

Course Title: Spanish IV
Board Approval Date: September 15, 2020
Credit / Hours: 1

Course Description:

Students will refine those language skills which were acquired in Spanish I, II, and III. The class will be conducted predominantly in Spanish, and students will use the Spanish language to communicate with their teacher and each other in both oral and written form. Students will work independently and with each other to enhance their learning of the Spanish language. Topics may include, but are not limited to utilizing the future and conditional tenses to talk about city and country life, as well as cars and driving, using informal commands to direct the behavior of others, using the subjunctive mode to express wishes and desires, using formal commands to direct the behavior of a group of people, discussing foods and food preparation as well as exercise and physical fitness, comparing like things, and other advanced grammatical concepts.

Learning Activities / Modes of Assessment:

Large Group Instruction
Verbal & Written Quizzes and Exams
Listening assessments
Small Group Work
Checklists / Teacher Observation
Class Discussions/Conversations
Written activities/exercises
Projects with Rubrics
Extended Thinking Activities
Writing Prompts/Story Retelling
Online activities
Classroom experiences/Labs
Role Play
Bell Ringers

Instructional Resources:

Instructional Resources:

Asi se Dice level II textbook

Asi se Dice level III textbook

Various online tools including but not limited to: Sr. Wooley, YouTube videos, Schoology, Google Docs Suite, Gimkit, online activity/ idea searches

<p>Communication 1.1</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Communication 1.2</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication 1.3</p> <p>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.</p> <p>Cultures 2.1</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Cultures 2.2</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Comparisons 4.2</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Unit 2: Chapter 9 - Cars and Driving</p>	<p>-vocabulary relating to country and city life.</p> <p>-the future tense of regular and irregular verbs.</p> <p>-the difference in usage between the false future and the true future.</p> <p>-the use of object pronouns with infinitives and gerunds.</p> <p>-the complex and cyclical history of life in the cities and countryside of Spanish-speaking countries, as well as the positive and negative aspects of each lifestyle.</p> <p>-the Cuban influence in Miami, Florida and the history of that city's development.</p> <p>Unit 2: Chapter 9 - Cars and Driving</p>	<p>here and in Spanish-speaking countries, both orally and in written form.</p> <p>-use verbs in the future tense to talk and write about events that will take place in the future.</p> <p>-use direct and indirect object pronouns following infinitives and participles in written and oral form</p> <p>-read about and discuss the complexity of city versus country life in Spanish-speaking cities, both the positives and negatives as well as a historical perspective of each.</p> <p>-read about and discuss the development of Miami, Florida and the Cuban presence in that city.</p> <p>Unit 2: Chapter 9 - Cars and Driving</p> <p>Students will:</p>
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<p>ACTFL World-Readiness Standards for Learning Languages</p> <p>Communication 1.1</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Communication 1.2</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication 1.3</p> <p>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.</p> <p>Cultures 2.1</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Cultures 2.2</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Comparisons 4.2</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> -vocabulary relating to cars, driving, and giving directions. -the use of regular and irregular affirmative informal commands. -the use of object pronouns attached to affirmative informal commands. -the conditional mode of regular and irregular verbs. -the existence and importance of the Panamerican Highway, as well as the very diverse conditions of that route. -the difference between personal car usage and public transportation usage in Spanish-speaking countries versus in the United States and the problem of air pollution in major cities. 	<ul style="list-style-type: none"> -use vocabulary to describe their own/family cars, their driving experiences and to give directions to and from school/home, in oral and written form. -use commands in the classroom to direct individual students and the teacher to complete activities. -use the conditional mode to express things in oral and written form that would take place or that they would do under certain conditions and circumstances. -read about and discuss the Panamerican Highway, including the extent and various branches of the route, its importance in commerce, and its diverse conditions throughout its path. -read about and discuss the traffic problems that exist in American and Hispanic cities, as well as differentiate between our typical car usage and ownership vs. public transportation usage and that of Spanish-speaking countries. <p>Unit 3: Chapter 10 - Food and Food Preparation</p>
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<p>Unit 3: Chapter 10 - Food and Food Preparation</p> <p>ACTFL World-Readiness Standards for Learning Languages</p> <p>Communication 1.1</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Communication 1.2</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication 1.3</p> <p>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.</p> <p>Cultures 2.1</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Cultures 2.2</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Comparisons 4.2</p> <p>Learners use the language to investigate, explain, and reflect</p>	<p>Unit 3: Chapter 10 - Food and Food Preparation</p> <p>Students will understand:</p> <ul style="list-style-type: none"> -vocabulary relating to the kitchen, cooking, food and food preparation, and utilizing a recipe. -the subjunctive mode (the conjugation of verbs...regular and the five irregular verbs ir, dar, estar, saber, ser... in the subjunctive and the trigger querer). -the difference between a person wanting something or to do something versus wanting another person to do something. -affirmative and negative formal commands, for individuals and groups. -the use of object pronouns attached to affirmative formal commands. -the use of object pronouns in front of negative formal commands. -the use of negative informal commands and the use of object pronouns in front of them. -how to read and follow a recipe for two significant dishes in Hispanic cuisine: Arroz con pollo and Ropa vieja. 	<p>Students will:</p> <ul style="list-style-type: none"> -use vocabulary to describe foods and food preparation, recipes, and cooking, both in oral and written form. -use verbs in the subjunctive mode in oral and written form with the trigger querer, in order to express something that is not necessarily factual or real, something that might or might not happen, a want or desire. -write and orally express commands formally to individuals and groups, both negatively and affirmatively. -attach object pronouns to affirmative formal commands. -place object pronouns in front of negative formal commands. -write and orally express informal negative commands to an individual, and place objects in front of them. -read about and discuss the preparation of Arroz con pollo and Ropa vieja.
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<p>on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Unit 4: Chapter 11 - Exercise and Physical Fitness</p> <p>ACTFL World-Readiness Standards for Learning Languages</p> <p>Communication 1.1</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Communication 1.2</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication 1.3</p> <p>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.</p> <p>Cultures 2.1</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Cultures 2.2</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<p>Unit 4: Chapter 11 - Exercise and Physical Fitness</p> <p>Students will understand:</p> <ul style="list-style-type: none"> -vocabulary relating to body parts, exercise and physical activity, minor medical problems and accidents, and the emergency room and hospitals. -the subjunctive mode with other triggers (impersonal expressions, ojalá, quizás, quizá, and tal vez). -the conjugation of stem-changing verbs in the subjunctive. -the comparison of like things using tanto...como with nouns and tan...como with adjectives and adverbs. -the use of gyms, parks, and marathons in Spanish-speaking countries. -the existence of the organization “Médicos Sin Fronteras”. 	<p>Unit 4: Chapter 11 - Exercise and Physical Fitness</p> <p>Students will:</p> <ul style="list-style-type: none"> -use vocabulary both orally and in written form to identify body parts, talk about exercise and physical fitness, and to discuss accidents and hospital experiences. -express verbs in the subjunctive in oral and written form after impersonal expressions and the other listed triggers. -expand conjugation of verbs in the subjunctive to include stem-changing verbs. -compare equal qualities and quantities using tan...como and tanto...como in written form. -read about and discuss the recreational use of gyms and parks in the US and Spanish-speaking countries. -read about and discuss marathons in cities. -read about and discuss the creation and existence of the charitable organization “Médicos Sin Fronteras”.
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<p>Comparisons 4.2</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Unit 5: Chapter 3 - Passages of life and life events</p> <p>ACTFL World-Readiness Standards for Learning Languages</p> <p>Communication 1.1</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Communication 1.2</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication 1.3</p> <p>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.</p> <p>Cultures 2.1</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Cultures 2.2</p>	<p>Unit 5: Chapter 3 - Passages of life and life events</p> <p>Students will understand:</p> <ul style="list-style-type: none"> -vocabulary relating to passages of life: weddings, baptisms, birthdays, and funerals. -the subjunctive mode with other triggers (wishes and emotions). -the use of possessive pronouns to describe ownership of something already mentioned. -the importance of the events of baptism, religious rites of passage, marriage, and funerals in Spanish-speaking countries. 	<p>Unit 5: Chapter 3 - Passages of life and life events</p> <p>Students will:</p> <ul style="list-style-type: none"> -use vocabulary both orally and in written form to discuss experiences (both personal and in general) regarding weddings and receptions, baptisms, birthdays, and death. -express verbs in the subjunctive in oral and written form after triggers of wishes and emotional expressions. -expand conjugation of verbs in the subjunctive to include, <i>car/gar/zar</i> and irregular <i>yo</i> verbs (-<i>go</i> and -<i>zco</i>). -discuss and refer to objects already mentioned using possessive pronouns. -read about and discuss the importance of life events in Spanish-speaking countries, such as baptisms, religious ceremonies like confirmation and bar mitzvahs, marriages and receptions, and death and funerals. -discuss the similarities and differences of such events in our country versus Spanish-speaking countries.
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<p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Comparisons 4.2</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Unit 6: Holidays</p> <p>ACTFL World-Readiness Standards for Learning Languages</p> <p>Cultures 2.1</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Cultures 2.2</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Comparisons 4.2</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Unit 6: Holidays</p> <p>Students will understand:</p> <ul style="list-style-type: none"> -the importance of holidays in Spanish-speaking countries, including, but not limited to: Día de los Muertos, Navidad, and Cinco de Mayo. -the historical context surrounding certain holidays. -the foods and customs associated with certain holidays. 	<p>-discuss the predominance of Catholicism in Spanish-speaking countries.</p> <p>Unit 6: Holidays</p> <p>Students will:</p> <ul style="list-style-type: none"> -explore the concepts of holiday celebrations in Spanish-speaking countries. -see the similarities and differences between how we celebrate holidays. -experience traditional cultural aspects of holidays, including, but not limited to foods, crafts, and games.
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Pacing Guide

Course: Spanish IV

Course Unit (Topic Periods)	Length of Instruction (Class Periods)
Unit - Repaso - review of Spanish I, II, III verbs and vocabulary	16 days
Unit 1 - Chapter 8 (city vs. country life, future tense, attaching objects)	13 days
Unit 2 - Chapter 9 (cars and driving, informal commands, conditional)	13 days
Unit 3 - Chapter 10 (food and food preparation, subjunctive, formal commands, negative informal commands)	17 days
Unit 4 - Chapter 11 (exercise and physical fitness, subjunctive, comparing like things)	13 days
Unit 5 - Chapter 3 (life passages and life events, subjunctive, possessive pronouns)	13 days
Unit 6 - Holidays	3 days
Final Exam	2 days