

COURSE: Spanish IV**GRADE LEVEL:** 10-12**LENGTH OF COURSE:** 45 days (one full semester)**TEXT:** Realidades 2**PUBLISHER:** Pearson Prentice Hall**COPYRIGHT:** 2008**COURSE DESCRIPTION:**

Spanish IV is a continuation of the third level course. It is designed for those students who have successfully completed Spanish III. Spanish IV aims to enhance the students' competence in the four skill areas of listening, reading, writing and speaking as well as their knowledge of Spanish-speaking cultures. Spanish IV is a one (1) credit honors course.

CURRICULUM WRITING TEAM:

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DATE OF REVISION:

2010

Course: Spanish IV

Grade Level: 10-12

Unit: "Repaso de español III:
¿Qué recuerdas? "

PA Standards: **Communication:**

Interpersonal:

1.1

Interpretive:

1.2

Presentational:

1.3

Culture:

2.1 2.2

Connections:

3.1

Comparisons:

4.1

Topics:	Skills:
<p><u>¿Qué hiciste durante el verano?:</u> reviewing verb tenses and vocabulary.</p> <p><u>¿Qué aprendiste en español III?:</u> reviewing the content of Spanish III: comparisons, saber Vs. Conocer, hace que + present tense, reflexive verbs, ser Vs. estar, possessives, preterit (regular and irregular), demonstrative adjectives, direct and indirect object pronouns, and imperfect.</p>	<p>Talk about what you and other people did; tell where you and other people went and with whom.</p> <p>Ensure the mastery of Spanish III curriculum through the use of grammar drills.</p>
Activities:	Performance Assessments:
<p>Teacher-made review packet.</p> <p>Peer introductions.</p> <p>Lectura: "Blanca Nieves y los siete enanitos"</p>	<p>Teacher-made quizzes and tests</p> <p>Corrections of entrevistas iniciales.</p> <p>Reading vocabulary activity.</p>

Course: Spanish IV

Grade Level: 10-12

Unit: Capítulo 5: En las noticias

PA Standards: **Communication:**

Interpersonal

1.1

Interpretive:

1.2

Presentational:

1.3

Culture:

2.1 2.2

Connections:

3.1

Communities:

5.1

Topics:

5A: "Un acto heroico"

Read, listen to, understand and discuss information about heroic acts.

5B: "Un accidente"

Read, listen to, and understand information about accidents.

Skills:

Discuss emergencies, crisis, rescues and heroic acts. Describe past situations and settings. Describe weather conditions. Understand cultural perspectives on natural disasters and legends. Review house vocabulary, tener expressions and exclamations with "qué." Review preterite Vs. imperfect. **Irregular preterite of oír, creer, leer, destruir.**

Describe an accident scene. Talk about injuries and treatments. Talk about what you were doing when an accident occurred. Understand cultural perspectives on health. Review body parts, reflexives, cuánto tiempo hace que. **Irregular preterit verbs: venir, poner, decir, and traer. Imperfect progressive and preterite.**

Activities:	Performance Assessments:
<p><u>5A:</u></p> <ul style="list-style-type: none"> • Practice Workbook (vocabulary, grammar, puzzle, organizer) • Writing, Audio & Video Workbook • Vocabulary Clip Art • Situation Cards • Communicative Activities <p><u>5B:</u></p> <ul style="list-style-type: none"> • Practice Workbook (vocabulary, grammar, puzzle, organizer) • Writing, Audio & Video Workbook • Vocabulary Clip Art • Situation Cards • Communicative Activities <p>Lecturas 2: "¿Iztaccíhuatl y el Popocatepetl?"</p> <p>Videomisterio: "En busca de la verdad," Episodio 5 Episodio 6</p> <p>Project: preterite/imperfect folder</p>	<p>Pruebas:</p> <p>5A 1 through 4</p> <p>5B 1 through 4</p> <p>Examen del capítulo/ Alternate Assessment.</p> <p>Exam View Test Bank CD-Rom</p> <p>Teacher-made quizzes and tests</p> <p>Project Rubric (Culminating assessment)</p>

Course: Spanish IV

Unit: Capítulo 6: La televisión y el cine

Grade Level: 10-12

PA Standards: **Communication:**
Interpersonal
1.1
Interpretive:
1.2
Presentational:
1.3
Culture:
2.1 2.2
Connections:
3.1 3.2
Comparisons:
4.1 4.2
Communities:
5.1 5.2

Topics:	Skills:
<p>6A: "¿Viste el partido en la televisión?"</p> <p>Read, listen to, and understand information about watching TV.</p>	<p>Talk about what you saw on TV. Explain how you feel about watching TV. Understand cultural perspectives on television programs in Spanish speaking countries. Preterite 3rd person irregulars of –ir verbs, and reflexives in the preterit.</p>
<p>6B: "¿Qué película has visto?"</p> <p>Read, listen to, and understand information about movies.</p>	<p>Discuss movie plots and characters. Give opinions about movies. Talk about activities you have done. Understand cultural perspectives on movies. Review verbs that use indirect object pronouns. Present perfect tense of regular and irregular verbs.</p>

Activities:	Performance Assessments:
<p><u>6A:</u></p> <ul style="list-style-type: none"> • Practice Workbook (vocabulary, grammar, puzzle, organizer) • Writing, Audio & Video Workbook • Vocabulary Clip Art • Situation Cards • Communicative Activities <p><u>6B:</u></p> <ul style="list-style-type: none"> • Practice Workbook (vocabulary, grammar, puzzle, organizer) • Writing, Audio & Video Workbook • Vocabulary Clip Art • Situation Cards • Communicative Activities <p>Lecturas 2: "El ojo de Dios"</p> <p>Videomisterio: "En busca de la verdad," Episodio 7 Episodio 8</p> <p>Project: Children's Book</p>	<p>Pruebas:</p> <p>6A 1 through 4</p> <p>6B 1 through 4</p> <p>Examen del capítulo/ Alternate Assessment.</p> <p>Exam View Test Bank CD-Rom</p> <p>Teacher-made quizzes and tests</p> <p>Oral presentation: reading book to elementary school children</p>

Course: Spanish IV

Grade Level: 10-12

Unit: Capítulo 7: Buen provecho

PA Standards: **Communication:**

Interpersonal

1.1

Interpretive:

1.2

Presentational:

1.3

Culture:

2.1 2.2

Connections:

3.1 3.2

Comparisons:

4.1 4.2

Communities:

5.1 5.2

Topics:	Skills:
<p><u>7A:</u> "¿Cómo se hace la paella?"</p> <p>Read, listen to, and understand information about preparing food.</p> <p><u>7B:</u> "¿Te gusta comer al aire libre?"</p> <p>Read, listen to, and understand information about outdoor activities.</p>	<p>Talk about food and cooking. Tell others what not to do. Describe what people generally do. Understand cultural perspectives on recipes and food preparation. Review food vocabulary and <i>yo</i> irregulars. Negative <i>tú</i> commands, and the impersonal <i>se</i>.</p> <p>Discuss food and outdoor cooking. Tell people what to do or not to do. Indicate duration, exchange, reason and other expressions. Understand cultural perspectives on special food and outdoor food vendors. Regular and irregular 3rd person commands, and uses of <i>por</i>.</p>

Activities:	Performance Assessments:
<p><u>7A:</u></p> <ul style="list-style-type: none"> • Practice Workbook (vocabulary, grammar, puzzle, organizer) • Writing, Audio & Video Workbook • Vocabulary Clip Art • Situation Cards • Communicative Activities <p><u>7B:</u></p> <ul style="list-style-type: none"> • Practice Workbook (vocabulary, grammar, puzzle, organizer) • Writing, Audio & Video Workbook • Vocabulary Clip Art • Situation Cards • Communicative Activities <p>Lecturas 2: "La flor de la Noche Buena"</p> <p>Videomisterio: "En busca de la verdad," Episodio 9</p> <p>Project: "Cómo preparar un plato favorito"</p>	<p>Pruebas:</p> <p>7A 1 through 4</p> <p>7B 1 through 4</p> <p>Examen del capítulo/ Alternate Assessment.</p> <p>Exam View Test Bank CD-Rom</p> <p>Teacher-made quizzes and tests</p> <p>Project assessment: oral presentation with written recipe card</p>

Course: Spanish IV

Grade Level: 10-12

Unit: **Capítulo 8:** Cómo ser un buen turista

PA Standards: **Communication:**
Interpersonal
1.1
Interpretive:
1.2
Presentational:
1.3
Culture:
2.1 2.2
Connections:
3.1
Comparisons:
4.1 4.2
Communities:
5.1

Topics:	Skills:
<p>8A: "Un viaje en avión"</p> <p>Read, listen to, and understand information about traveling.</p> <p>8B: "Quiero que disfrutes de tu viaje"</p> <p>Read, listen to, and understand information about trip experiences.</p>	<p>Talk about visiting an airport. Plan for a trip to a foreign country. Make suggestions about safe travel. Read about travel destinations in Spanish speaking countries. Understand cultural perspectives on traveling. Review vocabulary of leisure, and infinitives used in verbal expressions. Present subjunctive of regular and irregular verbs.</p> <p>Discuss traveling in a foreign city. Talk about staying in a hotel. Explain how to be a good tourist. Make recommendations for sightseeing. Understand cultural perspectives on traveling in Spanish speaking countries. Present subjunctive with</p>

	impersonal expressions, present subjunctive of stem- changing verbs.
Activities:	Performance Assessments:
<p><u>8A:</u></p> <ul style="list-style-type: none"> • Practice Workbook (vocabulary, grammar, puzzle, organizer) • Writing, Audio & Video Workbook • Vocabulary Clip Art • Situation Cards • Communicative Activities <p><u>8B:</u></p> <ul style="list-style-type: none"> • Practice Workbook (vocabulary, grammar, puzzle, organizer) • Writing, Audio & Video Workbook • Vocabulary Clip Art • Situation Cards • Communicative Activities <p>Lecturas 2: "El encuentro"</p> <p>Videomisterio: "En busca de la verdad," Episodio 10</p> <p>Project: Tourism guide</p>	<p>Pruebas:</p> <p>8A 1 through 4</p> <p>8B 1 through 4</p> <p>Examen del capítulo/ Alternate Assessment.</p> <p>Exam View Test Bank CD-Rom</p> <p>Teacher-made quizzes and tests</p> <p>Project Rubric (Culminating assessment)</p>

Course: Spanish IV

Grade Level: 10-12

Unit: Capítulo 9: ¿Cómo será el futuro?

PA Standards: **Communication:**
Interpersonal
1.1
Interpretive:
1.2
Presentational:
1.3
Culture:
2.1 2.2
Connections:
3.1
Comparisons:
4.1 4.2
Communities:
5.1

Topics:	Skills:
<p>9A: "¿Qué profesión tendrás?"</p> <p>Read, listen to, and understand information about the future.</p> <p>9B: "¿Qué haremos para mejorar el mundo?"</p> <p>Read, listen to, and understand information about the environment.</p>	<p>Discuss professions and make plans for the future. Talk about future events. Understand cultural perspectives on folk art. Review verbs of spelling changes in the present tense. Future tense of regular and irregular verbs.</p> <p>Make predictions about the future. Express doubts about ecological issues. Discuss environmental problems and possible solutions. Understand cultural perspectives on ecological problems and solutions. Subjunctive with expressions of doubt.</p>

Activities:	Performance Assessments:
<p><u>9A:</u></p> <ul style="list-style-type: none"> • Practice Workbook (vocabulary, grammar, puzzle, organizer) • Writing, Audio & Video Workbook • Vocabulary Clip Art • Situation Cards • Communicative Activities <p><u>9B:</u></p> <ul style="list-style-type: none"> • Practice Workbook (vocabulary, grammar, puzzle, organizer) • Writing, Audio & Video Workbook • Vocabulary Clip Art • Situation Cards • Communicative Activities <p>Canción: "Yo no sé mañana"</p> <p>Project: Prediction of future to be read at 10th class reunion</p>	<p>Pruebas:</p> <p>9A 1 through 4</p> <p>9B 1 through 4</p> <p>Examen del capítulo/ Alternate Assessment.</p> <p>Exam View Test Bank CD-Rom</p> <p>Teacher-made quizzes and tests</p> <p>Project Rubric (Culminating assessment)</p>