



Mount Pleasant Central School District

Spanish IV, World Languages

We believe in fostering lifelong language learning through engagement, cultural understanding and open mindedness; in cultivating and nurturing world citizens to move forward in a diversified, global society; in promoting language production in order to encourage world readiness; and in the importance of acquiring functional proficiency at each level in the target languages.

Are you interested in developing an even greater ability and appreciation for the use of Spanish and an understanding of Spanish-speaking cultures? In this class, students will continue to acquire linguistic proficiency and cultural insight and empathy, a variety of interactions in both oral and written forms, integrating the three modes of communication (Interpretive, Interpersonal and Presentational) defined by the American Council on the Teaching of Foreign Languages (ACTFL). Our main goal is to prepare students to apply the skills and understandings that focus on literacy and real-world applications so that learners can communicate effectively and interact with global competence. We emphasize the use of the target language through the exposure of literature, art, music, and film, and employ strategies for analyzing and responding to authentic materials. Assessments will include performance-based tasks, reading / listening comprehension and writing samples that further demonstrate the acquisition of language skills.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Personal Relationships	September October	-Describe interpersonal relationships -Describe intercultural relationships	- Feelings - Emotions - Personalities - Relationships	The standards focus on communicative proficiency and cultural understanding. They emphasize the 3 modes of communication: - Interpretive Communication - Interpersonal Communication - Presentational Communication	- Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources. - Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions	- How do you relate to others?	- Interpretive Listening: Students watch the video on the day of friendship celebration in Argentina and answer questions https://www.youtube.com/watch?v=8bco1HLZQMc -Presentational Writing: Imagine that you are writing to a relationship counselor because you are having problems in your relationship. Mention what those problems are (at least 3) and ask for help - Interpersonal speaking: have a conversation with Maria Laura: what are you like?

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Everyday Life: Living in the city	November- December	<ul style="list-style-type: none"> - Describe living in the city compared to living in the suburbs. - Narrate events in the past. 	<ul style="list-style-type: none"> - Leisure activities - Places - People - Directions 	<p>The standards focus on communicative proficiency and cultural understanding. They emphasize the 3 modes of communication:</p> <ul style="list-style-type: none"> - Interpretive Communication - Interpersonal Communication - Presentational Communication 	<ul style="list-style-type: none"> - Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources. - Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions. 	<ul style="list-style-type: none"> - How do I get around in a Spanish speaking country? - Cities, monuments and museums help you learn about the culture of the country. 	<ul style="list-style-type: none"> -Interpersonal speaking: Create a dialogue with a partner and tell him/her you're looking for a place to live in the city or in the suburbs.

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Spanish Art	January / February	<ul style="list-style-type: none"> - Acquire a cultural appreciation and deeper understanding of Spanish art and aesthetics - Understand the historical connection with art periods 	<ul style="list-style-type: none"> - Cubism - Surrealism - Landscape - Self-portrait - Still life 	<p>The standards focus on communicative proficiency and cultural understanding. They emphasize the 3 modes of communication:</p> <ul style="list-style-type: none"> - Interpretive Communication - Interpersonal Communication - Presentational Communication 	<ul style="list-style-type: none"> - Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources. - Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions. 	<p>How does art reflect a culture? Art can help us understand and appreciate diverse cultures, backgrounds and styles</p>	<ul style="list-style-type: none"> - Interpretive Reading and Interpersonal Written Communication <p>Take a virtual tour of the Dali Museum (http://thedali.org/virtual-tour/index.html) in the United States and explore its webpage http://thedali.org Imagine you were just there and write an email describing your experience. Describe one work of art you saw there by referring to one of the pieces from the permanent collection.</p>

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							Presentational Speaking: Crear a Podcast using: https://online-voice-recorder.com/ In your opinion, what is art? What do you think about art? What is the importance of art? What did you learn about art in class? What type of art do you like? Who is your favorite artist? Are you an artistic person? How are perceptions of beauty

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							and creativity established? How do the arts challenge and reflect cultural perspectives?
The Influence of Media	February March	<ul style="list-style-type: none"> - Give an opinion on the media, television and movies - Research different music genres from the Spanish speaking world: flamenco, tango, merengue, salsa, bachata, cumbia, mariachi, etc. 	<ul style="list-style-type: none"> - Current Events - Advertisement - Censorship - Upto date - Influential 	The standards focus on communicative proficiency and cultural understanding. They emphasize the 3 modes of communication: <ul style="list-style-type: none"> - Interpretive Communication - Interpersonal Communication - Presentational Communication 	<ul style="list-style-type: none"> - Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources. - Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written 	- How does the power and role of the media in society affect individual perspective on the various forms of communication?	<ul style="list-style-type: none"> - Interpersonal speaking: students will be assigned one of the following tasks Imagine you're a journalist, reporter, or broadcaster for People en Español magazine (or the television networks Univisión or Telemundo, or the radio station "La Mega"). You're going to interview a famous person (do a report). (Your partner will

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					communication to exchange information and express feelings, preferences, and opinions.		be the famous person.) It could be a singer, an actor or actress, a film director, an athlete, etc. OR In groups of 3 or 4, prepare a one-minute TV commercial advertising a product.
Generations in Movement	April	- Discuss the role of families in the Spanish world. - Generation gaps.	- Ancestors - Generation Gap - Overcome - Demanding - Heritage	The standards focus on communicative proficiency and cultural understanding. They emphasize the 3 modes of communication: - Interpretive Communication	- Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.	- How is family defined in different societies?	Presentational Speaking: The United Nations declared May 15 as the International Day of Families. In previous years, the themes have been: "Families, education and well-being, Megatrends and families, Families in development, etc."

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				<ul style="list-style-type: none"> - Interpersonal Communication - Presentational Communication 	<ul style="list-style-type: none"> - Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions. 		In groups of two or three, design a poster to promote one of the topics listed. You must include: The topic in Spanish and the year A photo/image/visual A message from the United Nations explaining the importance of the topic.
The Environment: Natural Resources	May June	<ul style="list-style-type: none"> - Talk about nature - Research natural wonders in Colombia, Ecuador and Venezuela. - Talk about the future. 	<ul style="list-style-type: none"> - Animals - Ecology - Nature - Mountain Range - Rain Forest 	The standards focus on communicative proficiency and cultural understanding. They emphasize the 3 modes of communication:	<ul style="list-style-type: none"> - Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, 	How do humans interact with nature in different cultures?	Presentational Speaking: Ecological Inventions: In groups, identify an ecological problem and create something to improve the problem. Prepare a poster to present

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				<ul style="list-style-type: none"> - Interpretive Communication - Interpersonal Communication - Presentational Communication 	including authentic resources. - Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.		the problem to the class. Use the future tense.