

Name of Course: Spanish 4

Course Overview:

Summary:

World language classes focus on ***communication and cultural awareness***. You will learn to speak, listen, read, and write through paired practice, small group work, and role plays. Emphasis will be placed upon being able to use language in meaningful, real-life situations. By the end of the year, you will have been introduced to skills, knowledge, and attitudes that will help you live and work in an increasingly global society.

In accordance with the **WHS Vision of the Graduate**, language students will:

- Demonstrate proficiency expected of an Intermediate language learner
- Interpret, critique, and synthesize information
- Engage in opportunities for social, academic, and cultural growth
- Connect with people and resources to capitalize on learning experiences
- Listen to alternative ideas and communicate responses cogently and respectfully

Performance Indicators:

- 1.1. Ask and respond to questions about familiar topics based on their own lives and interests.
- 1.2 Express and elicit feelings and emotions in the target language.
- 1.3 Comprehend and produce vocabulary in appropriate contexts when engaged in conversations or correspondence.
- 1.4 Provide and exchange detailed information on familiar topics in formal and informal social situations.
- 2.1 Identify main ideas, topics, and specific information in a variety of authentic auditory or written materials.
- 2.2 Apply comprehension strategies to interpret text.
- 3.1 Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.
- 3.2 Narrate stories about experiences or events familiar to them (orally).
- 3.3 Write narrative and expository/ informational compositions in the target language.
- 3.4 Deliver oral presentations related to the culture in which the target language is spoken.
- 4.1 Compare the target language with English to better understand language systems.
- 4.2 Describe practices and perspectives of a culture(s) in which the target language is spoken.
- 4.4 Explain how products such as political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.
- 4.5 Explain how products, practices, and perspectives of a culture in which the target language is spoken contribute to the culture in which the student lives.
- 5.1 Identify connections between target language and another content area using either English or the target language.

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Unit of Study	Essential Question(s)	Content/Skill/Concept	Instructional Strategies
Traveling	- How do people talk about travel? - How do people prepare for trips?	- Make comparisons - Use negative, affirmative, and indefinite expressions - Talk about your life in the future	- Listening activities - Interpersonal speaking activities - Speaking in the target language - Direct Instruction - Warm-ups/ Exit Tickets - Think,pair, share
Civil War in El Salvador and the Mara Salvatrucha (MS-13)	- What were the causes of the civil war in El Salvador? What were the repercussions of the civil war, specifically in relation to child soldiers? - How was the Mara Salvatrucha gang formed?Why do gangs exist? Why do some young people join gangs and why is it so hard to leave a gang? - Why do some young people glorify the culture of gangs? What are the consequences of this? - How did the civil war and its resulting conflictis affect the United States?	- Make predictions - Talk about hypothetical situations (condition) - Discuss war and its consequences - How did the war influence immigration?	- Listen and understand authentic language in a Spanish language film - Note-taking on the Civil War presentation and MS-13 presentation - Cloze activities - Warm-ups and exit tickets - Reading a short book
Nature	- How do people talk about the environment? - How do people interact with animals and natural phenomena? - How do people plan for and discuss environmental crises?	- Describe and narrate in the future - Express purpose, condition, and intent - Describe relationships between things/people/ideas	- Listening activities - Interpersonal speaking activities - Speaking in the target language - Direct Instruction - Warm-ups/ Exit Tickets - Rehearsed, slide presentation in the target language - Think,pair, share

Science and Technology	• How do people talk about technology and science? • How does technology affect schools and professional offices? • How do inventions affect people's daily lives?	• Describe past events and conditions • Emphasize the size of objects and people • Express affection or scorn	• Listening activities • Interpersonal speaking activities • Speaking in the target language • Direct Instruction • Warm-ups/ Exit Tickets • Rehearsed, slide presentation in the target language • Think,pair, share
The Economy and Work	• How do people talk about the economy and work? • How do the natural resources of a country affect its economy? • How do animals contribute to the economy?	• Express what I or others would do • Express will, emotion, doubt, or denial in the past • Express uncertainty, indefiniteness, condition, and intent in the past • Discuss hypothetical situations	• Listening activities • Interpersonal speaking activities • Speaking in the target language • Direct Instruction • Warm-ups/ Exit Tickets • Rehearsed, slide presentation in the target language • Think,pair, share
Popular Culture and the Media	• How do people talk about popular culture and the media? • How do popular media reflect culture? • How do popular dances reflect culture?	• Express will, emotion, doubt, or denial in the past • Express uncertainty, condition, and intent in the past • Create longer, more informative sentences • Reference general ideas	• Listening activities • Interpersonal speaking activities • Speaking in the target language • Direct Instruction • Warm-ups/ Exit Tickets • Rehearsed, slide presentation in the target language • Think,pair, share