

Seymour Public Schools Curriculum

Grade: 11-12

Subject: Spanish IV Honors

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 greater emphasis is given on oral skills. Translation becomes a large focus in the last half of the course, after completing a thorough review of all the grammar points in Spanish.

Spanish IV- Honors – Unit 1 –Trabajo y comunidad

In this unit, the students will learn to communicate using vocabulary related to getting a job, skills needed to perform a job, and interview skills. Also, students will learn how to talk about volunteer work and how they can help out in the community.

Review grammar in Unit 1 focuses on Present Participle, how to form it and the proper placement of associated pronouns, (direct, indirect, and reflexive).

Students are also reintroduced to vocabulary related to work, emotions, jobs around the home, and business in a community.

The new grammar points focused in Unit 1 presents the Present Perfect form. A review of the formation of the past participle is presented. Students will understand the function of the helping verb Haber within the Present Perfect form and when to use it.

The Pluscuamperfecto is also introduced in conjunction with the Present Perfect.

The Present Perfect is combined with the Present Subjunctive mood to create sentences.

Demonstrative Adjectives and Pronouns are a review topic that is readdressed in this unit. As an addition to information reviewed, the third category of demonstrative adjectives (Aquel, etc...) is introduced.

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Spanish IV- Honors – Unit 2 – ¿Qué nos traerá el futuro?

In this unit, the students will learn to communicate using vocabulary related to careers and professions, changes in technology, its impact on our lives, and about future relationships.

Review grammar in Unit 2 focuses on the difference between the verbs Saber and Conocer, their conjugations, and situations when they would be used.

The use of the pronoun "Se" is also reintroduced and its use in the construct of the passive voice.

Students are also reintroduced to vocabulary related to professions, areas in the community, and the environment.

The new grammar points focused in Unit 2 presents the Future Tense, the corresponding endings, and the irregular stem changes associated with the Future.

Students learn to express doubt and probability through the Future Tense.

Students learn to form the Future Perfect by combining the Future of Haber with Past Participles.

Direct and Indirect Objects are once again highlighted in this Unit. This time they are simultaneously replaced with their corresponding pronouns. Students learn to properly place them in correct order and where they are positioned within a sentence structure.

Topics of technology and new careers are discussed utilizing new vocabulary, as well as a series of translations related to the unit theme.

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Spanish IV- Honors – Unit 3 – ¿Mito o realidad?

In this unit, the students will learn to communicate using vocabulary related to archaeologists, extraordinary phenomena, mysterious events, myths and legends from the Spanish speaking world.

Review vocabulary for Unit 3 includes materials, descriptions, actions, constructions, and various places on Earth. Also, included are natural phenomena, seasons, and various animals.

Review grammar in Unit 3 focuses on Affirmative and Negative words and the Nominalization of Adjectives.

Communicative Objectives include:

- Describing what archaeologists do.
- Identify and describe some extraordinary phenomena
- Giving an opinion about mysterious events.

Talk about the contributions of the Maya and Aztec Civilizations. Compare some myths and legends from the Spanish-speaking world with those of the United States.

The new grammar points focused in Unit 3 introduces the Present Perfect Subjunctive with expressions of Doubt and Negation. Also, the Present Perfect Subjunctive is paired with Impersonal Expressions.

Students learn to distinguish between the conjunctions Pero and Sino.

Students learn to distinguish between Adjective Clauses that trigger the Indicative and those that trigger the Subjunctive.

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Spanish IV- Honors – Unit 4 – Encuentro entre culturas

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

Review vocabulary for Unit 4 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 4 focuses on Interrogative Words and Verbs in the Preterite that have their own unique endings.

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 4 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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Spanish IV- Honors – Unit 5 – Cuidemos nuestro planeta

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

Review vocabulary for Unit 5 includes expressions related to recycling, the community, words associated with modes of transportation, and expressions used to express opinions.

Review grammar in Unit 5 focuses on Verb of Inversion (ex. *Gustar, Faltar, Molestar... etc.*) Also, Unit 5 reviews the various uses of the Definite Article and how its use is different from English.

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 5 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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Spanish IV- Honors – Unit 6 – ¿Cuáles son tus derechos y deberes?

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 6 includes expressions related to society, rights and obligations, organizations, solutions, and conflicts.

Review grammar in Unit 6 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.

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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Spanish IV- Honors – Unit 1 –Trabajo y comunidad

In this unit, the students will learn to communicate using vocabulary related to getting a job, skills needed to perform a job, and interview skills. Also, students will learn how to talk about volunteer work and how they can help out in the community.

Review grammar in Unit 1 focuses on Present Participle, how to form it and the proper placement of associated pronouns, (direct, indirect, and reflexive).

Students are also reintroduced to vocabulary related to work, emotions, jobs around the home, and business in a community.

The new grammar points focused in Unit 1 presents the Present Perfect form. A review of the formation of the past participle is presented. Students will understand the function of the helping verb Haber within the Present Perfect form and when to use it.

The Pluscuamperfecto is also introduced in conjunction with the Present Perfect.

The Present Perfect is combined with the Present Subjunctive mood to create sentences.

Demonstrative Adjectives and Pronouns are a review topic that is readdressed in this unit. As an addition to information reviewed, the third category of demonstrative adjectives (Aquel, etc...) is introduced.

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Subject: Grade: Time Frame: (# of weeks, etc.)	Spanish IV Honors - Unit 1 Grade: 11-12 1 ½ - 2 months
CCSS Overarching Standards	<p><u>Reading</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole</p> <p><u>Writing</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><u>Speaking and listening</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p>
Priority Standards (ACTFL)	<p>Communication:</p> <ul style="list-style-type: none"> • 1.1: Students engage in conversation, 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.

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	<p>Culture:</p> <ul style="list-style-type: none"> • 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. <p>Connections:</p> <ul style="list-style-type: none"> • 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. <p>Comparisons:</p> <ul style="list-style-type: none"> • 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. <p>Communities</p> <ul style="list-style-type: none"> • 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.
SHS Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> • Students will be able to talk about applying for a job and do volunteer work
Essential Questions	<ul style="list-style-type: none"> • How do I talk and write about volunteer work? • How do I apply for a job?

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<p>Performance Expectations (Student outcomes: what will students will know/understand and be able to do)</p>	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Talk and write about applying for a job • Listen to and read about job interviews and classified ads • Exchange information about their skills, background experience and job opportunities • Understand the influence of Hispanics in the US • Compare a Mayan folktale with myths and stories in the US • Use the present perfect and the present perfect subjunctive • Use the demonstrative adjectives and pronouns 		
<p>Strategies (examples)</p> <ul style="list-style-type: none"> • Whole class instruction • Word Study: Developing Content Vocabulary p. 242 • Partner activities: <i>Students partner up and talk to each other in Spanish about jobs</i> • Differentiation ... <i>notes, handouts, multimedia presentations by students, student conversations</i> • Listening activities <i>Teachers offers different activities where students have to listen and write appropriate responses</i> • Writing activities <i>Based on vocabulary and grammar students need to write specific paragraphs related to job seeking or volunteer work</i> • Reading activities <i>Students read multiple reading activities</i> • Academic notebook • Homework 	<p>Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Realidades 3 Textbook • Core practice book • Map of USA, Mexico and Cuba • Vocabulary lists • Internet for classified ad jobs and volunteer opportunities • Video (content-related) • Video (cultural-related) • PowerPoint for grammar instruction • Conjuguemos.com 	<p>Assessments (examples)</p> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Workbook exercises • Activities done in class • Writing Assignments • Walking around while they do the activities to make sure they are on task <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Oral Quiz • Aural Quiz • Vocabulary quiz • Grammar topic quizzes • End of unit test 	

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Spanish IV- Honors – Unit 2 – ¿Qué nos traerá el futuro?

In this unit, the students will learn to communicate using vocabulary related to careers and professions, changes in technology, its impact on our lives, and about future relationships.

Review grammar in Unit 2 focuses on the difference between the verbs *Saber* and *Conocer*, their conjugations, and situations when they would be used.

The use of the pronoun "Se" is also reintroduced and its use in the construct of the passive voice.

Students are also reintroduced to vocabulary related to about professions, areas in the community, and the environment.

The new grammar points focused in Unit 2 presents the Future Tense, the corresponding endings, and the irregular stem changes associated with the Future.

Students learn to express doubt and probability through the Future Tense.

Students learn to form the Future Perfect by combining the Future of *Haber* with Past Participles.

Direct and Indirect Objects are once again highlighted in this unit. This time they are simultaneously replaced with their corresponding pronouns. Students learn to properly place them in correct order and where they are positioned within a sentence structure.

Topics of technology and new careers are discussed utilizing new vocabulary, as well as a series of translations related to the unit theme.

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Subject: Grade: Time Frame: (# of weeks, etc.)	Spanish IV Honors - Unit 2 Grade: 11-12 1 ½ - 2 months
CCSS Overarching Standards	<p><u>Reading</u> Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p><u>Writing</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><u>Speaking and listening</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p>
Priority Standards (ACTFL)	<p>Communication:</p> <ul style="list-style-type: none"> • 1.1: Students engage in conversation, 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. <p>Culture:</p> <ul style="list-style-type: none"> • 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.

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	<p>Connections:</p> <ul style="list-style-type: none"> • 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. <p>Comparisons:</p> <ul style="list-style-type: none"> • 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. <p>Communities</p> <ul style="list-style-type: none"> • 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.
SHS Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> • Students will be able to talk about the future. • Students will identify the irregular future stem changes • Students will understand how to change an Active Voice sentence into a Passive Voice.
Essential Questions	<ul style="list-style-type: none"> • How do I talk and write about the future and jobs that I might do? • How do I form the Future Tense? • What are the irregular Future Tense stem changes? • How do I form the Active vs. Passive Voice?
Performance Expectations (Student	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Talk and write about future problems and advances, and job types • Explain career goals for the future

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<p>outcomes: what will students will know/understand and be able to do)</p>	<ul style="list-style-type: none"> • Listen to and read about future plans and predictions • Understand how architects from the Hispanic world are shaping the architecture of the future • Compare the living situations of many Spanish college graduates with those of graduates in the US. • Use the future tense, the direct and indirect object pronouns 	
<p>Strategies (examples)</p> <ul style="list-style-type: none"> • Whole class instruction • Word Study: Developing Content Vocabulary p. ... • Partner activities: <i>Students partner up and talk to each other in Spanish about 288</i> • Differentiation <i>notes, handouts, multimedia presentations by students, student conversations</i> • Listening activities <i>Teachers offers different activities where students have to listen and write appropriate responses</i> • Writing activities <i>Based on vocabulary and grammar students need to write specific paragraphs related to jobs and future plans</i> • Reading activities <i>Students read multiple reading activities</i> • Academic notebook • Homework 	<p>Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Realidades 3 Textbook • Core practice book • Map of USA, Mexico, Chile, Argentina, Puerto Rico and Spain • Vocabulary lists • Internet to show them Hispanic architecture • Video (content-related) • Video (cultural-related) • PowerPoint for grammar instruction • Conjuguemos.com 	<p>Assessments (examples)</p> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Workbook exercises • Activities done in class • Writing Assignments • Walking around while they do the activities to make sure they are on task <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Oral Quiz • Aural Quiz • Vocabulary quiz • Grammar topic quizzes • End of unit test

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Spanish IV- Honors – Unit 3 – ¿Mito o realidad?

In this unit, the students will learn to communicate using vocabulary related to archaeologists, extraordinary phenomena, mysterious events, myths and legends from the Spanish speaking world.

Review vocabulary for Unit 3 includes materials, descriptions, actions, constructions, and various places on Earth. Also, included are natural phenomena, seasons, and various animals.

Review grammar in Unit 3 focuses on Affirmative and Negative words and the Nominalization of Adjectives.

Communicative Objectives include:

- Describing what archaeologists do.
- Identify and describe some extraordinary phenomena

Giving an opinion about mysterious events.

Talk about the contributions of the Maya and Aztec Civilizations. Compare some myths and legends from the Spanish-speaking world with those of the United States

The new grammar points focused in Unit 3 introduces the Present Perfect Subjunctive with expressions of Doubt and Negation. Also, the Present Perfect Subjunctive is paired with Impersonal Expressions.

- Students learn to distinguish between the conjunctions Pero and Sino.
- Students learn to distinguish between Adjective Clauses that trigger the Indicative and those that trigger the Subjunctive.

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Subject: Grade: Time Frame: (# of weeks, etc.)	Spanish IV Honors - Unit 3 Grade: 11-12 1 ½ - 2 months
CCSS Overarching Standards	<p><u>Reading</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas Analyze how and why individuals, events, or ideas develop and interact over the course of a text. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take Read and comprehend complex literary and informational texts independently and proficiently</p> <p><u>Writing</u> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p><u>Speaking and listening</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p>
Priority Standards (ACTFL)	<p>Communication:</p> <ul style="list-style-type: none"> • 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

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	<ul style="list-style-type: none"> • 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. <p>Culture:</p> <ul style="list-style-type: none"> • 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. <p>Connections:</p> <ul style="list-style-type: none"> • 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. <p>Comparisons:</p> <ul style="list-style-type: none"> • 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. <p>Communities</p> <ul style="list-style-type: none"> • 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.
SHS Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> • Students will be able to talk about mysterious events • Students understand when and how to use the Present Perfect Subjunctive.

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	<ul style="list-style-type: none"> • Students distinguish between “Pero” and “Sino” • Student will be able to turn an adjective into a noun... (Nominalization of Adjectives) 		
Essential Questions	<ul style="list-style-type: none"> • How do I talk and write about mysterious events • How and when do I use the Present Perfect Subjunctive? • What is the difference between “Pero” and “Sino”? • How do I turn an adjective into a noun? 		
Performance Expectations (Student outcomes: what will students will know/understand and be able to do)	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Talk and write about mysterious events • Listen to and read about archeology and Pre-Columbian legends • Provide logical explanations for unexplained phenomena • Understand mysteries of past civilizations in Latin America • Provide reasonable explanations for Pre-Columbian myths • Use the present subjunctive and present perfect subjunctive with expressions of doubt • Use <i>pero</i> and <i>sino</i> • List the uses of subjunctive with adjective clauses 		
<p style="text-align: center;">Strategies (examples)</p> <ul style="list-style-type: none"> • Whole class instruction • Word Study: Developing Content Vocabulary p. 334 • Partner activities: <i>Students partner up and talk to each other in Spanish about mysterious events</i> • Differentiation <i>notes, handouts, multimedia presentations by students, student conversations</i> • Listening activities <i>Teachers offers different activities where students have to listen and write appropriate responses</i> • Writing activities <i>Based on vocabulary and grammar students</i> 	<p style="text-align: center;">Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Realidades 3 Textbook • Core practice book • Map of USA, Mexico, Spain, Costa Rica, Peru, Guatemala, Bolivia and Chile • Vocabulary lists • Internet to show archeological mysteries in the Hispanic world • Video (content-related) • Video (cultural-related) • PowerPoint for grammar instruction • Conjuguemos.com 	<p style="text-align: center;">Assessments (examples)</p> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Workbook exercises • Activities done in class • Writing Assignments • Walking around while they do the activities to make sure they are on task <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Oral Quiz • Aural Quiz • Vocabulary quiz • Grammar topic quizzes • End of unit test 	

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<p><i>need to write specific paragraphs related to mysterious events</i></p> <ul style="list-style-type: none">• Reading activities <i>Students read multiple reading activities</i>• Academic notebook• Homework		
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Spanish IV- Honors – Unit 4 – Encuentro entre culturas

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 4 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 4 focuses on Interrogative Words and Verbs in the Preterite that have their own unique endings.

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 4 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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Subject: Grade: Time Frame: (# of weeks, etc.)	Spanish IV Honors - Unit 4 Grade: 11-12 1 ½ - 2 months
CCSS Overarching Standards	<p><u>Reading</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p><u>Writing</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p><u>Speaking and listening</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p>
Priority Standards (ACTFL)	<p>Communication:</p> <ul style="list-style-type: none"> • 1.1: Students engage in conversation, 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. <p>Culture:</p> <ul style="list-style-type: none"> • 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.

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	<p>Connections:</p> <ul style="list-style-type: none"> • 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. <p>Comparisons:</p> <ul style="list-style-type: none"> • 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. <p>Communities</p> <ul style="list-style-type: none"> • 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.
SHS Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> • Students will be able to talk about the conditional or what a person would do • Students will understand how to form and when to use the Conditional and the Imperfect Subjunctive. • Students will demonstrate how to combine the Conditional and the Imperfect Subjunctive. • Students will be able to form Como si sentences with the Imperfect Subjunctive.
Essential Questions	<ul style="list-style-type: none"> • How do I talk and write about what a person would do? • What is the Conditional Tense? • What is the Imperfect Subjunctive? • How do I combine the Conditional with the Subjunctive?
Performance Expectations	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Talk and write about cultural heritage and fusion of cultures in Spain before 1492 • Listen and read about indigenous cultures

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<p>(Student outcomes: what will students will know/understand and be able to do)</p>	<ul style="list-style-type: none"> • Understand the historical context of Spanish missions in California • Express your opinion about cultural exchanges • Use the Conditional tense, imperfect subjunctive and the imperfect subjunctive with <i>si</i> • Be able to form Subjunctive Sentences in the past tense 		
<p>Strategies (examples)</p> <ul style="list-style-type: none"> • Whole class instruction • Word Study: Developing Content Vocabulary p. ... • Partner activities: <i>Students partner up and talk to each other in Spanish about what they would do in certain situations</i> • Differentiation notes, handouts, multimedia presentations by students, student conversations • Listening activities <i>Teachers offers different activities where students have to listen and write appropriate responses</i> • Writing activities <i>Based on vocabulary and grammar students need to write specific paragraphs related to other cultures</i> • Reading activities <i>Students read multiple reading activities about the Mayan and Spain</i> • Academic notebook • Homework 	<p>Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Realidades 3 Textbook • Core practice book • Map of USA, Mexico, Ecuador, Peru, Paraguay, Argentina and Spain • Vocabulary lists • Internet buildings of Spain • Video (content-related) • Video (cultural-related) • PowerPoint for grammar instruction 	<p>Assessments (examples)</p> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Workbook exercises • Activities done in class • Writing Assignments • Walking around while they do the activities to make sure they are on task <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Oral Quiz • Aural Quiz • Vocabulary quiz • Grammar topic quizzes • End of unit test 	

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Spanish IV- Honors – Unit 5 – Cuidemos nuestro planeta

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

Review vocabulary for Unit 5 includes expressions related to recycling, the community, words associated with modes of transportation, and expressions used to express opinions.

Review grammar in Unit 5 focuses on Verb of Inversion (ex. *Gustar, Faltar, Molestar... etc.*) Also, Unit 5 reviews the various uses of the Definite Article and how its use is different from English.

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 5 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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Subject: Grade: Time Frame: (# of weeks, etc.)	Spanish IV Honors - Unit 5 Grade: 11-12 1 ½ - 2 months
CCSS Overarching Standards	<p><u>Reading</u></p> <p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole</p> <p>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take</p> <p>Read and comprehend complex literary and informational texts independently and proficiently</p> <p><u>Writing</u></p> <p>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence</p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation</p>

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	<p><u>Speaking and listening</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p>
<p>Priority Standards (ACTFL)</p>	<p>Communication:</p> <ul style="list-style-type: none"> • 1.1: Students engage in conversation, 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. <p>Culture:</p> <ul style="list-style-type: none"> • 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. <p>Connections:</p> <ul style="list-style-type: none"> • 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.

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	<p>Comparisons:</p> <ul style="list-style-type: none"> • 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. <p>Communities:</p> <ul style="list-style-type: none"> • 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.
SHS Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> • Students will be able to talk about environmental problems and their solutions • Students will understand how to use conjunctions to combine two or more clauses • Students will be able to distinguish Conjunctions that require the Indicative, Subjunctive, or the Infinitive. • Students will understand how to use the Relative Pronoun “Que, Quien and Lo que” in different sentence structures.
Essential Questions	<ul style="list-style-type: none"> • How do I talk and write about environmental issues • What is a Conjunction and when do I use them? • Which Conjunctions use the Indicative, Subjunctive, or the Infinitive? • What is a Relative Pronoun? • When do I use “Que, Quien and Lo que” in different sentence structures?
Performance Expectations (Student outcomes: what will students will	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Talk and write about environmental problems and solutions • Listen to and read about pollution and other environmental issues • Understand the causes of environmental issues in Latin America • Know vocabulary related to environmental issues and endangered species

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know/understand and be able to do)	<ul style="list-style-type: none"> • Compare an environmental problem in Latin America with one in the US • Use relative pronouns <i>que, quien, lo que</i> • Conjunctions used with the subjunctive and the indicative tenses or the Infinitive. 	
<p style="text-align: center;">Strategies (examples)</p> <ul style="list-style-type: none"> • Whole class instruction • Word Study: Developing Content Vocabulary p. ... • Partner activities: <i>Students partner up and talk to each other in Spanish about environmental problems</i> • Differentiation <i>notes, handouts, multimedia presentations by students, student conversations</i> • Listening activities <i>Teachers offers different activities where students have to listen and write appropriate responses</i> • Writing activities <i>Based on vocabulary and grammar students need to write specific paragraphs related to environmental issues</i> • Reading activities <i>Students read multiple reading activities</i> • Academic notebook • Homework 	<p style="text-align: center;">Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Realidades 3 Textbook • Core practice book • Map of USA, Mexico, Costa Rica, Puerto Rico, Ecuador, Chile and Argentina • Vocabulary lists • Internet for environmental issues in Latin America • Video (content-related) • Video (cultural-related) • PowerPoint for grammar instruction • Conjuguemos.com 	<p style="text-align: center;">Assessments (examples)</p> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Workbook exercises • Activities done in class • Writing Assignments • Walking around while they do the activities to make sure they are on task <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Oral Quiz • Aural Quiz • Vocabulary quiz • Grammar topic quizzes • End of unit test

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Spanish IV- Honors – Unit 6 – ¿Cuáles son tus derechos y deberes?

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 6 includes expressions related to society, rights and obligations, organizations, solutions, and conflicts.

Review grammar in Unit 6 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.

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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Subject: Grade: Time Frame: (# of weeks, etc.)	Spanish IV Honors - Unit 6 Grade: 11-12 1 ½ - 2 months
CCSS Overarching Standards	<p><u>Reading</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.</p> <p><u>Writing</u> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Speaking and listening</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
Priority Standards (ACTFL)	<p>Communication:</p> <ul style="list-style-type: none"> • 1.1: Students engage in conversation, 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.

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	<p>Culture:</p> <ul style="list-style-type: none"> • 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. <p>Connections:</p> <ul style="list-style-type: none"> • 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. <p>Comparisons:</p> <ul style="list-style-type: none"> • 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. <p>Communities</p> <ul style="list-style-type: none"> • 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.
SHS Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> • Students will be able to talk about rights, responsibilities and animal rights • Students will understand how to form the Conditional Perfect form • Students will be able to form the Pluscuamperfecto del Subjuntivo
Essential Questions	<ul style="list-style-type: none"> • How do I talk and write about rights, responsibilities and animal rights • When do I use the Conditional Perfect form and how do I form it? • When do I use the Imperfect Subjunctive form and how do I form it?

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<p>Performance Expectations (Student outcomes: what will students will know/understand and be able to do)</p>	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Talk about citizen and animal rights • Write about rights and responsibilities • Listen and read about rules and government • Understand the historical context of the Latin American independence movement • Express your opinion on children’s rights • Form and Utilize the Conditional Perfect Form • Form and Utilize the Pluscuamperfecto del Subjuntivo 		
<p>Strategies (examples)</p> <ul style="list-style-type: none"> • Whole class instruction • Word Study: Developing Content Vocabulary p. ... • Partner activities: <i>Students partner up and talk to each other in Spanish about rights and responsibilities</i> • Differentiation <i>notes, handouts, multimedia presentations by students, student conversations</i> • Listening activities <i>Teachers offers different activities where students have to listen and write appropriate responses</i> • Writing activities <i>Based on vocabulary and grammar students need to write specific paragraphs related to rights and responsibilities</i> • Reading activities <i>Students read multiple reading activities</i> • Academic notebook • Homework 	<p>Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Realidades 3 Textbook • Core practice book • Map of Mexico, Cuba, Spain, Venezuela, Peru, Bolivia and Paraguay • Vocabulary lists • Internet students’ rights in Latin America and Latin America independence movements • Video (content-related) • Video (cultural-related) • PowerPoint for grammar instruction • Conjuguemos.com 	<p>Assessments (examples)</p> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Workbook exercises • Activities done in class • Writing Assignments • Walking around while they do the activities to make sure they are on task <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Oral Quiz • Aural Quiz • Vocabulary quiz • Grammar topic quizzes • End of unit test 	