Course Title:	Spanish 4A
Grade(s):	9-12

Course Description
Students in this course will continue the pursuit of proficiency in the four areas of language learning through the reading of authentic short stories and dramatic texts, articles, and cultural and historical passages. Though emphasis in this course will be placed on improving the students' ability to read and write accurately, the main focus of the course will be to develop the students' auditory and oral proficiency. Spanish will be spoken in class, both by the teacher and by students, in order to promote comfortable oral communication as well as greater cultural awareness and understanding of the Spanish-speaking world. Work done in Spanish IV (A) will prepare students for more challenging language and cultural studies.
Approved Curricular Materials/Textbook(s)
District Materials including Textbook: *En Español* nivel 3 (units 1-3)

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Etapa Preliminar: ¡Bienvenidos al mundo hispano!	The preliminary etapa introduces students to Spanish 4 by reviewing essential communication skills and vocabulary from previous levels. Students talk about past activities, describe familiar experiences, and explore cultural landmarks and traditions from across the Spanish-speaking world. This etapa helps students transition smoothly into higher-level language tasks while building confidence and readiness for the thematic units ahead. **Students will be able to:** ● Talk about recent past activities using the preterite tense. ● Use the present tense of regular and irregular verbs to describe routines and familiar situations. ● Interpret short cultural texts about Hispanic geography, traditions, and influential figures.	2 weeks

	● Compare cultural products such as foods, art, music, festivals, and landmarks. ● Engage in simple conversations reviewing key vocabulary and grammar necessary for Spanish 4.	
Unit 1: Así somos — Estados Unidos	**<u>Etapa 1: ¿Cómo soy?</u>** **Unit Description** In this etapa, students describe themselves and others, talk about personal experiences, and discuss accomplishments. The unit reinforces descriptive language and introduces more advanced structures to express past events and personal identity. **Unit Objectives** Students will be able to: ● Describe people's characteristics and personality traits. ● Talk about past personal experiences and milestones. ● Use the present and past perfect to describe what they have done. ● Compare experiences and discuss personal identity in cultural contexts. ● Recognize and interpret descriptions in spoken and written Spanish. **<u>Etapa 2: ¿Cómo me veo?</u>** **Unit Description** Students explore the world of fashion, personal style, and predictions about the future. They talk about clothing, trends, and preferences while learning to speculate and make predictions using the future tense.	9 weeks

	Unit Objectives Students will be able to: ● Describe fashions, clothing, and personal appearance. ● Discuss pastimes and interests connected to style and self-expression. ● Use the future tense to express predictions and future plans. ● Analyze cultural perspectives on fashion and design. ● Respond to and create descriptions using detailed, expressive vocabulary. **<u>Etapa 3: ¡Hay tanto que hacer!</u>** **Unit Description** This etapa focuses on household chores, daily responsibilities, and expressing feelings about obligations. Students learn to express what they must do, what bothers them, and how they feel about daily tasks. **Unit Objectives** Students will be able to: ● Discuss household chores and responsibilities. ● Express emotions and preferences related to daily tasks. ● Use reflexive verbs, impersonal expressions, and saber/conocer accurately. ● Compare responsibilities across cultures and communities. ● Participate in conversations that express needs, obligations, and feelings.	
Unit 2: El mundo de nuestro México / América Central	**<u>Etapa 1: Pensemos en los demás</u>** **Unit Description** Students explore community involvement, social responsibility, and how to help	9 weeks

	others. They learn how to offer suggestions, give advice, and talk about what people should or could do. **Unit Objectives** Students will be able to: ● Say what people want others to do and make polite suggestions. ● Use commands and correct pronoun placement with commands. ● Interpret cultural texts about volunteerism, activism, and social initiatives. ● Participate in conversations that propose solutions to problems. ● Write simple recommendations that reflect kindness and civic responsibility. **<u>Etapa 2: El planeta en peligro</u>** **Unit Description** This etapa focuses on environmental challenges and conservation. Students discuss ecological issues, express concern, and react to events using the subjunctive mood. **Unit Objectives** Students will be able to: ● Describe environmental problems and concerns. ● React to others' actions and express what should or must be done. ● Use the present perfect subjunctive and subjunctive with expressions of emotion. ● Compare conservation efforts in Spanish-speaking countries. ● Analyze environmental messages in authentic texts.	

	<u>Etapa 3: La riqueza natural</u> **Unit Description** Students explore the natural world and express opinions, doubt, or uncertainty about environmental events. They connect past events and reflect on nature's impact on societies. **Unit Objectives** Students will be able to: ● React to natural events and express doubt or belief. ● Relate events in time using sequences and transitional vocabulary. ● Use subjunctive with cuando, time expressions, and verbs of emotion. ● Interpret cultural readings about wildlife and natural resources. ● Create written and spoken responses expressing viewpoints about nature.	
Unit 3: Celebración de nuestra cultura Caribe	**<u>Etapa 1: Al fin… ¡la graduación!</u>** **Unit Description** Students reflect on personal goals, celebrations, and milestones. They learn to describe hopes and desires and to express complex ideas about future possibilities. **Unit Objectives** Students will be able to: ● Describe personal celebrations and meaningful life events. ● Explain what people want or hope for using the imperfect subjunctive. ● Connect ideas using transitions and other organizational expressions. ● Compare graduation traditions across cultures.	9 weeks

	● Produce short reflections about goals and future aspirations. **<u>Etapa 2: ¡Próspero Año Nuevo!</u>** **Unit Description** Students discuss New Year's traditions, personal resolutions, and holiday customs. They compare traditions across cultures and use conditional structures to speculate. **Unit Objectives** Students will be able to: ● Talk about holidays and describe traditions. ● Use conditional sentences, compound tenses, and subjunctive with doubt/denial. ● Interpret cultural texts on traditions in the Caribbean and beyond. ● Make predictions and express hypothetical situations. ● Engage in conversations comparing cultural celebrations. **<u>Etapa 3: Celebraciones de patria</u>** **Unit Description** This etapa focuses on national celebrations, historic events, and patriotic traditions. Students describe customs, key celebrations, and explore their cultural meaning. **Unit Objectives** Students will be able to: ● Describe historical events and patriotic celebrations. ● Use subjunctive vs. indicative, verbs with stem changes, and verbs of	

	emotion. ● Compare national traditions across Spanish-speaking countries. ● Explain cultural significance of patriotic events. ● Produce written and spoken descriptions of customs and holidays.	
Unit 4: Un futuro brillante con Suramérica	**<u>Etapa 1: El próximo paso</u>** **Unit Description** Students discuss academic goals, future plans, and workplace possibilities. They learn to talk about what they were doing at different times using progressive tenses. **Unit Objectives** Students will be able to: ● Describe studies, ask academic questions, and discuss future steps. ● Use progressive tenses with *andar*, *seguir*, and *estar*. ● Analyze cultural texts about education and university life. ● Interpret details from interviews and informational videos. ● Discuss planning and long-term decision-making. **<u>Etapa 2: ¿Cuál será tu profesión?</u>** **Unit Description** Students explore professional aspirations, career paths, and workplace expectations. They express emotion, hypothesis, and uncertainty about the future.	9 weeks

	Unit Objectives Students will be able to: ● Talk about careers and job-related decisions. ● Use past perfect subjunctive, conditional perfect, and object pronoun placement. ● Interpret readings about job opportunities in Latin America. ● Express emotions, hopes, and hypothetical outcomes. ● Create written or spoken career plans. **<u>Etapa 3: Un mundo de posibilidades</u>** **Unit Description** Students learn about economics, global connections, and the exchange of goods and services. They explore future probability and make predictions about world events. **Unit Objectives** Students will be able to: ● Describe economic issues and global situations. ● Use future perfect to express probability and predictions. ● Interpret articles and cultural texts about Latin American economics. ● Compare global issues across countries and regions. ● Present predictions using structured, academic language.	