

Conneaut School District -- World Language Spanish

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Adopted: 5/17

Major Topic	Concepts	Time	The students will know:	Skills	Assessment	Standard(s)
Espana	<ul style="list-style-type: none"> -The geography of Spain -The history of Spain -Spanish Culture 	2-3 weeks	<ul style="list-style-type: none"> -The invasion of the Moors -Basque country -The Catholic Kings -Christopher Columbus -Roman influence and architecture -Spanish foods -Spanish Civil War, 1936-1939 -Extremadura, Spain -Valencia, Spain -Survivors of the Guernica bombing -Guernica by Pablo Picasso -Immigrants on the coast of Tarifa -Cancion del pirata by Jose de Espronceda -La primavera besaba by Antonio Machado 	<ul style="list-style-type: none"> -How to express past actions -How to refer to specific things -Preterite of regular verbs -Preterite of stem-changing verbs -Preterite of irregular verbs -Nouns and articles 	<ul style="list-style-type: none"> -Oral -Written -Quizzes -Projects 	<p>COMMUNICATIO N</p> <p>COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES</p> <p>CULTURES</p> <p>INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING</p> <p>CONNECTIONS</p> <p>CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS</p> <p>COMPARISONS</p> <p>DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH</p>

			<p>-El niño al que se le murió el amigo by Ana Matute</p>	<p>-How to describe habitual past actions -How to talk about past events -How to describe actions in progress -How to make comparisons -The imperfect of regular and irregular verbs -The imperfect and the preterite to describe the past and to indicate past actions -The progressive tenses -The comparative and superlative -The Comparison of equality</p>	<p>-Oral -Written -Quizzes -Projects</p>	<p>CULTURAL COMPETENCE</p> <p>COMMUNITIES</p> <p>COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</p>
<p>Paises Andino 5</p>	<p>-The geography of Ecuador, Peru, and Bolivia -The history of Ecuador, Peru, and Bolivia -The culture of Ecuador, Peru, and Bolivia</p>	<p>2-3 weeks</p>	<p>Quipu, an Incan accounting system -Geography of Peru and Ecuador -Land-locked Bolivia -The Andes Mountains -The Incas -Machu Picchu -Francisco Pizarro, conqueror of the Incan Empire -South American liberators Simon Bolivar and Jose de San Martin -Otavalo market in Ecuador -Food in Ecuador, Peru, and Bolivia -Tungurahua Volcano, Ecuador</p>			<p>COMMUNICATIO N</p> <p>COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES</p> <p>CULTURES</p> <p>INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING</p> <p>CONNECTIONS</p> <p>CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS</p> <p>COMPARISONS</p> <p>DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER</p>

			<p>-Quien Sabe! by Jose Santos Chocano -Los comentarios reales by the Inca Garcilaso de la Vega</p>			<p>TO INTERACT WITH CULTURAL COMPETENCE</p> <p>COMMUNITIES</p> <p>COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</p>
<p>El Cono Sur</p>	<p>-The geography of Chile, Argentina, and Paraguay, and Uruguay -The history of Chile, Argentina, and Paraguay, and Uruguay -The culture of Chile, Argentina, and Paraguay, and Uruguay</p>	<p>2-3 weeks</p>	<p>-Atacama Desert -Patagonia and Tierra del Fuego -Guarani -Argentine gauchos and the pampas -Evita and Juan Peron -Ushuaia, Argentina -Argentine, beef, Chilean seafood -Avenida 9 de Julio, Buenos Aires -Weather in Buenos Aires -Martin Fierro by Jose Hernandez -Los ninos lloraban by Pablo Neruda -Historia de dos cahorros de coati y dos cachorros de hombre by</p>	<p>-How to describe actions in the present -How to state location and origin -How to refer to people and things already mentioned -How to express surprise, interest, and annoyance -How to express affirmative and negative ideas -The present tense of regular and irregular verbs -Ser and estar -Object Pronouns -Gustar and verbs like gustar -Affirmative and negative expressions</p>	<p>-Oral -Written -Quizzes -Projects</p>	<p>COMMUNICATIO N</p> <p>COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES</p> <p>CULTURES</p> <p>INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING</p> <p>CONNECTIONS</p> <p>CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS</p> <p>COMPARISONS</p> <p>DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND</p>

			<p>Horacio Quiroga -Continuidad de los parques by Julio Cortazar</p>			<p>CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE</p> <p>COMMUNITIES</p> <p>COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</p>
<p>La America Central</p>	<p>-The geography of Central American countries -The history of Central American Countries -The culture of Central American Countries</p>	<p>2-3 weeks</p>	<p>-The Central American isthmus -The Mayans -Capital Cities of Central America -Tikal, Guatemala, largest ancient ruined city of the Maya civilization -Copan, Honduras, and its famous stelae -Islas de San Blas in Panama -Central American cuisine -Rigoberta Menchu and los quiches, an indigenous group of Guatemala -Lo fatal by Ruben Dario -Cancion de otoño en primavera by Ruben Dario</p>	<p>-How to form the present subjunctive -How to express necessity, possibility, and doubt using the subjunctive -How to express emotion using the subjunctive -How to give commands -The present subjunctive -Uses of the subjunctive -Direct and indirect commands</p>	<p>-Oral -Written -Quizzes -Projects</p>	<p>COMMUNICATIO N</p> <p>COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES</p> <p>CULTURES</p> <p>INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING</p> <p>CONNECTIONS</p> <p>CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS</p> <p>COMPARISONS</p> <p>DEVELOP INSIGHT INTO THE NATURE</p>

			<p>-me llamo Rigoberta Menchu y así me nacio la conciencia by Elizabeth Burgos</p>			<p>OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE</p> <p>COMMUNITIES</p> <p>COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</p>
Mexico	<p>-The geography of Mexico -The history of Mexico -The culture of Mexico</p>	2-3 weeks	<p>-Indigenous civilizations -Hernan Cortes and the conquest of the Aztec Empire -September 16, Mexican Independence Day -Cinco de Mayo -Mexican Revolution of 1910 -El Zocalo -Tenochtitlan -Chichen Itza -Mexican cuisine -Bosque de Chapultepec -Mexican film synopses -En Paz by Armado Nervo -Aqui by Octavio Paz -Malinche by Laura Esquivel</p>	<p>-How to express what people do for themselves -How to tell what was done or what is done in general -How to express what you have done recently -How to describe actions completed prior to other actions -How to express opinions and feelings about what has happened -How to place object pronouns in a sentence</p> <p>-Reflexive verbs -Passive voice -Present perfect -Pluperfect -Present perfect subjunctive -Object Pronouns</p>	<p>-Oral -Written -Quizzes -Projects</p>	<p>COMMUNICATIO N</p> <p>COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES</p> <p>CULTURES</p> <p>INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING</p> <p>CONNECTIONS</p> <p>CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS</p> <p>COMPARISONS</p>

	<p>-The geography of Cuba, Puerto Rico, and the Dominican Republic</p> <p>-The history of Cuba, Puerto Rico, and the Dominican Republic</p> <p>-The culture of Cuba, Puerto Rico, and the Dominican Republic</p>	2-3 weeks	<p>-Mountain ranges in Cuba, Puerto Rico, and the Dominican Republic</p> <p>-The Climate of the Greater Antilles</p> <p>-The exploration of Christopher Columbus</p> <p>-The Taino culture</p> <p>-Fidel Castro</p> <p>-Jose Marti</p> <p>-Santo Domingo</p> <p>-Havana, Cuba</p> <p>-Caribbean Food</p> <p>-Caves of Cumuy</p> <p>-Bucate plata by Nicolas Guillen</p> <p>-Sensamaya by Nicolas Guillen</p>	<p>-How to express future events</p> <p>-How to express what you will have done and what you would have done</p> <p>-How to refer to specific things</p> <p>-How to express ownership</p> <p>-The future and conditional</p> <p>-The future and perfect and conditional perfect</p> <p>-Demonstrative pronouns</p> <p>-Possessive pronouns</p> <p>-Relative pronouns</p>	<p>-Oral</p> <p>-Written</p> <p>-Quizzes</p> <p>-Projects</p>	<p>DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE</p> <p>COMMUNITIES</p> <p>COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</p> <p>COMMUNICATIO N</p> <p>COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES</p> <p>CULTURES</p> <p>INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING</p> <p>CONNECTIONS</p> <p>CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS</p>
El Caribe						

			<p>-El Ave y el nido by Salome Urena -Mi padre by Manuel del Toro</p>			<p>COMPARISONS DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE</p> <p>COMMUNITIES COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</p>
<p>Venezuela y Colombia</p>	<p>-The geography of Venezuela and Colombia -The history of Venezuela and Colombia -The culture of Venezuela and Colombia</p>	<p>2-3 weeks</p>	<p>-Angel Falls in Venezuela -Orinoco River -Petroleum industry -Four geographic regions of Colombia -Simon Bolivar and the fight for independence -Typical foods of Venezuela and Colombia -Cartagena, Colombia -Cien anos de soledad by Gabriel Garcia Marquez -Los Maderos de San Juan by Jose Asuncion Silva -Vivir para contarla by</p>	<p>-How to form the imperfect subjunctive -How to use the subjunctive in adverbial clauses -How to express although and perhaps -How to use por and para -The imperfect subjunctive -The subjunctive with adverbs of time -The subjunctive with aunque -The subjunctive with quizas, tal vez, ojala que -Por and para</p>	<p>-Oral -Written -Quizzes -Projects</p>	<p>COMMUNICATIO N COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES</p> <p>CULTURES INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING</p> <p>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</p>

Gabriel Garcia Marquez

COMPARISONS
DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE

COMMUNITIES
COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD