

# Seymour Public Schools Curriculum

## Spanish IV

In Spanish IV, the course shifts to Spanish composition, to more sophisticated vocabulary, and idiomatic usage, and the analysis of literary works from prominent historic periods. Studies on Hispanic culture focus on the history of Spain and Latin America. A much great emphasis is given on oral skills. Translation becomes a large focus of the later half of the course, after completing a thorough review of all the grammar points in Spanish.

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| <b>Grade:</b>                                      | <b>Subject:</b>                       |                               |
| <b>CSDE Standard</b>                               |                                       |                               |
| <b>Enduring Understanding</b>                      |                                       |                               |
| <b>Essential Questions</b>                         |                                       |                               |
| <b>Content Standard:</b>                           | (refer to frameworks)                 |                               |
| <b>Performance Expectations (Student outcomes)</b> |                                       |                               |
| <b>Strategies/Modes (examples)</b>                 | <b>Materials/Resources (examples)</b> | <b>Assessments (examples)</b> |
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Subject or course name 2

# Seymour Public Schools Curriculum

## Spanish IV – Unit 1

In this unit, the students will learn to communicate using vocabulary the arrival of man to the Américas, and the encounter of different cultures in the New World.

Review vocabulary for Unit 1 (Chapter 8) includes historic constructions, architectural constructions, direction to locations, expressions related to describing weather, areas of the city, expressions relating to commerce, various reactions to situations, and human relationships.

Review grammar in Unit 1 focuses on Interrogative Words and Verbs in the Preterite that have their own unique endings.

Chapter Communicative Objectives include:

- Describing how different cultures interact
- Talking about the fusion of cultures in Spain before 1492
- Talking about fusion of different cultures in the Americas after the Europeans arrived
- Understanding cultural perspectives of different ethnic groups in the United States

The new grammar points focused in Unit I the Conditional forms and the irregular stem changes associated with it. Also the Imperfect Subjunctive is introduced.

Expressions that combine the Imperfect Subjunctive with *Si* and *Como si* are introduced.

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| <b>Grade:</b><br>11-12        | <b>Spanish IV – Unit 1 (Chapter 8)</b>   |
| <b>CSDE Standard</b>          | <ul style="list-style-type: none"> <li>• Communication (Interpersonal Mode)</li> <li>• Communication (Interpretive Mode)</li> <li>• Communication (Presentational Mode)</li> </ul>   |
| <b>Enduring Understanding</b> | <ul style="list-style-type: none"> <li>• Effective Communication allows those engaged to understand one another.</li> </ul>  |
| <b>Essential Questions</b>    | <ul style="list-style-type: none"> <li>• How do I use my understanding of culture to communicate and function appropriately in another culture?</li> <li>• How do I use another language to communicate with others?</li> <li>• How do I demonstrate an understanding of the similarities, differences and interactions across languages?</li> </ul> |

Subject or course name 1

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|   | <ul style="list-style-type: none"> <li>• How do I present information, concepts and ideas in another language in a way that is understood?</li> </ul>  |
| <p><b>Content Standard:</b></p>                           | <ul style="list-style-type: none"> <li>• Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.</li> <li>• Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.</li> <li>• Use information acquired from other school subjects to complete activities in the world language classroom.</li> <li>• Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with homestay.</li> <li>• Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</li> <li>• Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.</li> <li>• Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.</li> <li>• Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary. Use appropriate gestures, when necessary, to make their messages comprehensible.</li> <li>• Exchange thoughts about people, activities and events in their personal lives or communities.</li> <li>• Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.</li> <li>• Recognize that there are often multiple ways to express an idea in the target language.</li> </ul> |
| <p><b>Performance Expectations (Student outcomes)</b></p> | <ul style="list-style-type: none"> <li>• In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</li> <li>• In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.</li> <li>• In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</li> <li>• In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</li> </ul>  |

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| Strategies/Modes (examples)   | Materials/Resources (examples)  | Assessments (examples)  |
|---|---|---|
| <ul style="list-style-type: none"> <li>• <b>Word Study: Developing Content</b><br/>Small group work</li> <li>• <b>Academic notebook</b></li> <li>• <b>Vocabulary</b></li> <li>• <b>Whole class instruction</b></li> <li>• <b>Homework</b></li> <li>• <b>Memorization</b></li> <li>• <b>Differentiation</b></li> <li>• <b>Reciprocal Teaching</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Video (cultural- related)</b></li> <li>• <b>Video (content-related)Internet</b></li> <li>• <b>Overhead projector/Transparencies</b></li> <li>• <b>Map</b></li> <li>• <b>PowerPoint</b></li> <li>• <b>Bulletin Board</b></li> <li>• <b>Vocabulary lists</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Vocabulary Translation exercises</b></li> <li>• <b>Workbook exercises</b></li> <li>• <b>Mock Job Interview</b></li> <li>• <b>Job Search Project</b></li> <li>• <b>Tests/Quizzes</b></li> <li>• <b>Aural Quiz</b></li> <li>• <b>Oral Presentation</b></li> <li>• <b>Essay Writing</b></li> <li>• <b>Oral Quiz</b></li> <li>• <b>Quizzes</b></li> </ul> |

# Seymour Public Schools Curriculum

## Spanish IV – Unit 2

In this unit, the students will learn to communicate using vocabulary related to pollution, natural resources, animals, and the environment.

Review vocabulary for Unit 2 (Chapter 9) includes expressions related to recycling, the community, words associated with modes of transportation, and expressions used to express opinions.

Review grammar in Unit 2 focuses on Verb of Inversion (ex. *Gustar, Faltar, Molestar... etc.*) Also, Unit 2 reviews the various uses of the Definite Article and how its use is different from English.

Chapter Communicative Objectives include:

- Talking about environmental concerns in the community
- Discuss how to solve local and global environment problems
- Expressing attitudes and opinions about the environment
- Understanding cultural perspectives on dealing with conservation and the environment

The new grammar points focused in Unit 2 include Conjunctions that use the Subjunctive and/or the Indicative, (including *después de, cuando, tan pronto como, etc...*) Also the Relative Pronouns *que, quien, and lo que* are introduced. Later, Conjunctions that have definition changes based on whether they are in the Indicative or Subjunctive are learned. Among this category of conjunctions are *a menos que, aunque, etc...*)

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| <b>Grade:</b><br>11-12        | <b>Spanish IV – Unit 2 (Chapter 9)</b>   |
| <b>CSDE Standard</b>          | <ul style="list-style-type: none"><li>• Communication (Interpretive Mode)</li><li>• Communication (Interpersonal Mode)</li><li>• Communication (Presentational Mode)</li></ul>   |
| <b>Enduring Understanding</b> | <ul style="list-style-type: none"><li>• Effective Communication allows those engaged to understand one another.</li></ul>  |
| <b>Essential Questions</b>    | <ul style="list-style-type: none"><li>• How do I demonstrate an understanding of the similarities, differences and interactions across languages?</li><li>• How do I present information, concepts and ideas in another language in a way that is understood? How do I use my understanding of culture to communicate and function appropriately in another culture?</li></ul> |

Subject or course name 1

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|   | <ul style="list-style-type: none"> <li>• How do I use another language to communicate with others?</li> </ul>   |
| <p><b>Content Standard:</b></p>                           | <ul style="list-style-type: none"> <li>• Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</li> <li>• Use information acquired from other school subjects to complete activities in the world language classroom.</li> <li>• Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with homestay.</li> <li>• Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.</li> <li>• Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.</li> <li>• Recognize that there are often multiple ways to express an idea in the target language.</li> <li>• Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.</li> <li>• Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.</li> <li>• Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.</li> <li>• Use appropriate gestures, when necessary, to make their messages comprehensible.</li> <li>• Exchange thoughts about people, activities and events in their personal lives or communities.</li> </ul> |
| <p><b>Performance Expectations (Student outcomes)</b></p> | <ul style="list-style-type: none"> <li>• In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</li> <li>• In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</li> <li>• In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</li> <li>• In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.</li> </ul>   |

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| Strategies/Modes (examples)   | Materials/Resources (examples)   | Assessments (examples)  |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Whole class instruction</li> <li>• Homework</li> <li>• Memorization</li> <li>• Word Study: Developing Content</li> <li>• Small group work</li> <li>• Differentiation</li> <li>• Reciprocal Teaching Academic notebook</li> <li>• Vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>• Overhead projector/Transparencies</li> <li>• Bulletin Board</li> <li>• Vocabulary lists</li> <li>• Video (cultural- related)</li> <li>• Video (content-related)Internet</li> <li>• Map</li> <li>• PowerPoint</li> </ul> | <ul style="list-style-type: none"> <li>• Oral Presentation</li> <li>• Essay Writing</li> <li>• Vocabulary Translation exercises</li> <li>• Workbook exercises</li> <li>• Tests/Quizzes</li> <li>• Aural Quiz</li> <li>• Oral Quiz</li> <li>• Quizzes</li> </ul> |



# Seymour Public Schools Curriculum

## Spanish IV – Unit 3

In this unit, the students will learn to communicate using vocabulary related rights and responsibilities, rights of citizens and all people, the home, and school situations.

Review vocabulary for Unit 3 (Chapter 10) includes expressions related to society, rights and obligations, organizations, solutions, and conflicts.

Review grammar in Unit 3 focuses on the usage of the Imperfect versus that of the Preterite in Spanish. Also, the various verbs that have a definition change from the Imperfect to the Preterite are revisited.

Chapter Communicative Objectives include:

- Talking about rights and responsibilities
- Discuss rights in society guaranteed by the Constitution
- Talk about the role of government
- Learn what young people think about the world problems they face and the solutions they propose
- Understand cultural perspectives on rights and responsibilities

Students learn when and how to use combination verb forms: when to properly use the Imperfect Subjunctive in various sentence structures.

Other new grammar points introduce students to the *Pluscuamperfecto del Subjuntivo*, by combining what they have learned from the Present Perfect and the Imperfect Subjunctive.

The unit ends with the Conditional Perfect, combining what they have already learned from the Conditional and the Present Perfect.

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| <b>Grade:</b><br>11-12        | <b>Spanish IV – Unit 3 (Chapter 10)</b>  |
| <b>CSDE Standard</b>          | <ul style="list-style-type: none"><li>• Communication (Interpersonal Mode)</li><li>• Communication (Presentational Mode)</li><li>• Communication (Interpretive Mode)</li></ul> |
| <b>Enduring Understanding</b> | <ul style="list-style-type: none"><li>• Effective Communication allows those engaged to understand one another.</li></ul>  |

Subject or course name 1

# Seymour Public Schools Curriculum

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| <b>Essential Questions</b>                         | <ul style="list-style-type: none"> <li>• How do I use another language to communicate with others?</li> <li>• How do I present information, concepts and ideas in another language in a way that is understood? How do I use my understanding of culture to communicate and function appropriately in another culture?</li> <li>• How do I demonstrate an understanding of the similarities, differences and interactions across languages?</li> </ul>  |
| <b>Content Standard:</b>                           | <ul style="list-style-type: none"> <li>• Use appropriate gestures, when necessary, to make their messages comprehensible.</li> <li>• Exchange thoughts about people, activities and events in their personal lives or communities.</li> <li>• Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.</li> <li>• Recognize that there are often multiple ways to express an idea in the target language.</li> <li>• Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.</li> <li>• Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.</li> <li>• Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</li> <li>• Use information acquired from other school subjects to complete activities in the world language classroom.</li> <li>• Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with homestay.</li> <li>• Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.</li> <li>• Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.</li> </ul> |
| <b>Performance Expectations (Student outcomes)</b> | <ul style="list-style-type: none"> <li>• In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</li> <li>• In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</li> <li>• In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.</li> <li>• In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</li> </ul>   |

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| Strategies/Modes (examples)  | Materials/Resources (examples)   | Assessments (examples)   |
|--|--|--|
| <ul style="list-style-type: none"><li>• Differentiation</li><li>• Reciprocal Teaching Academic notebook</li><li>• Whole class instruction</li><li>• Homework</li><li>• Memorization</li><li>• Word Study: Developing Content</li><li>• Small group work</li><li>• Vocabulary</li></ul> | <ul style="list-style-type: none"><li>• Vocabulary lists</li><li>• Map</li><li>• PowerPoint</li><li>• Overhead projector/Transparencies</li><li>• Bulletin Board</li><li>• Video (cultural- related)</li><li>• Video (content-related)Internet</li></ul> | <ul style="list-style-type: none"><li>• Quizzes</li><li>• Tests</li><li>• Aural Quiz</li><li>• Oral Quiz</li><li>• Oral Presentation</li><li>• Essay Writing</li><li>• Vocabulary Translation exercises</li><li>• Workbook exercises</li></ul> |

# Seymour Public Schools Curriculum

## Spanish IV – Unit 4

Unit 4 begins study in Spanish literature, history, and translation. Students begin this unit with an overview of Spanish History from the introduction of Arab Culture to the Iberian Peninsula, through the Reconquista, ending with the Generation of 98 and the fall of the Spanish Empire.

The major historical periods of Europe are then outlined from the Middle Ages, through the Renaissance, the Golden Age, the Baroque, concluding with the Generation of 98. Each period is analyzed from various angles, including the historic importance of the era, the artistic highlights, and the reasons why each era rose and fell.

Unit 4 Communicative Objectives include:

- Discussing historical events as related to the literary and artistic evolution of Spain
- Argue the role of the Catholic Church in shaping Spanish Literature. Students should express in depth understanding of the Inquisition, Corruption through Papal Bulls, and the Leyenda Negra, in terms of its legacy on Spanish art and literature.
- Discuss the emergence of the Nouveau Riche within Medieval Spain.
- Understand how the creation of a money-based society freed up the Nouveau Riche to explore the arts and literature
- Be able to highlight the major characteristics of each of the major eras of Spanish history, provide examples of works for each, and the major authors.

**Literary Outline by Era:**

- Medieval:
  - Students learn about examples of literary works during the Medieval Period, the major characteristics of the period. It is important that students understand how the Medieval Period segued into the Renaissance, abandoning chivalrous themes for themes exploring the human psyche. Students learn how authors cropped themes from one another, creating very recognizable literary styles.
  - Works Analyzed:
    - *La Celestina*
    - *El Conde Lucanor*
    - *El Lazarillo de Tormes*
- Baroque:
  - Students learn how the Spanish empire peaked financially during this period of unprecedented power with the discovery of the New World. Baroque themes from around Europe influence art and literature of the period. The mentality and psyche of the Baroque period was very rich and people's view on the world was changing. Images from the New World were changing the literary world. Older styles were being replaced with highly refined, sophisticated writing, complex character development, and interest in the psychological development. Works by Góngora, Quevedo, and Cervantes showcase these changes.

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- Works analyzed:
  - Don Quixote
  - El Romancillo
- Post – Baroque through the Generation of 98:
  - As Spanish dominance around the world waned, the artistic and literary world continued to flourish. The positive and uplifting qualities showcased during the Baroque, however, were replaced with themes of a troubled world: loss, despair, lack of hope. Countless problems faced Spain, the loss of an empire, the Spanish American War, and the internal civil war made the arts and literature full of despair. Writers turned inside to self-reflection. Writers like Gustavo Adolfo Bécquer analyzed his own despair through poetry and essays. Juan Jiménez analyzed the tragedy of the human experience in poetry. Later, Ana María Matute exposed the darker sides of humanity through her many works and short stories.
    - Works analyzed:
      - La Cojita
      - Volverán las Oscuras Golondrinas
      - Los Niño Tontos: El niño al que se le murió el amigo.
      - Los Niños Tontos: La Niña Fea
- The Unit ends with a study of translation. Students learn about style, tone, accuracy, slang, cultural humor. This is done through side by side comparison of various texts. Students discuss why certain tone or word choice may have been made by a particular author. Students also have several opportunities to translate. Side by side comparison of student work highlights the many possibilities a translation can have.
  - Works Analyzed:
    - Misery (excerpts)
    - Various Poems
    - New Articles
    - Literary passages

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| <b>Grade:</b><br>11-12 | <b>Spanish IV – Unit 4 (Literary Unit)</b>   |
| <b>CSDE Standard</b>   | <ul style="list-style-type: none"> <li>● Communication (Interpersonal Mode)</li> <li>● Communication (Presentational Mode)</li> <li>● Communication (Interpretive Mode)</li> </ul> |

# Seymour Public Schools Curriculum

|  |  |
|--|--|
| <b>Enduring Understanding</b>                      | <ul style="list-style-type: none"> <li>• Effective Communication allows those engaged to understand one another.</li> </ul>  |
| <b>Essential Questions</b>                         | <ul style="list-style-type: none"> <li>• How do I present information, concepts and ideas in another language in a way that is understood?</li> <li>• How do I use my understanding of culture to communicate and function appropriately in another culture?</li> <li>• How do I use another language to communicate with others?</li> <li>• How do I demonstrate an understanding of the similarities, differences and interactions across languages?</li> </ul>  |
| <b>Content Standard:</b>                           | <ul style="list-style-type: none"> <li>• Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.</li> <li>• Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.</li> <li>• Use appropriate gestures, when necessary, to make their messages comprehensible.</li> <li>• Exchange thoughts about people, activities and events in their personal lives or communities.</li> <li>• Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.</li> <li>• Recognize that there are often multiple ways to express an idea in the target language.</li> <li>• Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</li> <li>• Use information acquired from other school subjects to complete activities in the world language classroom.</li> <li>• Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with home stay.</li> <li>• Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.</li> <li>• Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.</li> </ul> |
| <b>Performance Expectations (Student outcomes)</b> | <ul style="list-style-type: none"> <li>• In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</li> <li>• In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</li> <li>• In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.</li> <li>• In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal,</li> </ul>   |