

## Spanish IV CP

### Course Description

Spanish IV prepares students to communicate effectively in varied situations, using increasingly complex vocabulary and grammatical structures. The course prioritizes fluency in all four content areas: reading, writing, listening and speaking, and resources include authentic Spanish and Hispanic readings, blogs, interviews, documentaries, movies, and advanced practice in communication through writing and oral presentations. In this course, students explore the varied histories, cultural practices, and geography of Latin America and learn how cultural competence and understanding improves all facets of life. In alignment with the school's **Portrait of the Crusader**, students are taught and encouraged to be inspired learners rooted in effective communication, critical thinking, and problem-solving skills. Students are also encouraged to grow as faithful citizens who respect others, demonstrate character and integrity, value the uniqueness of every human being, and respect the traditions of families and cultures across the globe.

The Holy Cross World Language Department uses ACTFL guidelines to prepare the curriculum and measure students' growth. Spanish IV is taught at the ACTFL Intermediate Level. Please see the end of this document for more details about ACTFL levels.

### Essential Questions for the Course

Language:

- How does language shape my identity?
- How does my language affect how others relate to me?
- How can I enhance my connections with people through language?
- How will learning a new language help me to become an active global citizen?
- Why is precise language important in all aspects of life?
- How will language acquisition affect my professional life in the future?
- Why does language change in different situations?

Culture:

- How do cultural practices help shape identity?
- How are traditional practices reflected in our modern lifestyle?
- How are we transformed by our study of other cultures?
- How can I enhance my connections with people through language and common interests?
- How can I become a global citizen using ethical principles?
- How can I make sound decisions to affect the sustainability of communities in the future?
- What role can I play to help prevent discrimination against marginalized peoples in my community and beyond?

## Curriculum Framework

### Unit 1: La vida actual (4 - 5 weeks)

#### Focus Questions:

- What is the difference between a traveler and a tourist?
- How can we be proactive and culturally competent travelers?
- How do we communicate while traveling, especially in a new environment?
- How did Venezuela become an established country? What challenges does Venezuela face?

#### Concepts/Skills:

##### Grammar in context:

- Review present-tense conjugations (regular and irregular verbs)
- Imperative mood; informal (tú) , formal (Ud. and Uds.) commands.
- Review of the preterite tense; regular and irregular verbs.

##### Vocabulary in context:

- Daily life
- Communications to plan a trip
- Travel and tourism
- Character traits

##### Communication:

- Use the imperative mood to demonstrate how to communicate advice or respectfully tell someone what to do.
- Read and listen to conversations about the similarities and differences between American and Venezuelan teens regarding travel preferences.
- Use vocabulary and verbs taught in the unit to compare the behaviors and experiences of tourists versus travelers.
- Plan an educational trip abroad, note comparisons between cultures, especially how the other culture views tourism and how the culturally aware traveler should act.
- Define words and phrases that describe character traits and qualities. Listen to and interpret audio focused on character descriptions of young people from Spain.
- Describe your personality traits and qualities in writing using new vocabulary.

##### Intercultural Focus: Venezuela

- Explain and demonstrate how to properly communicate in another culture, including use of idiomatic expressions, body language, and gestures that have cultural significance.
- Summarize the history of Venezuela from pre Columbian times to modern-day with a special focus on the 1800s and forward.

- Explain the geography and economy of Venezuela focusing on the rise and fall of economical and political power in the 1900s.
- View and interpret the movie *El Libertador* about Simon Bolivar's life and his mission to achieve a united South America, free from Spanish rule.

### **Formative and Summative Assessments:**

- Engage in conversational interviews focused on travel experiences and preferences, and give advice for upcoming trips. (Interpersonal Speaking)
- Plan an educational trip. Describe what it means to be a competent and culturally aware traveler. (Interpretive Reading, Interpersonal Speaking & Presentational Writing and Speaking)
- Complete multiple-choice and short-answer assessments to demonstrate an understanding of vocabulary, the imperative mood, and the preterite tense.
- Write a composition relating what you have learned about Venezuela and Simon Bolivar's role in gaining independence from Spain. Use vocabulary and grammatical structures from the unit. (Presentational Writing)

### **Unit 2: La creatividad; art and design (4 - 5 weeks)**

#### **Focus Questions:**

- How is artistic creativity a form of cultural expression?
- How are universal themes reflected in various forms of art?
- How does design reflect cultural identity?
- How does globalization impact what we wear?

#### **Concepts/Skills:**

##### Grammar in context:

- Preterite and imperfect tenses (used together)
- Present perfect of the indicative
- Uses of por/para

##### Vocabulary in context:

- Fine arts
- Theatrical/performing arts
- Clothing and design (by region)
- Global clothing style(s)
- Arte Callajero (street art)

##### Communication:

- Use the preterite and imperfect tenses accurately in conversation and in written responses to discuss what you have done or seen as it relates to the arts and creativity.
- Use vocabulary and the verb tenses taught in this unit to ask/answer questions regarding universal themes portrayed in various art forms.

- Communicate observations, perspectives, and opinions regarding modern art and design in various Latin American countries. Form original statements and share ideas employing the preterite, imperfect, and present tenses.
- Listen to, interpret, and respond to podcasts, blogs, vlogs or videos regarding how people in your own and other cultures celebrate their identity by what they wear, their preferred styles of artistic expression, and their choice of music.
- Share an informative presentation on a Hispanic artist using the vocabulary and grammatical structures learned in this unit.

#### Intercultural Focus: Chile

- Explore different forms of art throughout Latin America and compare and contrast the ways art helps shape and communicate cultural identity.
- Explore and discuss individual opinions of the impact of globalization on fashion.
- Compare different ways historical events are represented through art. Compare and discuss the relationship between history and art.
- Research “street art” in Chile and the effect it has had on unifying and representing the people of Chile.
- View and interpret the movie *No* which takes place in Chile about an advertising campaign that helped end a 12-year dictatorship.

#### Formative and Summative Assessments:

- Engage in conversational interviews focused on different art forms and artistic preferences. Use vocabulary, verbs and other grammatical structures taught in the unit. (Interpersonal Speaking)
- Listen to and interpret audio conversations focused on different Hispanic artists and the role their work played in history. Respond to/comment on these conversations using accurate vocabulary and structures. (Interpretive Listening and Interpersonal Speaking)
- Complete multiple-choice and short answer assessments to demonstrate an understanding of vocabulary, and the preterite and imperfect tenses.
- Write a composition discussing the life of a prominent Hispanic artist, where and with whom they studied, and the development of their personal artistic style. (Presentational Writing)
- Share an informative presentation based on a Hispanic artist including a biography, a collection of art works, a detailed description of one of their pieces, and what role and influence this person had in the world of art. (Interpretive Reading, Interpersonal Speaking, Presentational Speaking)

#### **Unit 3: Las identidades (4 - 5 weeks)**

##### **Focus Questions:**

- What can we learn from historical figures?
- How can an individual transform history?
- How do language and traditions help form cultural identity?

### **Concepts/Skills:**

#### Grammar in context:

- Present subjunctive mood to express hopes and desires
- Impersonal expressions with the subjunctive mood

#### Vocabulary in context:

- Historical figures & legendary people(s)
- Cultural roots, regional dialects, and traditions

#### Communication

- Apply the vocabulary and verbs of the unit to converse about the origins of notable figures and how they made their way to success.
- Use the present subjunctive to communicate, “They want me to...” or “It seems likely that...”
- Speak and compare idiomatic expressions in English with those in varied Spanish-speaking countries.
- View, interpret and respond to video documentaries and videos about notable people who came to the U.S.
- (Completed after research detailed in Intercultural focus.) Discuss how “ordinary” people became “extraordinary,” i.e., Ellen Ochoa, Eva Peron, Mariano Rivera.
- Discuss and compare your own dreams, obstacles, and goals with those of notable figures.

#### Intercultural Focus: Notable Figures

- Research a notable Hispanic-American living in the United States to determine why they are so well known, where they were born, what their early life was like, and how/why they came to the United States. Determine their impact on both cultures. Write a composition to share this information.
- View, interpret, and analyze the movie *Selena* about how a young Mexican-American (Chicana) woman who blazed the trail for others like her when she took the music, beauty, and fashion industries by storm.

#### Formative and Summative Assessments:

- Complete multiple-choice and short-answer assessments to demonstrate an understanding of vocabulary, the present subjunctive and impersonal expressions, regional dialect, and idiomatic expressions.
- Write a composition in the target language and deliver an oral presentation about a researched Hispanic-American figure. (Presentational Writing and Speaking)
- Engage in target language seminar-style discussions after researching notable figures and learning about Selena. (Interpretive Listening, Interpersonal Speaking)

#### **Unit 4: Las comunidades (4 - 5 weeks)**

##### **Focus Questions:**

- What is a “Global citizen”?
- How can we support the well-being of communities?
- How can we engage in volunteer work to bridge the educational gap?
- What are some of the barriers to education?
- How can a community collaborate in the educational process?

##### **Concepts/Skills:**

###### Grammar in context:

- Present subjunctive to express doubt, denial, or negation.
- Present indicative and the present subjunctive; expressions of incertitude.

###### Vocabulary in context:

- Solidarity within the community
- Volunteer work
- Obstacles in getting a quality education
- Goals in education

###### Communication:

- Use the vocabulary and grammatical structures of the unit to define and discuss the role formal and informal education has played in your life.
- Compare your educational experiences with those of different communities throughout the world. Identify and explain some of the barriers other people face and how we can work together to lessen such obstacles.
- Use vocabulary and the present-perfect of the subjunctive to react and make statements about the similarities and differences in education from one community to the next.
- Describe and give examples of how we, as global citizens, can work and support otherwise underserved communities.
- Discuss the solidarity or lack thereof within your local community. Engage in spontaneous conversations using the vocabulary and structures taught in the unit and previous units.

###### Intercultural Focus: Global Citizenship & Communities

- View and interpret the documentary called *Jóvenes por una Ciudadanía Global* (Young People for Global Citizenship) and compare/contrast the challenges and opportunities presented through many different communities.
- Research and discuss different challenges faced in a variety of communities throughout the Spanish-speaking world. Compare lifestyles, opportunities, obstacles, and education.

### **Formative and Summative Assessments:**

- Complete multiple-choice and short-answer assessments to demonstrate an understanding of vocabulary, the present-perfect of the subjunctive.
- Listen to and interpret audio conversations focused on educational barriers for many communities. (Interpretive Listening)
- After watching videos & reading articles, create a proposal(s) on ways communities can collaborate to eliminate some of the existing educational barriers. Share with class. (Interpretive Listening and Reading, Presentational Writing and Speaking)

\*Bonus option for students: Come to a showing of *Machuca*:

“In 1973, in Santiago of Chile, the first socialist president democratically elected in a Latin-American country, President Salvador Allende, the principal of the Saint Patrick School, Father McEnroe made a trial of integration between students of the upper and lower classes. The bourgeois boy Gonzalo Infante and the boy from the slum Pedro Machuca become great friends, while the conflicts on the streets leads Chile to the bloody and repressive military coup of General Augusto Pinochet on 11 September 1973, changing definitely their lives, their relationship and their country.”

### **Unit 5: Global Challenges (Desafios Globales) (4-5 weeks)**

#### **Focus Questions:**

- What challenges in climate change do we face today?
- How can we work together to fight climate change?
- What challenges do migrants and refugees face?
- How can we support migrants and refugees?

#### **Concepts/Skills:**

##### Grammar in context:

- The present-perfect subjunctive
- The uses of por and para
- Intermediate use of the verbs Ser & Estar to describe characteristics and express conditions of people or things.

##### Vocabulary in context:

- Ecology; climate change
- Immigration and refugees

##### Communication:

- Integrate vocabulary, verbs, and other grammatical structures from this chapter to engage in conversation about climate change and how we can make lifestyle changes to lessen our ecological impact.

- Integrate vocabulary, verbs, and the present perfect tense to engage in conversation about immigration, why people leave their homelands to come to the United States (for example), and how we can support immigrants and their rights.
- Watch and respond to videos and audio presentations from immigrants who came to the United States; discuss and write a reflection about how these stories may have influenced your understanding or opinion about immigration.

### **Intercultural Focus: Mexico**

- Explore the country of Mexico, including its geography, history, and common cultural practices.
- Learn about the pre-Columbian peoples of modern-day Mexico and the Spanish Conquest led by Hernan Cortez.
- Research the lifestyles of different regions in Mexico and learn why many individuals or families choose to leave for the United States.
- Explore written and video accounts by teens who live near the border on both sides.
- View, interpret, and respond to *Bajo la Misma Luna*: a movie about a young Mexican boy's quest to find his mother in the United States after his grandmother passed away in Mexico.

### **Formative and Summative Assessments:**

- Reflect on your own previous and current understanding of immigration. Imagine you were to “swap places” with someone you watched or read about in this unit. Would you want to leave your homeland for the United States? Why or why not? (Presentational Speaking and Writing)
- Read current immigration laws and data. Imagine you have a family member who has immigrated (legally or illegally) to the United States. What would you ask them? How would you feel? Then, switch letters with a peer and respond from the other perspective. (Interpretive Reading and Listening, Interpersonal Speaking)
- Complete multiple-choice and short-answer assessments to demonstrate an understanding of the vocabulary, grammar, history, and geography of Mexico.

## **Unit 6: El bienestar y la medicina ( 4 - 5 weeks)**

### **Focus Questions:**

- Why is healthcare important to a thriving community and nation?
- How does technology support medicine?
- What is a marginalized population? Do marginalized populations exist in the U.S.? Latin America?

### **Concept/Skills:**

#### **Grammar in context:**

- Expressing actions in the future.
- Temporal expressions using the future tense
- Temporal expressions using the indicative or the infinitive verb forms.



### Vocabulary in Context:

- Traditional and modern medicine
- Access to healthcare
- Los desaparecidos
- The Dirty War in Argentina

### Communication and Intercultural Focus: Argentina

- Watch and react to various video blogs presented by young people from the U.S. and Argentina discussing their experiences with common healthcare practices.
- Determine how health care (affordability and availability) ranks among countries of the world, including the United States. Research the availability and common practices of healthcare in Argentina.
- Integrate vocabulary and grammar from all units to engage in conversation about health care and other issues in Argentina.
- Research and discuss the political history of Argentina with focus on notable leaders and figures related to Argentina. For example, Eva Peron (Peronism) and Jorge Videla.
- Watch *La Historia Oficial*: A movie that takes place in Argentina during the early 1980s. Research and discuss the Dirty War and the Desaparecidos.
- Research and discuss the challenges of specific marginalized people in Latin America and in the U.S

### Formative and Summative Assessments:

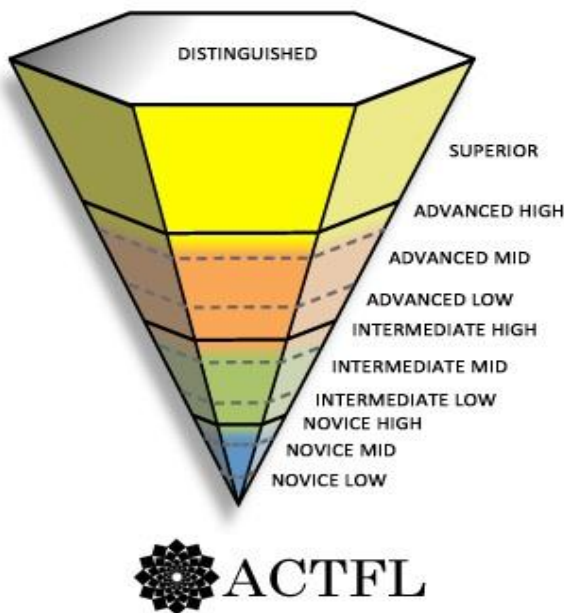
- Complete short answer assessments to demonstrate comprehension of unit vocabulary and grammar in context.
- Compare your healthcare experiences in the United States with those of teens in Argentina and share your findings with others in a creative presentation. (Interpretive Listening and Reading, Presentational Writing and Speaking)
- Compare the situation/issues surrounding a marginalized population in Argentina and in your community. Share orally using appropriate vocabulary, verbs, and other grammatical structures taught in the course. (Interpretive Listening and Reading, Presentational Writing and Speaking)
- Write a “personal account” of one of the “Abuelas de la Plaza de Mayo.” Describe your loss, your feelings, your demands and fears. (Presentational Writing)

### **Resources**

- *Entre Culturas 4: Communicate, Explore, and Connect Across Cultures*  
Mar, Davis, Sloan, Watson-López, Wayside Publishing, 2017
- <https://learningsite.waysidepublishing.com/dashboard>
- [www.wordreference.com](http://www.wordreference.com)
- [www.spanishdict.com](http://www.spanishdict.com)
- <https://www.ifitweremyhome.com>
- Supplementary material at the discretion of the teacher

## Grading

Listening	20%
Reading	20%
Writing/Vocabulary & Grammar	20%
Speaking	20%
Culture & Participation	20%



The ACTFL Proficiency Guidelines are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels.

The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes all lower levels. The Guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.