and written practice. Grammar is reviewed to reinforce and expand upon the structures and verb moods and tenses students learned in Spanish I, II and III. Emphasis is placed also on the development of an enriched vocabulary and the reading and analysis of Spanish history and exemplary literary texts.

### **COURSE GOALS:**

This course will help students to:

- Develop greater intellectual curiosity through exposure to the rich history of Spanish speaking countries and its various contributions to Western civilization;
- Respond to factual and interpretive questions, express opinions and make judgments;
- Give presentations on cultural topics including: (1) traditions, (2) historical and contemporary events, and (3) major historical and artistic figures;
- Paraphrase or restate what someone else has said;
- Read for comprehension from a variety of longer authentic materials, such as newspapers and magazine articles, excerpts from novels, essays, plays and poems and judge their contents;
- Write well-organized compositions on selected topics; and
- Begin using the language creatively in writing simple poetry and prose.

### **TEXTBOOK and MATERIALS**

- *Abriendo Paso* textbook as well as handouts of reading materials
- copy of *Procedures & Routines* in the classroom
- a folder/binder in which to store handouts and loose ruled paper
- a separate composition notebook for note taking in class

## **COURSE REQUIREMENTS:**

**Reading & Writing:** Students will be required to read and write in Spanish. They will learn writing strategies that enable them to write compositions, summaries, and persuasive essays and analyses based on their reading assignments.

Reading selected texts and writing are incorporated in the curriculum to help students develop the essential skills of critical thinking and encourage them to examine information objectively to form their own opinions and discover their own truths about the human things. Moreover, since writing clarifies thinking by helping students to synthesize what they read and because reading selected texts provide students effective models for developing good writing techniques, the process of reading and writing in Spanish facilitates students' ability to perform these two important skills while at the same time it enables them to sharpen their listening comprehension and communicating skills in that language.

**Homework:** Homework assignments must be completed on time. Failure to do so will result in a lower grade, i.e., a 5 points deduction for each day after the due date.

## **GRADE DISTRIBUTION/SCALE:**

Homework and Class work	35%
Class participation*	25%
Quizzes & tests	40%

\* Classroom rules that will affect students' class participation grade include the following: failure to be punctual consistently; disruptive behavior; failure to comply with the prohibition against combing/brushing hair and applying make-up in class; disregard for the rule against chewing gum, eating and drinking in the classroom; and failure to observe the school's policy against using ipods, cell phones and all other electronic devices, including laptops, in the classroom.

## **COURSE OUTLINE**

**The following themes and topics will be emphasized to maximize the acquisition of new vocabulary and review the appropriate use of grammatical structures.**

### **Themes:**

Emphasis will be on the most important literary work of the Spanish language like: an introduction to Cervantes and the importance of Don Quijote de la Mancha, works by Federico Garcia Lorca and Gabriel Garcia Marquez among others.

### **Topics:**

The focus here will be on the intractable human problems of poverty, violence and politics.

## **Grammar Review**

### ***Verb tenses:***

Infinitive, present, preterit, imperfect and past participles, pluperfect, reflexive verbs, future, conditional and subjunctive.

### ***Structures:***

Adverbs, adjectives, nouns, pronouns, passive voice, negative expressions, and prepositions.

## **CONTENT STANDARDS:**

### **Communication:**

- 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2:** Students understand and interpret written and spoken language on a variety of topics.
- 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### **Cultures:**

- 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

### **Connections:**

- 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
- 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

### **Comparisons:**

- 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

### **Communities:**

- 5.1:** Students use the language both within and beyond the school setting
- 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.