

Ledyard Public Schools
Ledyard High School
Curriculum Framework
Spanish IV

Course Title	Spanish IV
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Course Overview	This course reinforces previously taught structures while introducing increasingly sophisticated structures by refining listening, speaking, writing, and reading skills in Spanish. Students polish their interpersonal, interpretative, and presentational language skills while developing basic understanding of Advanced Placement units and fully emerging into the history and culture of Spanish speaking countries. The course is taught using Spanish only.
Length of Course	<input checked="" type="checkbox"/> Full year <input type="checkbox"/> Semester
Type of Course	<input type="checkbox"/> Humanities Required Credit <input type="checkbox"/> STEM Required Credit <input checked="" type="checkbox"/> Humanities Elective Credit <input type="checkbox"/> STEM Elective Credit <input type="checkbox"/> PE/Health Required Credit <input type="checkbox"/> Other
Grade Level	<input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Prerequisites	Spanish III
Ledyard High School Vision of the Graduate	<p>Ledyard High School is a learning community dedicated to the cultivation of skills essential for our students' success in a rapidly-evolving society. At Ledyard High School, we believe our graduates should demonstrate the following:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaboration - Colonel Graduates will demonstrate an ability to work effectively with others, sharing ideas, acknowledging one another's strengths, and collaborating to produce presentations, projects, performances, or events. <input checked="" type="checkbox"/> Communication- Colonel Graduates will demonstrate an ability to communicate information clearly and effectively through a variety of media, including written, oral, visual, musical, and/or video productions. <input type="checkbox"/> Problem-Solving- Colonel Graduates will demonstrate an ability to solve problems of varying complexity across a variety of content areas. <input checked="" type="checkbox"/> Critical Thinking - Colonel Graduates will demonstrate critical thinking skills to find solutions, support arguments, and overcome challenges in a variety of content areas. <input checked="" type="checkbox"/> Perseverance - Colonel Graduates will demonstrate perseverance in academic and extracurricular settings by working through and past obstacles in pursuit of goals. <input checked="" type="checkbox"/> Creativity - Colonel Graduates will demonstrate creativity through their participation in fine arts courses as well as through their inventive approaches to learning activities in a variety of settings.
VOG Portfolio Component	Mi camión de comida Communication and Collaboration

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Course Overview
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WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

Grade Level: 9-12		Unit One		Timeline: 3 weeks	
Theme: El tiempo libre					
Essential Question		¿Cómo definen los individuos y las sociedades su propia calidad de vida? (How do individuals and societies define their quality of life?)			
Contexts		<ul style="list-style-type: none">• Los estilos de vida (Lifestyles)• El entretenimiento (Entertainment)			
ACTFL World Readiness Standards for Language Learners:					
<ul style="list-style-type: none">• Communication - 1) Interpersonal, 2) Interpretive, and 3) Presentational Communication• Cultures - 1) Relating Cultural Practices to Perspectives and 2) Relating Cultural Products to Perspectives• Connections - 1) Making Connections and 2) Acquiring Information and Diverse Perspectives• Comparisons - 1) Language Comparisons and 2) Cultural Comparisons• Communities - 1) School and Global Communities and 2) Lifelong Learning					
Content & Vocabulary:		Students will learn Spanish vocabulary focused around the themes of: <ul style="list-style-type: none">• Leisure activities• Sports• Traveling Students will develop appropriate grammar skills to perform conjugations in the: <ul style="list-style-type: none">• Present Perfect• Future			
Instructional Strategies and Skills		<ul style="list-style-type: none">• Readings• Writing Prompts• Listening Activities• Speaking Responses			
Suggested Activities:		<ul style="list-style-type: none">• Vocabulary drill games: Charades, Matamoscas, Pass the ball, Quizlet, Blooket.• Conjugation practice: Conjuguemos, Seis, Silla caliente, Quizlet, Blooket, mini white boards• Card talk (Pasatiempos/Deportes)• Interpretative and interpersonal activities using authentic videos• Rainbow reading for grammar structures• Find someone who (whole class activity)• Backpacking activity• Creating Travel infographics• Writing postcards			
Assessments:		<ul style="list-style-type: none">• Vocabulary quiz: Multiple choice, fill in the blank, short answer• Grammar quizzes• Oral presentations utilizing target language vocabulary and specif grammar structures• Projects			

Grade Level: 9-12		Unit Two		Timeline: 3 weeks	
Theme: Las identidades					
Essential Question		¿Cómo se desarrolla nuestra identidad a través de los años? (How is our identity developed over the years?)			
Contexts		<ul style="list-style-type: none">• Los intereses personales (Personal interests)• Las tradiciones y los valores (Traditions and values)• La gastronomía (Gastronomy)			
ACTFL World Readiness Standards for Language Learners:					
<ul style="list-style-type: none">• Communication - 1) Interpersonal, 2) Interpretive, and 3) Presentational Communication• Cultures - 1) Relating Cultural Practices to Perspectives and 2) Relating Cultural Products to Perspectives• Connections - 1) Making Connections and 2) Acquiring Information and Diverse Perspectives• Comparisons - 1) Language Comparisons and 2) Cultural Comparisons• Communities - 1) School and Global Communities and 2) Lifelong Learning					
Content & Vocabulary:		Students will learn Spanish vocabulary focused around the themes of: <ul style="list-style-type: none">• Values• Traditions Students will develop appropriate grammar skills to: <ul style="list-style-type: none">• Compare and Contrast• Conjugate verbs in the present, past, and future			
Instructional Strategies and Skills		<ul style="list-style-type: none">• Readings• Writing Prompts• Listening Activities• Speaking Responses• Comparisons			
Suggested Activities:		<ul style="list-style-type: none">• Vocabulary drill games: Charades, Matamoscas, Pass the ball, Quizlet, Blooket.• Vocabulary tic tac toe• Running dictation• Interpretative and interpersonal activities using authentic videos• Card talk (Superhéroe/comida favorita/tradición favorita)• Describe and present your partner• ¿Quién es mi héroe?• Compare and contrast using venn diagrams: Famous characters, hispanic traditions, holidays• Research and create a restaurant menu from a Hispanic country.			
Assessments:		<ul style="list-style-type: none">• Vocabulary quiz: Multiple choice, fill in the blank, short answer• Oral presentations utilizing target language vocabulary and a variety of grammar structures• Projects			

Grade Level: 9-12		Unit Three	Timeline: 3 weeks
Theme: La familia			
Essential Question	¿Cómo se define la familia en distintas sociedades? (How is family defined in different societies?)		
Contexts	<ul style="list-style-type: none">La estructura de la familia (Family structure)Tareas de la casa (Roles and chores in the home)		
ACTFL World Readiness Standards for Language Learners:			
<ul style="list-style-type: none">Communication - 1) Interpersonal, 2) Interpretive, and 3) Presentational CommunicationCultures - 1) Relating Cultural Practices to Perspectives and 2) Relating Cultural Products to PerspectivesConnections - 1) Making Connections and 2) Acquiring Information and Diverse PerspectivesComparisons - 1) Language Comparisons and 2) Cultural ComparisonsCommunities - 1) School and Global Communities and 2) Lifelong Learning			
Content & Vocabulary:	Students will learn Spanish vocabulary focused around the themes of: <ul style="list-style-type: none">FamilyFamily structure Students will develop appropriate grammar skills to perform conjugations in the: <ul style="list-style-type: none">Conditional		
Instructional Strategies and Skills	<ul style="list-style-type: none">ReadingsWriting PromptsListening ActivitiesSpeaking ResponsesCultural comparisons		
Suggested Activities:	<ul style="list-style-type: none">Vocabulary drill games: Charades, Matamoscas, Pass the ball, Quizlet, Blooket.Vocabulary tic tac toeConjugation practice: Conjuguemos, Seis, Silla caliente, Quizlet, Blooket, mini white boards, taco tuesday.Interpretative and interpersonal activities using authentic videos/audiosRainbow readings for specific grammar structuresMi árbol genealógico o de una familia famosaVenn diagram comparing traditional and modern familiesMovie talk (interpretative activity)Citas cortas (interpersonal activity)		
Assessments:	<ul style="list-style-type: none">Vocabulary quiz: Multiple choice, fill in the blank, short answerGrammar quizzesOral presentations utilizing target language vocabulary and specific grammar structuresProject		

Grade Level: 9-12		Unit Four	Timeline: 3 weeks
Theme: La salud y la tecnología			
Essential Question	¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas? (What impact does scientific development and technology have on our lives?)		
Contexts	<ul style="list-style-type: none">Los efectos de la tecnología en el individuo y la sociedad (The effects of technology on individuals and society)La salud y la medicina (Health and medicine)		
ACTFL World Readiness Standards for Language Learners (see end of document for details): <ul style="list-style-type: none">Communication - 1) Interpersonal, 2) Interpretive, and 3) Presentational CommunicationCultures - 1) Relating Cultural Practices to Perspectives and 2) Relating Cultural Products to PerspectivesConnections - 1) Making Connections and 2) Acquiring Information and Diverse PerspectivesComparisons - 1) Language Comparisons and 2) Cultural ComparisonsCommunities - 1) School and Global Communities and 2) Lifelong Learning			
Content & Vocabulary:	Students will learn Spanish vocabulary focused around the themes of: <ul style="list-style-type: none">TechnologyHealthModern and folk medicine Students will develop appropriate grammar skills to perform conjugations in the: <ul style="list-style-type: none">Present subjunctive: regulars, irregulars, and stem-changingPresent subjunctive with impersonal expressionsPresent subjunctive with recommendations and desiresPresent subjunctive with doubt		
Instructional Strategies and Skills	<ul style="list-style-type: none">ReadingsWriting PromptsListening ActivitiesSpeaking Responses		
Suggested Activities:	<ul style="list-style-type: none">Vocabulary drill games: Charades, Matamoscas, Pass the ball, Quizlet, Blooket.Conjugation practice: Conjuguemos, Seis, Silla caliente, Quizlet, Blooket, mini white boards, taco tuesday.Interpretative activities using authentic readings/videos/audiosRainbow readings for specific grammar structuresScavenger hunt with vocabularyFind someone who (interpersonal activity)Mi uso de la tecnología - InfografíaTask cards (interpersonal and interpretative)Recomendaciones - Gallery walkEmail reply prompts		
Assessments:	<ul style="list-style-type: none">Vocabulary quiz: Multiple choice, fill in the blank, short answerGrammar quizzesOral presentations utilizing target language vocabulary and specific grammar structuresProject		

Grade Level: 9-12	Unit Five	Timeline: 3 weeks
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Theme: La belleza y el arte	
Essential Question	¿Cómo se establecen las percepciones de la belleza y la creatividad? (How are perceptions of beauty and creativity established?)
Contexts	<ul style="list-style-type: none"> Definiciones de la belleza (Definitions of beauty) Definiciones de la creatividad (Definitions of creativity) Artistas (Artists)
ACTFL World Readiness Standards for Language Learners (see end of document for details): <ul style="list-style-type: none"> Communication - 1) Interpersonal, 2) Interpretive, and 3) Presentational Communication Cultures - 1) Relating Cultural Practices to Perspectives and 2) Relating Cultural Products to Perspectives Connections - 1) Making Connections and 2) Acquiring Information and Diverse Perspectives Comparisons - 1) Language Comparisons and 2) Cultural Comparisons Communities - 1) School and Global Communities and 2) Lifelong Learning 	
Content & Vocabulary:	<p>Students will learn Spanish vocabulary focused around the themes of:</p> <ul style="list-style-type: none"> Physical traits Definitions of beauty - 5 senses Phrases to describe/analyze art <p>Students will develop appropriate grammar skills to perform conjugations in the:</p> <ul style="list-style-type: none"> Past perfect
Instructional Strategies and Skills	<ul style="list-style-type: none"> Readings Writing Prompts Listening Activities Speaking Responses Cultural comparisons
Suggested Activities:	<ul style="list-style-type: none"> Vocabulary drill games: Charades, Matamoscas, Pass the ball, Quizlet, Blooket. Conjugation practice: Conjuguemos, Seis, Silla caliente, Quizlet, Blooket, mini white boards, Taco tuesday. Interpretative activities using authentic readings/videos/audios Rainbow readings for specific grammar structures Card talk - (La belleza/el arte) Task cards Algo bello para mi - 5 sentidos Compare and contrast beauty standards in the Hispanic culture -(Betty la fea) Research famous Hispanic artists/painters and their work Create a work of art using a famous art style
Assessments:	<ul style="list-style-type: none"> Vocabulary quiz: Multiple choice, fill in the blank, short answer Grammar quizzes Oral presentations utilizing target language vocabulary and specific grammar structures Project

Grade Level: 9-12		Unit Six	Timeline: 3 weeks
Theme: Los desafíos mundiales			
Essential Question	¿Cuáles son los desafíos sociales y medioambientales que enfrentamos hoy en día? (What social and environmental challenges do we face today?)		
Contexts	<ul style="list-style-type: none">Los problemas del medioambiente (Environmental problems)		
ACTFL World Readiness Standards for Language Learners (see end of document for details): <ul style="list-style-type: none">Communication - 1) Interpersonal, 2) Interpretive, and 3) Presentational CommunicationCultures - 1) Relating Cultural Practices to Perspectives and 2) Relating Cultural Products to PerspectivesConnections - 1) Making Connections and 2) Acquiring Information and Diverse PerspectivesComparisons - 1) Language Comparisons and 2) Cultural ComparisonsCommunities - 1) School and Global Communities and 2) Lifelong Learning			
Content & Vocabulary:	Students will learn Spanish vocabulary focused around the themes of: <ul style="list-style-type: none">EnvironmentEnvironmental issues Students will develop appropriate grammar skills to: <ul style="list-style-type: none">Use Por & ParaConjugate verbs in the past subjunctive		
Instructional Strategies and Skills	<ul style="list-style-type: none">ReadingsWriting PromptsListening ActivitiesSpeaking Responses		
Suggested Activities:	<ul style="list-style-type: none">Vocabulary drill games: Charades, Matamoscas, Pass the ball, Quizlet, Blooket.Conjugation practice: Conjuguemos, Seis, Silla caliente, Quizlet, Blooket, Mini white boards, Taco tuesday.Interpretative activities using authentic readings/videos/audiosRainbow readings for specific grammar structuresMi uso del plástico - InfografíaCompare and contrast: Causas y efectos del cambio climáticoFind someone who: El reciclaje		
Assessments:	<ul style="list-style-type: none">Vocabulary quiz: Multiple choice, fill in the blank, short answerGrammar quizzesOral presentations utilizing target language vocabulary and a variety of grammar structuresProject		