

Moon Area School District Curriculum Map

Course: Spanish 4

Grade Level: Typically 10/11

Content Area: World Languages

Frequency: Full-Year Course

Big Ideas

1. See below

Essential Questions

2. See below

Primary Resource(s) & Technology:

Bien Dit Textbook Series, online software resources,
Microsoft Teams, Promethean Boards, Student Laptops

Pennsylvania and/or focus standards referenced at:

www.pdesas.org

www.education.pa.gov

<https://www.actfl.org/resources/world-readiness-standards-learning-languages>

| Unit | Big Ideas/EQs | Focus Standard(s) | Assessed Competencies (Key content and skills) | Timeline |
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| <p>Chapter 1 Un dia inolvidable</p> | <ul style="list-style-type: none"> The student will be able to: <ol style="list-style-type: none"> Describe a visit to a national park. Talk about school competitions Narrate an event in the past Understand cultural perspectives on family outings. | <p>1.1,1.2,1.3,2.1,3.1,3.2, 4.1,4.2</p> | <ul style="list-style-type: none"> Vocabulary: <ul style="list-style-type: none"> Hiking objects Weather Getting ready for an athletic or academic competition Emotional responses to a competition Awards and ceremonies Grammar: <ul style="list-style-type: none"> The imperfect tense Preterit tense | <p>August - September</p> |
| <p>Chapter 2 ¿Como te expresas?</p> | <p>The student will be able to:</p> <ol style="list-style-type: none"> Talk about the arts. Give an opinion about a work of art. Relate the arts to their own experiences. Describe how people express themselves. Narrate past events. Discuss some important artists of the Spanish speaking world. | <p>1.1,1.2,1.3,2.1,3.1,3.2, 4.1,4.2</p> | <ul style="list-style-type: none"> Vocabulary: <ul style="list-style-type: none"> Describing art and sculpture. Tools for painting Describing what influences art. Musical instruments Describing dance Describing drama Grammar <ul style="list-style-type: none"> Preterit vs. imperfect estar + past participle Ser vs Estar Verbs with special meanings in the preterit vs imperfect. | <p>Sep-Oct</p> |
| <p>Chapter 3 ¿Que haces para estar en forma?</p> | <p>The student will be able to:</p> <ol style="list-style-type: none"> Talk about symptoms and remedies Give advice about health and nutrition Express how you feel under certain circumstances. | <p>1.1,1.2,1.3,2.1,3.1,3.2, 4.1,4.2</p> | <ul style="list-style-type: none"> Vocabulary: <ul style="list-style-type: none"> Nutrition Illnesses Pains Medicine Habits for good health Exercise Getting and staying in shape | <p>Oct-Nov</p> |

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| | <p>4. Tell others what to do.</p> <p>5. Understand cultural perspectives about health, physical fitness and nutrition</p> | | <p>Health advice</p> <p>Grammar</p> <p>Affirmative tu commands Affirmative and negative commands with ud. And uds. The subjunctive with regular verbs The subjunctive with stem changing verbs.</p> | |
| <p>Chapter 4 ¿Como te llevas con los demas?</p> | <p>The student will be able to:</p> <p>1. Express how to relate to friends and family.</p> <p>2. Explain what is needed to maintain friendships.</p> <p>3. Express how you feel under certain circumstances.</p> <p>4. Talk about family conflicts and how to resolve them.</p> <p>5. Understand cultural perspectives on dealing with friends and family.</p> | <p>1.1,1.2,1.3,2.1,3.1,3.2, 4.1,4.2</p> | <ul style="list-style-type: none"> • Vocabulary: Personality traits Interpersonal behavior Friendship Expressing and resolving interpersonal problems • Grammar The subjunctive with verbs of emotion Por and para Commands with nosotros possessive pronouns | <p>Nov-Dec</p> |
| <p>Chapter 5 Trabajo y comunidad</p> | <p>The student will be able to:</p> <p>1. Talk about ways of getting a job.</p> <p>2. Describe skills and abilities needed to perform a job.</p> <p>3. Talk about opportunities for volunteer work in community.</p> <p>4. Explain how one can help community.</p> <p>5. Understand cultural perspectives on dealing with student jobs and volunteer work.</p> | <p>1.1,1.2,1.3,2.1,3.1,3.2, 4.1,4.2</p> | <p>Vocabulary:</p> <p>After school work Describing a job Volunteer activities Benefits and importance of volunteer work</p> <p>Grammar</p> <p>Present perfect Past perfect Present perfect subjunctive Demonstrative adjectives and pronouns.</p> | <p>Dec-Jan</p> |

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| <p>Chapter 6 ¿Que nos traera en el futuro?</p> | <p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Talk about careers and professions 2. Talk about plans for the future. 3. Explain the impact of science and technology in our lives. 4. Understand cultural perspectives on dealing with jobs and technology. | <p>1.1,1.2,1.3,2.1,3.1, 3.2, 4.1,4.2</p> | <p>Vocabulary:</p> <p>Jobs and professions Qualities of a good employee Technology Inventions Jobs in the future</p> <p>Grammar</p> <p>Future tense Future of probability Future perfect Use of direct and indirect object pronouns</p> | <p>Jan-Feb</p> |
| <p>Chapter 7 ¿Mito o realidad?</p> | <p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Describe what archaeologists do. 2. Identify and describe some extraordinary phenomena. 3. Give your opinion about mysterious events. 4. Talk about contributions of the Maya and Aztec civilizations. 5. Compare some myths and legends from the Spanish speaking world with those of the United States. | <p>1.1,1.2,1.3,2.1,3.1, 3.2, 4.1,4.2</p> | <p>Vocabulary:</p> <p>Archeological terms and activities Describing archeological sites Myths and legends Ancient beliefs Pre-Columbian scientific discoveries.</p> <p>Grammar</p> <p>The present and past subjunctive in expressions of doubt. The subjunctive in adverbial clauses.</p> | <p>Feb- march</p> |
| <p>Chapter 8 Encuentro entre culturas</p> | <p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Describe how different cultures interact. 2. Talk about the fusion of cultures in Spain before 1492 3. Talk about fusion of different cultures in the Americas after the Europeans arrived. | <p>1.1,1.2,1.3,2.1,3.1, 3.2, 4.1,4.2</p> | <p>Vocabulary:</p> <p>Architecture and history of Spain Spain and the Americas The encounter between Cortes and the Aztecs Family heritage</p> <p>Grammar</p> | <p>March- April</p> |

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| | 4. Understand cultural perspectives on dealing with different ethnic groups in the US. | | The conditional The past subjunctive The past subjunctive with si clauses. | |
| Chapter 9 Cuidemos nuestro planeta | The student will be able to: 1. Talk about environmental concerns in the community. 2. Discuss how to solve local and global environmental problems. 3. Express attitudes and opinions about the environment 4. Understand cultural perspectives on dealing with conservation and the environment. | 1.1,1.2,1.3,2.1,3.1,3.2, 4.1,4.2 | Vocabulary: Caring for the environment. Environmental issues Animals Grammar Present subjunctive with conjunctions Relative pronouns | April-may |
| Chapter 10 ¿Cuales son tus derechos y responsabilidades | The student will be able to: 1. Talk about rights and responsibilities at home and school 2. Discuss rights in society guaranteed by the Constitution 3. Talk about the role of government. 4. Express what young people think about the world problems they face and the solutions they propose. 4. Understand cultural perspectives on rights and responsibilities. | 1.1,1.2,1.3,2.1,3.1,3.2, 4.1,4.2 | Vocabulary: Rights and responsibilities Government The role of government Individual rights Grammar The passive voice The present vs. past subjunctive The present perfect subjunctive The conditional perfect | May-June |