

Spanish 4

ADVANCED

COMMUNICATION GOALS: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standards:

1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.1 I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions.

1.1.1 I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.

1.1.2 I can maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames.

1.1.3 I can discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations.

1.2 I can meet my needs or address situations in conversations.

1.2.1 I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.

1.2.2 I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.

1.2.3 I can interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.

1.3 I can express, react to, and support preferences and opinions in conversations

1.3.1 I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.

1.3.2 I can maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions.

1.3.3 I can discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions.

2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

2.1 I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.

- 2.1.1 I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.
- 2.1.2 I can understand the underlying message and most supporting details across major time frames in descriptive informational texts.
- 2.1.3 I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts.

2.2 I can understand, interpret or analyze authentic fictional texts that I hear, read or view

- 2.2.1 I can follow the main story and some supporting detail across major time frames in fictional texts.
- 2.2.2 I can follow the main story and most supporting details across major time frames in fictional texts.
- 2.2.3 I can follow the flow of ideas and some nuances from different viewpoints in most fictional texts.

2.3 I can understand, interpret or analyze in conversations and discussions that I hear, read or view, in which I am not a participant

- 2.3.1 I can understand the main message and some supporting details across major time frames in conversations and discussions.
- 2.3.2 I can understand the main message and most supporting details across major time frames in conversations and discussions.
- 2.3.3 I can follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.

3 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.

3.1 I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language

- 3.1.1 I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.
- 3.1.2 I can tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.
- 3.1.3 I can give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.

3.2 I can present information to give a preference, opinion or persuasive argument

- 3.2.1 I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames
- 3.2.2. I can present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.
- 3.2.3 I can clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically.

3.3 I can present information to inform, describe, or explain

- 3.3.1 I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.
- 3.3.2 I can deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.
- 3.3.3 I can deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically.

CULTURES GOALS: Interact with cultural competence and understanding

Standards:

4 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.

5 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 GOALS: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.

Standards:

6 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.

7 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

7.1 In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.

COMPARISONS: Develop insight into the nature of language and culture in order to interact with cultural competence.

Standards:

8 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.

8.1 I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.

9 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.

9.1 I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.

COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Standards:

10 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.

11 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Spanish 4

Unit	ACTFL Standards	Duration	Reading, listening, speaking and writing	Grammar	Essential questions	Exams/ Projects	Goals
¿Qué haces en la escuela?	1.1.1, 1.3.1 2.1.1, 2.3.1 3.1.1 4 6 8.1	3 weeks	School activities Classes Extracurricular activities	Present tense; Regular verbs and Irregular verbs	¿Qué haces en la escuela? ¿Cuál es tu clase favorita? ¿Cómo son los clubes en tu escuela?	Writing test Speaking test Rosseta stone Present tense test Reading test Listening test	By the end of this unit the students will be able to speak, listen, read and write about school activities.
¿Qué haces para prepararte?	1.1.1, 1.2.1, 1.3.1 2.1.1, 2.3.1 3.1.2, 3.2.1, 3.3.1 5 6 8.1	3 weeks	Daily Routines	Reflexive verbs	¿Cómo te preparas para ir a....?	Writing test Speaking test Rosseta stone Reflexive verbs test Reading test Listening test	By the end of this unit the student will be able to express, ask about and react to daily routines conversations' Have a conversation about daily routines.
¿Qué haces en tu tiempo libre?	1.1.1, 1.3.1 2.1.1, 2.3.1 3.1.2, 3.2.1 4 6 8.1	3 weeks	Hobbies and free time	Ir + a + infinitive	¿Qué haces en tu tiempo libre? ¿Cuáles son tus pasatiempos?	Writing test Reading test Rosetta Stone Speaking test Listening test Grammar test	By the end of this unit the students will be able to speak, listen, read and write about hobbies and free time activities..
Mi niñez	1.1.2, 1.3.1 2.1.2, 2.3.1 3.1.2, 3.3.1 4 7.1 9.1 10	5 weeks	Childhood themed activities	Preterite and imperfect tense	¿A qué jugabas cuando eras niño? ¿Qué recuerdas de tu niñez?	Writing test Reading test Rosetta Stone Speaking test Listening test Grammar test	By the end of this unit the students will be able to speak, listen, read and write about their childhood and different activities that

							they used to do.
Trabajadores de la comunidad	1.1.2, 1.2.1, 1.3.2 2.1.2, 2.3.1 3.1.2, 3.2.1 5 7.1 8.1	2 weeks	Jobs and employment activities	SER and ESTAR Present, past and future tense.	¿Cuál es su trabajo? ¿Cómo ayudan a mi comunidad?	Writing test Reading test Rosetta Stone Speaking test Listening test Grammar test	By the end of this unit the students will be able to speak, listen, read and write about different jobs and careers.
Semester 1 final exam. Everything taught up to this point							
Mis vacaciones	1.1.2, 1.3.2 2.1.2, 2.3.1 3.1.2, 3.3.1 4 7.1 9.1 11	2 weeks	Travel and vacations	Verb SABER and CONOCER Present, preterite and future tense	¿A dónde voy? ¿Con quién voy? ¿Qué hago?	Writing test Reading test Rosetta Stone Speaking test Listening test Grammar test	By the end of this unit the students will be able to speak, listen, read and write about travel to another country, airports and hotels.
Vamos de compras	1.1.2, 1.3.2 2.1.2, 2.3.2 3.1.2, 3.3.2 4 6 8.1	3 weeks	Clothing and shopping	Verb tener; present, past and future tense	¿Qué compro? ¿Dónde lo compro?	Writing test Reading test Rosetta Stone Speaking test Listening test Grammar test	By the end of this unit the students will be able to speak, listen, read and write about how to dress for different occasions and shop in different places.
Mis comidas favoritas	1.1.2, 1.3.2 2.1.2, 2.3.2 3.1.2, 3.3.2 5 7.1 9.1 10 11	3 weeks	Food and restaurants	Me gusta/ no me gusta Me encanta/ que asco! Más que/ menos que Tanto como	¿Cuál es mi comida favorita? ¿Cómo preparo...? ¿Qué vas a ordenar?	Writing test Reading test Rosetta Stone Speaking test Listening test Grammar test	By the end of this unit the students will be able to speak, listen, read and write about food and restaurants.

Mi mundo	1.1.2, 1.2.1, 1.3.2 2.1.3, 2.3.2 3.1.2, 3.2.1, 3.3.2 4 6 8.1	3 weeks	Environment Theme	Interrogative words	¿Cómo cuido mi mundo?	Writing test Reading test Rosetta Stone Speaking test Listening test Grammar test	By the end of this unit the students will be able to speak, listent, read and write about how to take care. of the planet
En el hospital	1.1.2, 1.3.3 2.1.3, 2.3.3 3.1.3, 3.2.1, 3.3.2 4 6 8.1	3 weeks	Accidents and injuries	Negative words and prepositions	¿Qué te duele? ¿Cómo te curas?	Writing test Reading test Rosetta Stone Speaking test Listening test Grammar test	By the end of this unit the students will be able to speak, listent, read and write about hospitals, accidents and injuries.
Mi futuro es brillante	1.1.3, 1.3.3 2.1.3, 2.3.3 3.1.3, 3.2.1, 3.3.3 4 7.1 9.1 10 11	4 weeks	Future activities	Regular and irregular verbs in future tense	¿Qué quiero ser cuando sea grande? ¿Qué estaré haciendo en 5 años?	Writing test Reading test Rosetta Stone Speaking test Listening test Grammar test	By the end of this unit the students will be able to speak, listent, read and write about their future.
Semester 2, final exam. Covers everything taught this school year.							