SWRHS SPANISH 4 SCOPE and SEQUENCE

Materials: Imagina VHL textbook & and the WL Standards:
http://www.nysed.gov/world-languages/standards-and-guidelines

http://www.nysed.gov/common/nysed/files/programs/world-languages/lotelea.pdf

https://www.actfl.org/publications/all/world-readiness-standards-learning-languages

Unit Title: Mi nombre

Students will know…
-parts of speech
-higher level adjectives
- the difference between ser and estar
Content Vocabulary
Las relaciones
Los sentimientos
Los estados emocionales
Los estados civiles
Las personalidades
Los parientes
La vida familiar
Las etapas de la vida
Las generaciones
(see text pg. 4 and 120 for additional examples)
Creído, fiable, humilde (see supplemental packet of adjectives for more examples)
Academic Vocabulary
El sustantivo
El adjetivo
El verbo
La preposición
El cognado
El contexto

Transfer

Students will be able to define the concept of identity and explore personal identity through authentic literature and materials in the target language.

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that… *-identity is a complicated aspect composed of many different elements* *-family and personal relationships play an important role in shaping one's identity*	Who are you? Does your name connect to who you are as a person? What other elements make you who you are (social, cultural, familial).

Acquisition

Students will be able to…
-use higher level adjectives to describe themselves and others
- differentiate between the verbs ser and estar in contextual use of upper level adjectives.

Unit Title: El mundo hispanohablante

Students will know…
-geographical vocabulary
-names of Spanish-speaking countries and capitals
-locations on a map of Spanish-speaking countries

Transfer

Students will be able to identify all Spanish-speaking countries in the world and be able to compare geographical and cultural characteristics that distinguish these unique nations.

-specific cultural facts of Spanish-speaking countries *-Ser and Estar with location* *-Superlatives and Comparatives* ***Content Vocabulary*** *Las leyes y los derechos* *La política* *La gente* *La seguridad y la amenaza* *(see text pg. 196 for additional examples)* *La naturaleza* *(see text pg. 158 for additional examples)* La geografía, la ubicación, la población, aislado (see supplemental packet of vocabulary for more examples) ***Academic Vocabulary*** Las preposiciones Los comparativos Los superlativos La igualdad La desigualdad	***Meaning***	
	UNDERSTANDINGS *Students will understand that…* *-that there are more than 20 Spanish-speaking countries and within these countries culture, society and politics can be very diverse.*	ESSENTIAL QUESTIONS How do you define a country? What elements make up a country's identity? What makes a country unique? How are Spanish-speaking countries both alike and diverse from one another? How does the United States culture compare to that of other Spanish-speaking nations?
	Acquisition	
	Students will be able to… *-use new vocabulary in context to compare and contrast Spanish-speaking nations* *-identify important cultural facts about Spanish-speaking countries* *-locate these countries and their capitals on a world map*	

Unit Title: El año sabático		
	Transfer	
	Students will be able to define the concept of a ¨gap year¨and understand the potential advantages and disadvantages of participating in this type of program.	
	Meaning	
	UNDERSTANDINGS *Students will understand that…* *-a gap year can consist of many different activities* *- there are several volunteer organizations that travel to Spanish-speaking countries*	ESSENTIAL QUESTIONS What are the benefits of volunteering in a Spanish-speaking country as a gap year experience? What is global citizenship and what responsibilities does it entail?

	-ecotourism is essential to the economy of several Spanish-speaking countries.	
	Acquisition	
	Students will know… *-future and conditional tenses* *- vocabulary related to gap year and volunteerism* ***Content Vocabulary*** *La naturaleza* *El ecoturismo* *La ecología* *(see text pg.158 for additional examples)* El año sabático, ser voluntario, el trabajo voluntariado, universitario, carrera (see packet for more examples) ***Academic Vocabulary*** El futuro El condicional El futuro inmediato Hipotético Los acontecimientos futuros	*Students will be able to…* *-use future and conditional tenses to discuss future plans for their own hypothetical "gap year."* *-have discussions in the target language regarding requirements and opinions about gap year organizations.*

Unit Title: Los diarios de motocicleta (the film: "The Motorcycle Diaries")	
Students will know… *-preterite and imperfect tenses* *-historical facts of the time period* *-information about indigenous cultures in Latin America* ***Content Vocabulary*** *El cultivo* *La desaparación* *La fe* *La lengua* *La indígena* *La creencia*	***Transfer*** *Students will be able to understand and analyze a film in the target language that incorporates the famous historical figure, Che Guevara, and his impact on the Spanish-speaking world.* ***Meaning***

La política *Cultivar* *La esperanza* *La etnia* *(see text pg.147 for additional examples)* *Las leyes y los derechos* *La política* *La gente* *La seguridad y la amenaza* *(see text pg.196 for additional examples)* ***Academic Vocabulary*** El imperfecto El préterito El pasado Los adverbios del tiempo El cambio radical La acción repetitiva La acción completada La acción progresiva	UNDERSTANDINGS *Students will understand …* -the historical and political context surrounding the time period of the film -who Che Guevara was and why he is an important historical figure -the diverse landscape of Latin America and how these countries have changed over time	ESSENTIAL QUESTIONS Who was Che Guevara? What impact did Che Guevara have on the history of Latin America? How did his journey in the film inspire his political career? How have indigenous populations shaped the culture of Latin America? What is their modern day impact?
	Acquisition	
	Students will be able to… *-use past tenses in context with proper formation to discuss the events/ history in the film* *- use historical information to discuss the emergence of the political figure, Che Guevara* *- identify important commonalities amongst indigenous cultures and people*	

Unit Title: El español en los Estados Unidos	
Students will know… *-statistics relating to the United States population/demographics* *- Vocabulary relating to census numbers and trends* *-Present perfect tense and usage* ***Content Vocabulary*** *Las tendencias* *Los cambios* *Los problemas y soluciones* *(see text pg. 338 for additional examples)* Tamaño, idioma, crecimiento, porcentaje (see supplemental packet vocabulary list for more examples) ***Academic Vocabulary*** La estadística El censo	***Transfer*** *Students will be able to analyze data and statistics about the growing hispanic population in the United States and the influence of the Spanish language on the culture of the United States.* ***Meaning***

<table>
<tr><td rowspan="3">Los hechos
El participio
El presente perfecto</td><td>UNDERSTANDINGS

Students will understand…
-that the Hispanic population is growing exponentially in the United States and how this contributes to changes in our society.
- that knowledge of the Spanish language is becoming increasingly more important in the US
-what Spanglish is and how it used in the US</td><td>ESSENTIAL QUESTIONS

Why is Spanish becoming increasingly important in the United States?
How is the United States culture changing due to influence from hispanic countries?
How is the term “hispano” different from the term “latino/español”?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td colspan="2">Students will be able to…
-use statistics to discuss trends and make predictions about future changes to the U.S. populations
- use the present perfect to describe recent changes to the population
- define Spanglish and explain its influence in the United States</td></tr>
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