

Course Title: Spanish Four

Department: World Languages

Grades: 10-12 Credits: 1

Course Overview/Description

In this course, our goal will be to acquire the Spanish language. When you learned how to speak your first language, you acquired it naturally by listening to other people speak it around you for a long time; not by studying it. We will not be solely memorizing verb charts and vocabulary lists to regurgitate on a test, but actually using Spanish. Therefore, almost all of our class time will be spent using Spanish--not using English to talk about Spanish--and the focus will be on listening and reading more than speaking and writing. Those skills will come naturally as you take in more and more Spanish by listening and reading. This Spanish course is a Comprehensible Input Spanish course, and we will use methods and strategies that are based on Dr. Stephen Krashen's Input Hypothesis. In particular, we will use the TPRS (Teaching Proficiency through Reading and Storytelling) method of language instruction that was developed by Blaine Ray and based on the work of Dr. James Asher and also The Natural Approach developed by Tina Haardgarden and Ben Slavic. We will also read novels and work toward an Intermediate low proficiency in production skills and Intermediate mid in interpretive skills.

Essential Standards

Due to the nature of the course, the essential standards are recycled in nearly every unit of study. [Click here](#) to access all essential standards for Spanish Four.

Scope and Sequence

Timeframe	Unit	Key Structures & Other Instructional Topics
Week 1-2 (Semester 1)	Huellas 2.8 - Viaja Conmigo	has viajado, quisiera, si tuviera, debes Travel: Discuss the importance, provide recommendations, prepare/pack, compare how the various options for travel are determined by geography, economics, and ecology in my culture and other cultures
Week 3-4	<u>Robo en La Noche Novel</u>	Reading strategies for intermediate readers Costa Rican Culture & Customs, Biodiversity and conservation
Week 6-8	Grammar: Preterite and Imperfect Formation	Preterite & Imperfect - Review of formation and usage
Week 9	Día de los Muertos	Unpacking the traditions,

		products, perspectives, etc. of Día de los Muertos
Week 10-12	Somos Unit 2.12: El Lago Encantado	Preterite & Imperfect - Continued study Incan History & Legends Conquistadores
Week 13-14	Grammar: Preterite Vs. Imperfect	Focused study on selecting between and employing the two tenses
Week 15-16	Festival de videos & Navidad culture	Use authentic commercials from the Spanish-speaking world as insight to typical traditions, products, and attitudes of the holiday season
Week 17-19	Grammar: Future and Conditional Tenses	Future & Conditional Tenses - Review of formation and usage
Week 1-3	Huellas 1.3: Atrévete	atreverse, vencer, cambiar, acercarse Fears/Contemporary Life Continued study and use of the conditional tense
Week 4-6	Huellas 1.5: Sirena	se da cuenta de que, trata de, aprende The role/purpose of language Continued study and use of the future Tense
Week 7-8	Locura de marzo (March Madness)	Use authentic music videos from the Spanish-speaking world as insight to typical traditions, products, and attitudes Compare and contrast culturally diverse music selections to students' own musical tastes

Week 9-10	Grammar: Commands	Formal and Informal Commands -Introduction to formation and usage
Week 11-13	Huellas 1.6: Recipe Talks	pon, mezcla, hierve, cuando era niño Discuss common food ingredients from around the world, discuss preferences, select and follow a recipe in the target language
Week 13-15	Huellas 1.11: Haz que Dure	ha sido, he comprado, el consumo responsable, comercio justo, la moda rápida Describe typical clothing items and preferences, discuss problems that exist within the fashion industry, discuss responsible consumption of clothing and its environmental impact
Week 16-17	Grammar: Subjunctive	Subjunctive Mood - Review of formation and usage
Week 18-19	Huellas 1.9: Medicina o Cura + Medical Basics	se tropezó, se cayó, ha tenido, empezó a notar Describing anatomy, illness, symptoms, remedies, etc. and providing recommendations Continued Subjunctive study and use

Learning Targets

Huellas 2.8: Viaja Conmigo

I can identify the main idea in a song or poem.

I can give recommendations on what to pack based on a person's destination.

I can discuss future travel plans.

I can discuss my travel preferences.

I can understand the main idea and key information in short straightforward informational texts.

I can compare how the various options for travel are determined by geography, economics, and ecology in my culture and other cultures.

I can write a paragraph about travel plans.

I can understand a video that discusses packing a suitcase.

I can interpret strings of sentences in Spanish as I read or listen.

I can demonstrate strong reading, writing, speaking, and listening habits by completing today's class activities.

I can interact at a functional level in some familiar everyday contexts.

I can identify and employ key structures from unit 2.8.

Robo en la Noche Novel

I can interpret strings of sentences as I read and listen.

I can demonstrate strong reading and listening habits by engaging in today's novel activities.

I can retell parts of a story in Spanish using strings of sentences.

I can explore, understand, and appreciate products, practices, and perspectives of diverse cultures and global communities.

Grammar: Preterite and Imperfect (Part 1)

I can identify, form, and employ the preterit and imperfect tenses in Spanish.

Día de los Muertos

I can understand the main idea and key information in short straightforward informational texts or videos.

I can explore, understand, and appreciate products, practices, and perspectives of diverse cultures and global communities.

Somos 2 Unit 12: El Lago Encantado

I can identify the main idea in a song.

I can discuss fears from my childhood.

I can understand the main idea and key information about fictional texts.

I can retell a story I've heard and read.

I can identify, form, and employ the preterit and imperfect tenses in Spanish.

I can interpret strings of sentences in Spanish as I read or listen.

I can demonstrate strong reading, writing, speaking, and listening habits by completing today's class activities.

I can interact at a functional level in some familiar everyday contexts.

I can identify and employ key structures from unit 2.12.

Grammar: Preterite and Imperfect (Part 2)

I can identify, form, and employ the preterit and imperfect tenses in Spanish.

I can identify appropriate uses of the preterit and imperfect tenses in Spanish.

Locura de Navidad/Fiesta de Videos

I can find meaning in authentic commercials in Spanish by listening closely, using visual clues, and inferencing.

I can engage in a class chat in Spanish to demonstrate strong speaking and listening habits.

I can explore, understand, and appreciate products, practices, and perspectives of diverse cultures and global communities.

Grammar: Future and Conditional

I can identify, form, and employ the conditional and future tenses in Spanish.

I can identify appropriate uses of the conditional and future tenses in Spanish.

Huellas 1.3: Atrévete

I can identify the main idea in a song.

I can discuss fears from my childhood.

I can understand the main idea and key information about fictional texts.

I can retell a story I've heard and read.

I can identify, form, and employ the conditional tense in Spanish.

I can interpret strings of sentences in Spanish as I read or listen.

I can demonstrate strong reading, writing, speaking, and listening habits by completing today's class activities.

I can interact at a functional level in some familiar everyday contexts.

I can identify and employ key structures from unit 1.3.

Huellas 1.5: Sirena

I can identify the main idea in a song.

I can understand an infographic.

I can compare and contrast characteristics of a language.

I can identify, form, and employ the future and conditional tenses in Spanish.

I can interpret strings of sentences in Spanish as I read or listen.

I can demonstrate strong reading, writing, speaking, and listening habits by completing today's class activities.

I can interact at a functional level in some familiar everyday contexts.

I can identify and employ key structures from unit 1.5.

Locura de Marzo/Festival de Música

I can appreciate music from the Spanish-speaking world and compare its beats, rhythm, tone, themes, and videos to my own musical tastes.

I can interpret basic sentences in Spanish as I read or listen to music/lyrics.

I can express my opinions and describe music in Spanish using strings of sentences.

Grammar: Commands

I can identify, form, and employ formal and informal commands in Spanish.

I can identify appropriate uses of the imperative in Spanish.

Huellas 1.6: Recipe Talks

I can understand a recipe from a reading or video.

I can discuss my food preferences.

I can write about a food that I like.

I can interpret strings of sentences in Spanish as I read or listen.

I can demonstrate strong reading, writing, speaking, and listening habits by completing today's class activities.

I can interact at a functional level in some familiar everyday contexts.

I can identify and employ key structures from unit 1.6.

Huellas 1.11: Haz que Dure

I can identify the main idea in a song.

I can discuss my clothing store preferences.

I can make predictions about future fashion.

I can understand the main idea and key information in short straightforward informational texts.

I can provide advice on a topic that I have researched using connected sentences that may combine to form paragraphs and asking a variety of questions, often across a variety of time frames.

I can follow the main message in various time frames in straightforward and sometimes descriptive, paragraph-length.

I can propose solutions to a range of issues or problems.

I can interpret strings of sentences in Spanish as I read or listen.

I can demonstrate strong reading, writing, speaking, and listening habits by completing today's class activities.

I can interact at a functional level in some familiar everyday contexts.

I can identify and employ key structures from unit 1.11.

Grammar: Subjunctive

I can identify, form, and employ the subjunctive mood in Spanish.

I can identify appropriate uses of the subjunctive mood in Spanish.

Huellas 1.9: Medicina o Cura

I can identify the main idea in a song.

I can describe artwork.

I can give recommendations based on someone's physical symptoms of an illness.

I can answer questions about a level-appropriate story.

I can discuss home remedies for common illnesses.

I can categorize symptoms and remedies of an illness.

I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.

I can interpret strings of sentences in Spanish as I read or listen.

I can demonstrate strong reading, writing, speaking, and listening habits by completing today's class activities.

I can interact at a functional level in some familiar everyday contexts.

I can identify and employ key structures from unit 1.9.