

## Spanish IV Honors

### Course Description

Spanish IV prepares students to communicate effectively in varied situations, using increasingly complex vocabulary and advanced grammatical structures. The components of this course include authentic Spanish and Hispanic cultural readings, vlogs, blogs, video interviews, and advanced practice in communication by means of composition writing and oral presentations. This course will prioritize fluency in all four content areas: reading, writing, listening, and speaking. Spanish IV coursework continues to emphasize the importance of cultural competence so that students may interact with and within other cultures to form relationships, conduct business, and learn more about the world around them. 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 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 do I/can I play to help prevent discrimination against marginalized peoples in my own community and beyond?

## Curriculum Framework

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

#### Focus Questions:

- How are we influenced by the people around us?
- What is your definition of friendship?
- What is the difference between a traveler and a tourist? How can we be proactive travelers?

#### Concepts/Skills:

##### Grammar in context:

- Imperative Mood; informal (tú) , formal (Ud. and Uds.), and nosotros commands.
- Present Subjunctive Mood (including **all** verbs; regular, irregular, special spelling changes, etc)
- Conditional tense

##### Vocabulary in context:

- Friendships and relationships
- Character traits
- Travel and tourism
- Communication and the use of technology while traveling
- Social media and digital citizenship across cultures

##### Communication:

- Use new vocabulary and grammatical structures to discuss friendships and relationships while making comparisons between cultures.
- Use the present subjunctive and imperative moods to demonstrate how to share advice or how to respectfully tell someone to do something.
- Use related vocabulary and verbs taught in the unit to describe experiences as a “traveler” and as a “tourist.”
- Define words and phrases that describe character traits and qualities. Listen to and interpret audio focused on character descriptions of specific young people from Spain.
- Describe personality traits and qualities in writing using new vocabulary.

##### Intercultural Focus:

- Explain and demonstrate how to respectfully communicate in a culture that is different from your own, including the conservative use of idiomatic expressions, body language, and gestures that have cultural significance.
- Explore the similarities and differences between young adult Ecuadorians and yourself regarding travel preferences.
- Report what teens in Ecuador and in your community have in common in regard to languages studied in schools.

- Observe and discuss different forms of communication including social media and messaging apps. Explore how expectations of digital citizenship vary.
- Reflect upon and discuss how young, responsible digital citizens can contribute to making the use of social media and the internet safer.

**Formative and Summative Assessments:**

- Listen to and interpret audio conversations focused on friendships and personality traits. Respond to/comment on these conversations using accurate vocabulary and structures. (Interpretive Communication)
- Engage in conversational interviews focused on travel experiences and preferences; give advice for upcoming trips. (Interpersonal Speaking)
- Describe what it means to be a “traveler” instead of a “tourist,” including the expectations of each. (Interpretive, Interpersonal & Presentational Communication)
- Complete multiple-choice and short answer assessments to demonstrate an understanding of vocabulary, the present subjunctive mood, the imperative mood, and other grammatical structures taught and reviewed in the unit.
- Create original written responses (emails, compositions, short-answer questions) based on the cultural concepts, vocabulary, and grammar taught in the unit.

**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 subjunctive mood after the use of impersonal expressions.
- Present perfect of the indicative
- Por/para and relative pronouns

Vocabulary in context:

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

### Communication:

- Use the present-perfect tense 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. Move from scripted questions and answers to more spontaneous conversation.
- Communicate observations, perspectives, and opinions regarding the effect of modern art and design on social norms in various Latin American countries. Form original statements and share ideas employing the use of impersonal expressions and the present subjunctive mood.
- Listen to, interpret, and respond to podcasts, blogs, vlogs or videos regarding how my own and other cultures celebrate their identity by what they wear, their preferred styles of artistic expression and what role music plays in their cultural identity.
- Present 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.
- Compare and contrast the ways art forms help 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.

### 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 Communication)
- Write an essay discussing the life of a prominent Hispanic artist, where and with whom they studied, and the development of their personal artistic style. (Presentational Writing)
- Complete multiple-choice and short answer assessments to demonstrate an understanding of vocabulary, the present-perfect, uses of por and para.
- Present an informative presentation 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, Interpersonal & Presentational Communication)

### **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:

- Imperfect subjunctive (expressing emotions or recommendations in the past)
- Future conditional; expressing something possible or conditional

##### Vocabulary in context:

- Historical figures & legendary people(s)
- Cultural roots, regional dialect, and tradition

##### 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 conditional to communicate, “If I were in his/her position, I...”
- Research and discuss how “ordinary” people became “extraordinary” (i.e., Ellen Ochoa, Eva Peron, Mariano Rivera, etc.)
- Discuss and compare our own dreams, obstacles, and goals with those of notable figures.

##### Intercultural focus:

- Research notable Hispanic-American people living in the United States. Learn about their lives and contributions; explore their roots and their reasons for coming to the United States.
- Determine the impact they have had on both cultures.

##### Formative and Summative Assessments:

- Complete multiple-choice assessments and short-answer written responses to demonstrate an understanding of vocabulary, the imperfect and past subjunctive, and the conditional tenses, regional dialect and idiomatic expressions.
- View, interpret, and respond to video interviews with people from various backgrounds who came to the U.S. (Interpretive Communication)
- Write a narrative essay in the target language and give an oral presentation about a Hispanic-American person of their choosing. (Presentational Writing)
- Engage in the target language seminar-style discussions after researching specific historical and modern figures. (Interpersonal Speaking)

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

### Focus Questions:

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

### Concepts/Skills:

#### Grammar in context:

- Subjunctive mood of the present perfect
- Indicative mood of the present perfect

#### Vocabulary in context:

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

#### Communication:

- Express emotions or desires about a completed action using the present perfect of the subjunctive.
- Communicate in both the subjunctive mood of the present perfect as well as the indicative mood of the present perfect 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. Describe and discuss the barriers other peoples face, and how we can work 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.
- Analyze the solidarity or lack thereof within the local community. Engage in spontaneous conversations using the vocabulary and structures taught in the unit and previous units.

#### Intercultural Focus: Global Citizenship & Communities

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

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

- Listen to and interpret audio conversations focused on educational barriers present in varied communities. (Interpretive Communication)
- Research to create a proposal(s) on ways communities can collaborate to eliminate existing educational barriers. Share your ideas with the class. (Presentational Writing / Interpersonal Speaking)
- Complete multiple-choice assessments and short-answer written responses to demonstrate an understanding of vocabulary and the present-perfect of the subjunctive.

### **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:

- Subjunctive mood in all tenses
- Subjunctive, infinitive, and indicative tenses (used together)
- Verbs Ser & Estar to describe characteristics and express conditions of people or things.

##### Vocabulary in context:

- Climate change
- Migrants, refugees, immigration

##### Communication:

- Integrate vocabulary and grammatical structures to engage in conversation about (1) climate change and how we can make lifestyle changes to lessen our ecological impact; (2) immigration and why people leave their homelands to come to the United States; (3) how we can support immigrants.
- Watch and respond to videos and audio presentations from immigrants who came to the United States.
- Discuss and write a reflective essay about how the stories of refugees and immigrants have impacted your understanding or opinion about immigration.

##### Intercultural Focus: Venezuela

- Explore the history of Venezuela, focusing on the 1800s to modern day. Research and discuss Simon Bolivar's role in the liberation and formation of current-day Venezuela.
- Research and discuss the economic and political rise and fall of Venezuela in the last century with focus on notable historical figures and financial power gained and lost.

- Compare life for young people in Venezuela with that of young people in your community. Discuss the challenges one faces staying in their homeland or immigrating to the United States.
- Discuss the economic and social changes that have occurred in the last century and relate this to the theme of immigration.
- Discuss how climate change (drought) has affected Venezuela and people's decision to stay or leave.

**Formative and Summative Assessments:**

- Reflect on your own "carbon footprint." Present proactive ways we can reduce our carbon footprint in our society. (Interpretive/Presentational Communication)
- Read articles and data about climate change today. Write a letter advocating for a group or campaign to encourage people to reduce their negative impact on the environment. (Interpretive/Interpersonal / Written communication)
- Compare how young people in Venezuela experience the effects of climate change with that of young people in your community. (Interpretive & Interpersonal Communication)
- Complete multiple-choice and short-answer assessments to demonstrate an understanding of the vocabulary, history, and geography of Venezuela, and basic immigration laws.

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

**Focus Questions:**

- How important is health care to a community? Nation?
- How does technology support medicine?
- What is meant by the term alternative medicine? How does this vary among cultures?

**Concept/Skills:**

**Grammar in context:**

- Expressing future, uncertain actions.
- Temporal expressions using the future of the subjunctive
- Temporal expressions using the indicative or the infinitive verb forms.

**Vocabulary in Context:**

- Traditional and modern medicine
- Access to health care
- The effects of technology and well-being

**Communication:**

- Engage in conversation about health care in Colombia and in your community.
- Read and listen to audio focused on health care.
- Compare and contrast this information with personal experience and discuss these comparisons with peers.



- Watch and react to various video blogs presented by young people from the U.S. and Colombia discussing common healthcare experiences.
- Explore possible changes that could help your community provide better access to health care.

**Intercultural Focus: Colombia**

- Explore the country of Colombia, including geography and lifestyles, using varied sources.
- Determine how health care (affordability and availability) in Columbia ranks among other countries of the world, including the United States.
- Research and discuss common alternative medicinal practices in Colombia.
- Research and discuss alternative medicine in Colombia and why it is still so commonly used instead of modern medicine.

**Formative and Summative Assessments:**

- Complete short answer assessments to demonstrate comprehension of the vocabulary and grammar in context.
- Compare healthcare experiences in the United States with those of teens in Colombia and share your findings with others in a creative presentation. (Interpretive, Interpersonal, Written & Presentational Communication, Cultures & Comparisons)
- Research and compare a marginalized population in Colombia and in your community. Share information orally using appropriate vocabulary, verbs and other grammatical structures taught in the course. (Interpretive, Interpersonal & Presentational Communication, Culture & Connections)

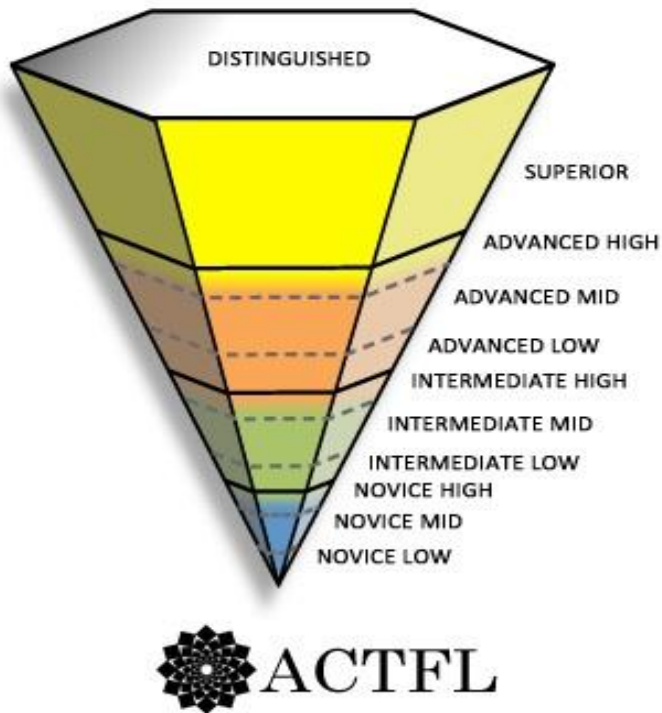
**Resources**

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

**Grading**

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

## ACTFL Guidelines



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.