



## **Spanish 4**

<b>Grade(s):</b>	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
<b>Discipline/Course:</b>	<b>Discipline:</b> World Languages <b>Course:</b> Spanish 4		
<b>Course Title:</b>	Spanish 4		
<b>Prerequisite(s):</b>	Spanish 3 <i>or</i> Spanish 3 H <i>or</i> Teacher Recommendation		
<b>Course Description:</b> <i>Program of Studies</i>	This intermediate-level course invites students to explore how human connections, cultural expression, and historical legacies shape our world. Through themes of travel, art, history, and global citizenship, students will analyze the influence of interactions on perspectives and the impact we have on our communities. Through discussions and real-world applications, students will cultivate an appreciation for diverse perspectives and engage thoughtfully in an interconnected world.		
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How are we influenced by the people around us?</li> <li>● What is the difference between a traveler and a tourist?</li> <li>● As a traveler, how do we experience daily life in another country?</li> <li>● What do the arts tell us about who we are?</li> <li>● How is artistic creativity a form of cultural expression?</li> <li>● How are universal themes reflected in various forms of art?</li> <li>● What can we learn from historical figures?</li> <li>● How can an individual transform history?</li> <li>● What is a global citizen?</li> <li>● How can we support the well-being of communities?</li> </ul>		

<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• Human connections, communication, and travel enrich our perspectives. By examining how relationships are formed and cultural expressions vary, we gain a deeper appreciation for diverse lifestyles. Recognizing these differences and similarities enables us to interact meaningfully and adapt as thoughtful travelers, rather than mere tourists.</li> <li>• Artistic creativity is a powerful way for individuals and societies to express their culture. Through art, fashion, dance, etc, cultural stories are told, and universal themes emerge, connecting people across different times and places. By exploring various artistic forms, we can gain a deeper understanding of human experiences and see how creativity shapes and influences our lives.</li> <li>• Historical figures, legendary personalities, and cultural artifacts shape and reflect the values and history of a society. Through their actions, individuals have the power to transform history, and their legacies continue to influence contemporary perspectives.</li> <li>• Students will learn about citizenship, emphasizing the interconnectedness of communities and the importance of solidarity and volunteerism. By exploring diverse cultural perspectives, they will understand empathy, community support, and humanitarian action.</li> </ul>	
<b>Duration: Credit:</b>	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
<b>Course Materials/Resources:</b>	Entre Culturas 4	
<b>FPS Course Academic Expectation(s):</b>	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)	
<b>Year at a Glance</b>	<b>Unit 1</b> - La vida actual (Exploring Human Connections and Cultures) (~10 weeks)	

**(Units):**

**Unit 2** - La creatividad (Creativity) (~10 weeks)

**Unit 3** - Las figuras históricas (Historical Figures and Their Impact) (~10 weeks)

**Unit 4** - Ciudadanos globales (Global Citizens) (~10 weeks)

<b>Unit Number and Title:</b>	<b>Unit 1 - La vida actual (Exploring Human Connections and Cultures)</b>
<b>Duration:</b>	~10 weeks
<b>Resource(s):</b>	Entre Culturas 4 Unit 1
<b>Unit Overview:</b>	In this unit, students will delve into the impact of human connections, communication, and travel on our understanding of diverse cultures. Through engaging resources and cultural comparisons, they will analyze friendships and daily life, distinguishing between travelers and tourists.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p>

	<ul style="list-style-type: none"> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How are we influenced by the people around us?</li> <li>● What is the difference between a traveler and a tourist?</li> <li>● As a traveler, how do we experience daily life in another country?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Human connections, communication, and travel enrich our perspectives. By examining how relationships are formed and cultural expressions vary, we gain a deeper appreciation for diverse lifestyles. Recognizing these differences and similarities enables us to interact meaningfully and adapt as thoughtful travelers, rather than mere tourists.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● present subjunctive in adjective clauses.</li> <li>● future tense.</li> <li>● key vocabulary related to friendship, communication, travel, and daily life in Spanish-speaking cultures.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● identify characteristics of a positive relationship/friendship.</li> <li>● explain how to build and maintain positive relationships.</li> <li>● list the differences between a traveler and a tourist.</li> <li>● describe how they will be a thoughtful traveler.</li> <li>● understand, exchange, and present information about human connections and experiences.</li> <li>● use the present subjunctive in adjective clauses to express uncertainty, necessity, or opinions about people, places, or things in the future.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2 - La creatividad (Creativity)</b>
<b>Duration:</b>	~10 weeks
<b>Resource(s):</b>	Entre Culturas 4 Unit 2
<b>Unit Overview:</b>	This unit investigates artistic creativity as a vital form of cultural expression. Students will analyze art, fashion, dance, etc, comparing cultural products and practices. Through engaging texts, discussions, and activities, students will enhance their skills in interpreting, expressing opinions, and presenting information about art's role in expressing one's culture.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p>Connections (Making Connections &amp; Acquiring Information)</p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p>Comparisons (Language &amp; Cultural Comparisons)</p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</p>

	<ul style="list-style-type: none"> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What do arts tell us about who we are?</li> <li>● How is artistic creativity a form of cultural expression?</li> <li>● How are universal themes reflected in various forms of art?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Artistic creativity is a powerful way for individuals and societies to express their culture. Through art, fashion, dance, etc, cultural stories are told, and universal themes emerge, connecting people across different times and places. By exploring various artistic forms, we can gain a deeper understanding of human experiences and see how creativity shapes and influences our lives.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● passive voice with ser in the past.</li> <li>● present subjunctive with impersonal expressions.</li> <li>● vocabulary to talk about art, music, dance, and literature.</li> <li>● verbs that express preferences, feelings, and interpretations of art.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● explain how culture influences art.</li> <li>● share reactions and opinions about art from the target culture.</li> <li>● compare products, practices, and perspectives in different forms of art, fashion, and design.</li> <li>● understand, exchange, and present information about creativity, art, and how it reflects culture.</li> <li>● apply the passive voice in the past tense to discuss the creation and influence of artistic works.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 3 - Las figuras históricas (Historical Figures and Their Impact on Culture)</b>
<b>Duration:</b>	~10 weeks
<b>Resource(s):</b>	Entre Culturas 4 Unit 3
<b>Unit Overview:</b>	In this unit, students will explore how historical figures and legendary personalities influence culture and events in Spanish-speaking cultures. They will articulate the impact of these figures on history.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p>Connections (Making Connections &amp; Acquiring Information)</p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p>Comparisons (Language &amp; Cultural Comparisons)</p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</p> <ul style="list-style-type: none"> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What can we learn from historical figures?</li> </ul>

	<ul style="list-style-type: none"> <li>● How can an individual transform history?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Historical figures, legendary personalities, and cultural artifacts shape and reflect the values and history of a society. Through their actions, individuals have the power to transform history, and their legacies continue to influence contemporary perspectives.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <p>imperfect subjunctive.</p> <ul style="list-style-type: none"> <li>● <i>como si</i>.</li> <li>● vocabulary to discuss historical figures and legendary personalities in shaping history.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● describe historical figures and legendary personalities from Spanish-speaking cultures and their own culture.</li> <li>● identify cultural products with historical and social significance.</li> <li>● interpret and discuss information from authentic sources about historical figures and events.</li> <li>● use the imperfect subjunctive and <i>como si</i> to discuss hypothetical situations and past events related to historical figures and legendary personalities.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 4 - Ciudadanos globales (Global Citizens)</b>
<b>Duration:</b>	~10 weeks
<b>Resource(s):</b>	Entre Culturas 4 Unit 4
<b>Unit Overview:</b>	In this unit, students will explore the concept of global citizenship. They will examine and interpret authentic sources about global citizenship, exchange information, and present their opinions.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What is a global citizen?</li> </ul>

	<ul style="list-style-type: none"> <li>● How can we support the well-being of communities?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Students will learn about global citizenship, emphasizing the interconnectedness of communities and the importance of solidarity and volunteerism. By exploring diverse cultural perspectives, they will understand empathy, community support, and humanitarian action.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● conditional tense.</li> <li>● si clauses (imperfect subjunctive→conditional).</li> <li>● vocabulary related to solidarity and volunteerism.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● identify products, practices, and perspectives about global citizenship in their own and other cultures.</li> <li>● understand, exchange, and present information on global citizenship.</li> <li>● explain how they could be good global citizens.</li> <li>● discuss hypothetical situations and solutions related to global citizenship.</li> <li>● use the present perfect subjunctive to discuss actions related to solidarity and volunteerism that may have occurred with influence, doubt, or emotion.</li> <li>● use <i>si</i> clauses (imperfect subjunctive → conditional) to discuss how different actions could impact community solidarity and volunteer efforts.</li> </ul>