

## *Spanish 4 Scope and Sequence*

### **Proficiency Goal: Intermediate Mid**

#### **ACTFL Standards addressed:**

##### **Communication:**

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

##### **Cultures:**

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

##### **Connections:**

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

##### **Comparisons:**

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

##### **Communities:**

- Standard 5.1: Students use the language both within and beyond the school setting.
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Unit Title & Connection to AP Thematic Units	Suggested Pacing:	Vocabulary to Be Introduced/Reviewed	Grammar Topics and Concepts to be Introduced/Reviewed	Essential Questions:	What Can Students Do by the End of the Unit?
<p><b>Unit 1:</b></p> <p>La Familia y La Comunidad</p> <p>Ap Context: Families in Different Societies</p>	6-8 Weeks	<ul style="list-style-type: none"> <li>-Family</li> <li>- Descriptions</li> <li>- Personality traits</li> </ul>	<ul style="list-style-type: none"> <li>- Review of -ar/-er /-ir regular and irregular verbs in the present tense</li> <li>- Review of superlatives and comparisons</li> <li>- Review of future and conditional tense</li> <li>- Comparisons between local community and Latin American communities</li> </ul>	<p>¿Cuál es tu papel en tu comunidad?</p> <p>¿Cuál es tu papel en tu familia?</p> <p>¿Cómo contribuirás a tu comunidad en el futuro?</p> <p>¿Cómo describes a tu familia?</p> <p>¿Cómo te describen tus amigos y tu familia?</p> <p>¿Qué compone una familia en una sociedad de habla hispana?</p> <p>¿Cuáles son algunos aspectos importantes de los valores y la vida familiar en las sociedades de habla hispana?</p> <p>¿Qué retos enfrentan las familias de hoy?</p>	<ul style="list-style-type: none"> <li>- I can understand the roles of each family member.</li> <li>- I can distinguish the roles of figures within our society.</li> <li>- I can use personality traits to describe my friends and family.</li> <li>- I can identify challenges that face societal groups in different situations.</li> </ul>

<p><b>Unit 2:</b></p> <p>Los Héroes y Villanos del Mundo Hispanohablante</p> <p>AP Context: Environmental, Political, and Societal Challenges</p>	<p><b>Suggested Pacing:</b></p> <p>6-8 Weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-Words that signal past tenses</li> <li>- Physical descriptions</li> <li>- Personality traits</li> <li>- How to define and describe a hero</li> <li>- How to define and describe a villain</li> </ul>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>- Review of regular preterite and imperfect</li> <li>- Review of irregular imperfect, irregular preterite, stem changers in preterite</li> <li>- How to use the preterite and imperfect to describe a person who is deceased vs. alive</li> <li>- Specific differentiation between the uses of each tense</li> </ul>	<p><b>Essential Questions:</b></p> <p>¿Cuáles calidades tiene un héroe? ¿Cuáles calidades tiene un villano? ¿Qué significa ser infámo?</p> <p>¿Cuál es un dictador?</p> <p>¿Cuál es el socialismo? - ¿Cuál es el comunismo y cuál fue su efecto en unos países hispanohablantes? ¿Cómo puedes decidir si una persona fue un heroé/villano?</p>	<p><b>What Can Students Do by the End of the Unit?</b></p> <ul style="list-style-type: none"> <li>-I can use personality traits to describe historical figures.</li> <li>- I can understand characteristics of heroes and villains described in a biography.</li> <li>- I can characterize the actions of historical figures to classify them as a hero or villain.</li> <li>- I can distinguish the types of government utilized with rulers throughout history.</li> <li>- I can differentiate the past tenses to describe completed actions.</li> </ul>
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Unit 3:	Suggested Pacing:	Vocabulary to Be Introduced/Reviewed	Grammar Topics and Concepts to be Introduced/Reviewed	Essential Questions:	What Can Students Do by the End of the Unit?
<p>OPTION A: El Arte en el Mundo Hispanohablante</p> <p>AP Context: Influences of Beauty and Art</p>	6-8 Weeks	<ul style="list-style-type: none"> <li>- Colors, images, describing art</li> <li>- Materials used to create art (ex. clay, paint, photos, ink)</li> <li>- Types of art (ex. portrait, self-portrait, impressionist, surrealism)</li> <li>- Styles of art as they relate to Spanish and Latin American artists (ex. surrealism, cubism, Boterism, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Present perfect</li> <li>- Past-perfect/ Pluscuamperfecto</li> <li>- Future perfect</li> <li>- Conditional perfect</li> <li>-Regular and irregular participles</li> </ul>	<p>¿Cómo el arte desafiaba y a la vez refleja las perspectivas culturales?</p> <p>¿Cómo valoran las comunidades, la belleza, y el arte?</p> <p>¿Cómo se usa el arte para documentar la historia?</p> <p>¿De qué se trata la obra de arte?</p> <p>¿Qué ha comunicado el/la artista por su obra de arte?</p> <p>¿Cómo se define el realismo, surrealismo, retrato, autorretrato, Boterismo, impresionismo? - ¿Cómo puedes describir el/la _____ (foto, obra, pintura, etc...)?</p> <p>¿Había reflejado el/la artista el estado político de su país en su obra de arte?</p> <p>¿Cómo es diferente el arte español del arte latinoamericano?</p> <p>Si pudieras, ¿habrías sido amigos con el/la artista?</p> <p>En el futuro, ¿habrás viajado para ver el arte de esta persona?</p>	<p>- I can recognize artwork from famous artists. - I can distinguish art by Spanish artists from art by Latin American artists.</p> <p>- I can understand information presented in artist biographies.</p> <p>- I can describe how art has been used to represent historical events.</p> <p>- I can identify characteristics that pertain to certain artists. - I can differentiate the perfect tenses to describe actions that</p>

					have/have not happened.
<b>Unit 3:</b> OPTION B: Los Quehaceres  Ap Context: Families in Different Societies	<b>Suggested Pacing:</b>  6-8 Weeks	<b>Vocabulary to Be Introduced/Reviewed</b>  - Household chores - Errands around town -Town locations related to tasks and errands -Impersonal expressions	<b>Grammar Topics and Concepts to be Introduced/Reviewed</b>  - Present subjunctive - Using subjunctive to express wishes, emotions, doubts, or recommendations - Using subjunctive with impersonal expressions - Using subjunctive with ojalá, tal vez, and quizás - Distinguishing subjunctive from indicative or infinitive	<b>Essential Questions:</b>  ¿Cuáles quehaceres tienen los miembros de tu familia? ¿Adónde vas para completar los quehaceres? ¿Qué es importante hacer? ¿Qué es importante que tu familia haga? ¿Cómo distingue tu familia los quehaceres y tareas? ¿Crees que se debería pagar a los niños por hacer los quehaceres?	<b>What Can Students Do by the End of the Unit?</b>  - I can discuss the chores I do in my house. -I can distinguish chores and tasks each member of my family completes. -I can identify locations in which tasks and errands are completed. -I can distinguish the use of the subjunctive, indicative, and infinitive. -I can use the subjunctive to express wishes, doubts, requests, or fears for another person.

<p><b>Unit 4:</b></p> <p>Los Avances y Efectos de la Tecnología y la Red Social</p> <p>AP Context: How Science and Technology Impact our Lives</p>	<p><b>Suggested Pacing:</b></p> <p>6-8 Weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>- Types of devices, technological inventions that make our daily lives easier</li> <li>- Social media</li> <li>- Navigating the internet</li> </ul>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>- Present subjunctive</li> <li>- Commands</li> <li>- Direct/Indirect object pronouns</li> <li>- Por/Para</li> <li>- Using subjunctive with clauses that signal or imply wishes, emotions, impersonal expressions, requests/recommendations, doubt, and the use of ójala</li> <li>- Using direct/indirect object pronouns with commands</li> <li>- Present perfect subjunctive</li> </ul>	<p><b>Essential Questions:</b></p> <p>¿Cuáles son unas invenciones que nos han facilitado la vida?</p> <p>¿Qué recomiendas a un adolescente usando la red social? ¿Cuál es el papel de la tecnología en la escuela?</p> <p>¿Crees que la red social es buena o mala para la salud mental?</p> <p>¿Piensas que la red social ha hecho una contribución positiva a la sociedad? ¿Cuáles son los errores comunes que hace la gente con la red social?</p> <p>¿Es posible vivir en nuestra comunidad sin la tecnología?</p> <p>¿Es posible vivir en nuestra sociedad sin la red social?</p> <p>¿Cuál es un avance tecnológica de América Latina?</p>	<p><b>What Can Students Do by the End of the Unit?</b></p> <ul style="list-style-type: none"> <li>- I can describe how technology has impacted daily life.</li> <li>- I can recognize advantages and disadvantages of technology in schools.</li> <li>- I can identify technological advances presented in videos.</li> <li>- I can express how social media has impacted my life.</li> <li>- I can differentiate the pros and cons of social media on daily life.</li> <li>- I can use the subjunctive to express wishes for others</li> </ul>
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<p><b>Unit 5:</b></p> <p>Los Desafíos Medioambientales</p> <p>AP Context: Environmental, Political, and Societal Challenges</p>	<p><b>Suggested Pacing:</b></p> <p>6-8 Weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>- The environment</li> <li>- Weather</li> <li>- Pollution</li> </ul>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>- Commands</li> <li>- Conditional tense</li> <li>- Demonstrative adjectives</li> <li>- Possessive pronouns</li> <li>- Past subjunctive</li> <li>- Past perfect subjunctive</li> <li>- If clauses</li> </ul>	<p><b>Essential Questions:</b></p> <p>¿Qué dirías a una persona para proteger el medioambiente? Si pudieras, ¿qué harías para mejorar el estado ambiental? Si fueras presidente, ¿qué dirías al público con respeto al medioambiente? Si no hubiéramos hecho_____no_____</p> <p>¿Cuál efecto han tenido los desastres naturales a los países hispanohablantes?</p>	<p><b>What Can Students Do by the End of the Unit?</b></p> <ul style="list-style-type: none"> <li>- I can express actions I take to protect the environment.</li> <li>- I can identify positive and negative environmental practices in our society.</li> <li>- I can understand current events presented in news broadcasts.</li> <li>- I can differentiate how countries handle natural disasters.</li> <li>- I can present current events that occurred in the Spanish</li> </ul>

					Speaking world. - I can use the subjunctive to express what I would do in certain situations
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