HONORS SPANISH IV CURRICULUM MAP

Unit/Topic:

Unit 1 - Friendship

Time Frame/Pacing:

Quarter 1 - August - October

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Interpretive

- I can RESPOND appropriately to questions relating to friendships and/or activities with friends.
- I can RECOGNIZE words related to friendships.
- I can UNDERSTAND the meaning in a variety of texts and audios about friendship.
- I can RECOGNIZE cognates and borrowed words to determine contextual meaning.

Interpersonal

- I can COMMUNICATE what I do with my friends.
- I can EXPLAIN what I did with my friends.
- I can TALK ABOUT what other people do with their friends.
- I can EXPRESS what my friends are like.
- I can DESCRIBE both WRITTEN and SPOKEN what my friends like to wear.
- I can SAY what characters in a book about friendship like and dislike about each other.
- I can EXPLAIN what characters in a book about friendship do when they spend time together.

Presentational

- I can WRITE/DISCUSS about my friends using more complex vocabulary and grammatical structures.
- I can WRITE about characters in a book about friendship.
- I can WRITE/DISCUSS about ways in which my friends help me.
- I can WRITE my opinions about good friends vs. bad ones.
- I can WRITE/DISCUSS about ways in which I help my friends.
- I can WRITE/DISCUSS about what my friends and I like to do together.
- I can WRITE about how friends communicate with each other.

Cultural

- I can COMPARE friendships in Hispanic countries compared to friendships in the United States.

Instructional Resources

- Authentic Infographics & Articles
- Authentic Videos & Songs
- Interactive Technology
- Visual Aids
- Guided Notes
- Children's book
- Information Gap Activities
- Film
- Authentic listening samples
- Short film

- I can EXPRESS activities that friends do in Hispanic countries in a culturally appropriate manner.
- I can EXPRESS various ways to say I love you in Spanish to friends.
- I can UNDERSTAND authentic text messages in Spanish between friends.

Unit/Topic:

Unit 2 - Immigration

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Interpretive

- I can UNDERSTAND a movie with subtitles, news reports, audio clips, and vlogs about the dangers of crossing the border as well as why people do so.
- I can COMPREHEND a native speaker's reasoning for immigrating to the United States.
- I can INTERPRET information from various infographics about immigration.
- I can UNDERSTAND authentic articles and opinions about immigration.
- I can UNDERSTAND a children's book about the dangers of crossing the border.

Interpersonal

- I can COMMUNICATE about the advantages and disadvantages of crossing the border.
- I can EXPLAIN the plot of a movie about immigration.
- I can DEFEND reasons for leaving one's country to come to the United States.
- I can TALK ABOUT the opportunities I have because I live in the United States.
- I can EXPLAIN my personal opinion about immigration.
- I can verbally SHARE if or why immigration has affected me personally.

Presentational

- I can WRITE/DISCUSS about questions for an interview to a native speaker about immigration.
- I can WRITE/DISCUSS about the importance of being aware of immigration and how it affects me.
- I can WRITE/DISCUSS my opinions on how to better immigration rules/laws.

Time Frame/Pacing:

Quarter 2- November-December

Instructional Resources

- Authentic Infographics & Articles
- Authentic Videos & Songs
- Interactive Technology
- Visual Aids (PowerPoints with images/vocabulary)
- Guided Notes
- Film
- Authentic listening samples
- News reports and vlogs
- Children's books

- I can WRITE responses to questions about the benefits and dangers of immigration.
- I can WRITE a review of a film about immigration.
- I can SUMMARIZE the main ideas in infographics about immigration.

Cultural

- I can UNDERSTAND why people in Hispanic countries immigrate to the United States.
- I can EXPLAIN the many problems many Hispanics face as they cross the border.
- I can DISCUSS ways in which Hispanics crossing the border can receive help both during the journey as well as when they arrive in the United States.

Unit/Topic:

Unit 3 - Love and Relationships

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Interpretive

- I can IDENTIFY reasons why people stay together and break up.
- I can UNDERSTAND native speakers as they describe their husband or wife.
- I can IDENTIFY the common chorus to lyrics of a song about love and relationships.
- I can IDENTIFY the message in a comic strip, joke, or famous quote about love.
- I can UNDERSTAND the themes and main messages in a variety of short films about love as well as connect those messages/themes to my life.
- I can RECOGNIZE cognates and borrowed words to determine contextual meaning in a variety of infographics about relationships in Hispanic countries.

Interpersonal

- I can TELL a story about love.
- I can SPEAK about my love relationship from the point of view of a celebrity.
- I can ASK questions to my classmates about their closest relationships.

Time Frame/Pacing:

Quarter 3 - January-February

Instructional Resources

- Authentic Infographics & Articles
- Authentic Videos & Songs
- Interactive Technology
- Visual Aids
- Guided Notes
- Information Gap Activities
- Short films
- Authentic listening samples

- I can RESPOND to questions about relationships I have with family members and friends.
- I can EXPLAIN why various characters from short films about love are happy or not.
- I can EXPRESS why it is important to be surrounded by love as well as give it.

Presentational

- I can WRITE/DISCUSS a story about a couple who is in love or breaking up.
- I can WRITE in the past tense about characters from short films about love.
- I can WRITE/DISCUSS a review of a short film about love.
- I can WRITE about the importance of love and healthy relationships in my own life.
- I can RESPOND to a letter written by a peer about my relationships with my family and friends.
- I can WRITE an email about my beliefs on dating in the United States.

Cultural

- I can COMPARE & CONTRAST the difference between Valentine's Day in the United States and The Day of Love and Friendship in Hispanic countries.
- I can UNDERSTAND the differences between all kinds of relationships in Hispanic countries and the United States.

Unit/Topic:

Unit 4- Perspectives and False Perceptions (Looks Can Be Deceiving) & Sensationalist/False News

Time Frame/Pacing:

Quarter 4- March- April

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Interpretive

- I can UNDERSTAND the main idea in various short films about false perceptions with both people and products.

Instructional Resources

- Authentic Articles & Infographics
- Authentic Videos & Songs
- Interactive Technology

- I can COMPREHEND a native speaker's story about being mistreated.
- I can INTERPRET information from various infographics about false perceptions.
- I can UNDERSTAND information from various infographics about being able to identify false news/advertisements.
- I can UNDERSTAND authentic articles and opinions about the importance of being slow to judge.
- I can UNDERSTAND a children's book about ways in which we as humans perceive reality because of our own perspectives.

Interpersonal

- I can COMMUNICATE about the importance of taking the time to get to know someone instead of assuming.
- I can EXPLAIN the plot of a short film about false perceptions.
- I can EXPLAIN the necessity to celebrate and understand each other.
- I can ASK questions to a peer about a time when he/she misunderstood someone because of false perceptions.
- I can EXPLAIN if I personally have been misunderstood because of false perceptions or assumptions.

Presentational

- I can RESPOND to critical thinking questions about how looks can be deceiving.
- I can WRITE/DISCUSS about the importance of false perceptions both with products and people.
- I can WRITE/DISCUSS about ways in which we are easily tricked.
- I can WRITE responses to questions about the benefits and dangers of immigration.
- I can RESPOND to a prompt about false perceptions.
- I can EXPLAIN why it is important to question, analyze, and wonder before believing that something is true.

Cultural

- I can UNDERSTAND why people in Hispanic countries immigrate to the United States.
- I can EXPLAIN the many problems many Hispanics face as they cross the border.
- I can DISCUSS ways in which Hispanics crossing the border can receive help both during the journey as well as when they arrive in the United States.

- Visual Aids
- Guided Notes
- Information Gap Activities
- Short films
- Authentic listening samples

Unit/Topic:

Time Frame/Pacing:

Unit 5 - Daily Life (City vs. Country Life Styles in Hispanic Countries vs. New Albany)

Quarter 4 - April-May

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Interpretive

- I can UNDERSTAND a native speaker's description of daily life in his/her country.
- I can COMPREHEND a native speaker's description of his/her neighborhood.
- I can INTERPRET information from various infographics about daily life (activities, jobs, etc.) in Hispanic countries.
- I can UNDERSTAND information in various documentaries explaining the extreme conditions in which some Hispanics live.
- I can UNDERSTAND authentic articles and opinions about ways in which some impoverished Hispanic countries can receive help.
- I can UNDERSTAND a children's book about ways in which children in Hispanic countries go to school as well as what their schools are like.

Interpersonal

- I can COMMUNICATE about my neighborhood and city now vs how it used to be.
- I can INTERVIEW a classmate about his/her neighborhood and city.
- I can ASK a native speaker about his/her lifestyle in his/her country.
- I can COMMUNICATE my opinions about city life vs. country life to a peer.
- I can EXPLAIN the differences between my daily life vs. that of a Hispanic teenager living in X country.

Presentational

- I can CREATE a vlog responding to critical thinking questions about my lifestyle vs. that of a person living in a Hispanic country.
- I can GIVE my opinions in an online discussion about what kind of lifestyle I think is best and why.
- I can RESPOND to prompts that make me assume/analyze different lifestyles other than mine.
- I can WRITE responses to high level thinking questions about how some Hispanics in poor conditions live.
- I can DISCUSS how fortunate I am with regards to education, safety, medical access and overall life opportunities.

Cultural

- I can begin to UNDERSTAND ways in which many Hispanics have

Instructional Resources

- Authentic Articles
- Authentic Videos & Songs
- Interactive Technology
- Visual Aids
- Children's book
- Guided Notes
- Information Gap Activities
- Documentaries
- Authentic listening samples

overcome diversity. • I can EXPLAIN how where you are born affects what opportunities you will have. • I can DISCUSS many lifestyles of people born in Spanish-speaking countries.	