

**Trinity Area School District
Template for Curriculum Mapping, Spanish IV**

Course: Spanish 4 Grade: 11-12 Designer(s): Spanish Dept.	Overview of Course: This is a yearlong course that builds on the information from Spanish 1, 2 and 3 and further allows the students to practice their reading, writing, speaking, and listening skills in Spanish while experiencing more of a multicultural viewpoint of the world. Students will learn and demonstrate advanced knowledge of different sounds, words, cultures, customs, attitudes, and beliefs.
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Overarching Big Ideas, Enduring Understandings, and Essential Questions
(These “spiral” throughout the entire curriculum.)

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Communication	1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2 Students understand and interpret written and spoken language on a variety of topics. 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	To effectively communicate, you need to develop reading, writing, speaking and listening skills in the target language.	How can I communicate in the target language?
Cultures	2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	People in other countries behave and act differently.	How can I relate and understand cultures of other countries?

Connections	<p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	<p>Language and culture intertwine.</p>	<p>How do language and culture relate?</p>
Comparisons	<p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Students demonstrate understanding of the concept of culture through the comparisons of the culture studied and their own.</p>	<p>Similarities and differences exist between the native and target languages as well as cultures.</p>	<p>How can I demonstrate the complexity of languages and cultures?</p>
Communities	<p>5.1 Student use the language both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>Using the language outside of school is interesting and fun.</p>	<p>How can I use the target language outside of school setting?</p>

Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study
(These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
August-October (7 weeks)	Review ¿Cómo se conjugan los verbos en español y cómo es diferente la gramática inglesa a la gramática española?	<p>Communication</p> <p>Cultures</p> <p>Connections</p> <p>Comparisons</p> <p>Conjugations in the indicative, reflexive verbs, future, indefinite, and imperfect</p> <p>Comparing usage of indefinite and imperfect</p> <p>Possession</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>	<p>Verb conjugation is essential in sentence construction.</p> <p>All languages has its own structures and norms.</p> <p>Determining when to use the indefinite and the imperfect tenses</p> <p>There are two forms to express possession in Spanish</p>	<p>¿Cómo conjugas los verbos en el indicativo, el futuro, el indefinido, y el imperfecto?</p> <p>¿Cuál es la diferencia entre el indefinido y el imperfecto?</p> <p>¿Cómo se usan los adjetivos y pronombres posesivos?</p> <p>¿Cómo se usan los adjetivos y pronombres demostrativos?</p>	<p>Presentation</p> <p>Verbal exam</p> <p>Unit test</p>	<p>Graphic organizer of EQs</p> <p>Review guide</p>

<p>October- November (4 weeks)</p>	<p>La ciudad Madrid</p> <p>¿Cómo se llega a Madrid, y que se puede hacer en una ciudad como ella?</p>	<p>Communication Cultures Connections Comparisons Communities</p> <p>City vocab Imperative tense History of Madrid Goya periods of art and life</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Students demonstrate understanding of the concept of culture through the comparisons of the culture studied and their own.</p> <p>5.1 Student use the language both within and beyond the school setting.</p>	<p>Using city vocabulary to identify different places in a city.</p> <p>The imperative tense is used to give directions to and from a location.</p> <p>Francisco Franco, Mariano Rajoy, the royal family, la Zarzuela, Valle de los caídos, el escorial, el Palacio Real, 11/M are all areas of interest in Madrid and its history.</p> <p>Francisco de Goya was an important artist in Madrid with the royal family and in the history of Madrid.</p>	<p>¿Qué se puede hacer en la ciudad de Madrid?</p> <p>¿Cómo se llega a una ciudad?</p> <p>¿Cómo es Madrid y unos lugares de interés?</p> <p>¿Quién fue Goya y cómo es su arte?</p>	<p>Map creation with directions</p> <p>Unit test</p> <p>Advertisement/poster</p> <p>Presentation on different places and topics in history of Madrid</p>	<p>Graphic Organizer of EQs.</p> <p>Unit guide</p> <p>Romantics and Realists DVD</p> <p>Graphic Organizer of Madrid VIP</p> <p>Graphic Organizer of periods of art of Goya</p>
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<p>November-December (4 weeks)</p>	<p>Animals/ Nature</p> <p>¿Cómo son los animales y la naturaleza y cómo los podemos repetir?</p>	<p>Communication Cultures Connection Comparisons</p> <p>News and tv vocabulary</p> <p>Indefinite preterite verb tense</p> <p>Irregular verbs in the indefinite preterite</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>	<p>Vocabulary specific to animals and nature.</p> <p>Prepositions are used similarly as they are in English.</p> <p>“Por” and “para” are two prepositions which, at times, can mean the same thing.</p> <p>The perfect tense is used to express an action in the recent past.</p>	<p>¿Cómo son los animales en sus hábitats naturales?</p> <p>¿Cuáles son las preposiciones?</p> <p>¿Cuáles son las diferencias entre “por” y “para”?</p> <p>¿Cómo se usa el tiempo perfecto?</p>	<p>Vocab/grammar quizzes</p> <p>Unit test</p> <p>Una isla ideal</p>	<p>Graphic Organizer of EQs.</p> <p>Graphic Organizer of “por” and “para”</p> <p>Vocab/grammar guide</p>
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<p>December-January (4 weeks)</p>	<p>Medioambiente and subjunctive</p> <p>¿Cuáles son los problemas que afectan el medioambiente, y por qué es importante que lo protejamos?</p>	<p>Communication Cultures Connections Comparisons Communities</p> <p>Nature vocab</p> <p>Present subjunctive form and usage</p> <p>Future/Conditional perfect tenses</p> <p>Passive voice</p> <p>Comparing/contrasting different environmental challenges</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>5.1 Student use the language both within and beyond the school setting</p> <p>5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>The present subjunctive tense is used to express doubt and emotion.</p> <p>The future perfect and conditional perfect tenses are used to express theoretical ideas.</p> <p>With the passive voice the subject is transferred from the active voice subject to the direct object.</p> <p>Determining what environment challenges are the most important can help protect it and the people/animals that live with it.</p>	<p>¿Cómo se cuida del medioambiente?</p> <p>¿Cómo y cuándo hay que usar el presente del subjuntivo?</p> <p>¿Cómo se forma y se usa el futuro y el condicional perfecto?</p> <p>¿Cómo se usa la voz pasiva?</p> <p>¿Cuáles son unos desafíos que encontramos del mundo?</p>	<p>Vocab/grammar quizzes</p> <p>Unit test</p> <p>Environment poster</p> <p>Environmental challenges debate and essays</p>	<p>Graphic Organizer of EQs.</p> <p>Vocab/grammar guides</p> <p>Graphic Organizer of environmental challenges and debate rubrics</p>
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February (4 weeks)	<p>Argentina y los derechos humanos</p> <p>¿Cómo se puede entender la justicia a través de los personajes y sucesos importantes de la Argentina</p>	<p>Communication Cultures Connection Comparisons Communities</p> <p>Government vocabulary</p> <p>El voseo</p> <p>History of Argentina and its leaders</p> <p>Dirty War and the Disappeared</p> <p>Argentine authors</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>5.1 Student use the language both within and beyond the school setting</p> <p>5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>Vocabulary to a government system and the people of a town/country.</p> <p>El voseo is an informal way of speaking to a friend in countries such as Argentina, Uruguay, and Paraguay.</p> <p>In smaller countries with unstable governments coups happen often.</p> <p>Las Madres and Las Abuelas formed groups to search for the Disappeared from the Dirty War and demand justice.</p> <p>Many famous authors come from Argentina</p>	<p>¿Cómo funciona un gobierno</p> <p>¿Quiénes son las personas y los personajes importantes a la historia de la Argentina?</p> <p>¿Qué fue la guerra sucia, y qué ocurrió en la Argentina durante ella?</p> <p>¿Qué es la justicia?</p> <p>¿Qué características tiene la literatura argentina?</p>	<p>Vocab/grammar quizzes</p> <p>Unit test</p> <p>Presentation on Argentine author</p> <p>Justicia/injusticia essay</p>	<p>Learning stations</p> <p>Graphic organizer for EQs</p> <p>Vocab/grammar guide</p> <p>Eva Perón Bio (A&E)</p> <p>“Santa Evita”</p> <p><i>Nietos</i> DVD</p> <p>“Carta Abierta”</p> <p>“Searching for Life”</p> <p>Borges works/vocab</p> <p>Cortázar works/vocab</p> <p>Storni works/vocab</p> <p>Benedetti works/vocab</p>
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<p>April (4 weeks)</p>	<p>Historia de España</p> <p>¿Cómo es la España actual y cómo ha llegado a ser así?</p>	<p>Communication</p> <p>Cultures</p> <p>Connection</p> <p>Comparisons</p> <p>Communities</p> <p>History of Spain vocabulary (geography and culture)</p> <p>History of Spain chronology</p> <p>Review of perfect tense</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>5.1 Student use the language both within and beyond the school setting</p> <p>5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>Spain is made up of different commonwealths.</p> <p>The Islamic rule over Spain led to the Spanish Inquisition of the Reyes Católicos.</p> <p>Most of the regions in Spain received their names, cultures, and customs from this Islamic rule.</p> <p>The perfect tense can be used in the future and conditional tenses to describe hypothetical situations.</p>	<p>¿Qué es una comunidad autónoma?</p> <p>¿Cuál ha sido la influencia de la cultura árabe en España?</p> <p>¿Qué grupos invadieron la península ibérica y cuándo?</p> <p>¿Cómo es España actualmente?</p> <p>¿Cómo se usa el tiempo perfecto?</p>	<p>Vocab/grammar quizzes</p> <p>Unit test</p> <p>Essay on different influences of Spain</p>	<p>Graphic organizer for EQs</p> <p>Vocab/grammar guide</p> <p>Cities of Light (video)</p> <p>Timeline/chronology of Spanish history</p> <p>Reyes Católicos readings</p>
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<p>May (3 weeks)</p>	<p>Northern Spain</p> <p>¿Cómo es el norte de España y cómo es diferente que las otras regiones?</p>	<p>Communication Cultures Connections Comparisons Communities</p> <p>Northern Spain culture: País Vasco, Galicia, Santiago de Compostela</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>5.1 Student use the language both within and beyond the school setting</p>	<p>Northern Spain differs greatly from other regions, culturally and geographically.</p> <p>País Vasco is an autonomous region with a unique language, people, and customs.</p> <p>Guernica, the town and famous painting, play major roles in the history of Spain and the 2nd World War.</p> <p>Every year pilgrims complete Saint James' journey to Santiago.</p>	<p>¿Cómo es Galicia y País Vasco?</p> <p>¿Cómo es única la cultura del País Vasco?</p> <p>¿Por qué es importante Guernica en la historia del País Vasco?</p> <p>¿Cuáles son unos costumbres del norte de España?</p>	<p>Unit test</p> <p>vocab/grammar quizzes</p> <p>Visual journey through northern Spain</p>	<p>Graphic organizer with EQs.</p> <p>Learning stations on northern Spain</p> <p>Guernica PPT/video</p> <p>Guernica graphic organizer</p>
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Each month throughout the year	Monthly vocabulary with accompanying assignments	Communication Cultures Connections Comparisons Communities Sports Health Daily life Current events Prepositions Tourism Technology Relationships Studies	1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2 Students understand and interpret written and spoken language on a variety of topics. 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. 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. 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language. 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 5.1 Student use the language both within and beyond the school setting	Students will learn new vocabulary essential to completing the AP program and increasing proficiency. Key vocabulary is essential for completing the AP program sequence and AP exam.		Monthly vocabulary activities Monthly vocabulary quizzes	Monthly vocabulary lists
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* Some teachers may need to think about the assessments and resources used in order to determine the Big Ideas, Enduring Understandings, and Essential Questions embedded in their courses. At this point in your curriculum mapping, you might want to ignore the “Common Assessments” and “Common Resources Used” columns. However, you may use them if you wish.