

Teacher _____

School _____

Grade _____

Course or Content Area: Spanish IV

| Month | Content | Skills | Assessment | Standards and Benchmarks |
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| September | <p>Review Spanish III concepts</p> <p>Identify and describe ingredients</p> <p>Talk about food preparation and follow recipes</p> <p>Give instructions and make recommendations</p> <p>Culture: still life painting and the Catalán artist Àngel Planells tapas of Spain food in the poetry of Pablo Neruda</p> | <p>Using adjectives ending in -ísimo</p> <p>Using usted / ustedes commands</p> <p>Using pronoun placement with commands</p> | <p>Pretest</p> <p>Vocabulary test</p> <p>Listening Activities/Tests</p> <p>Student created presentations</p> <p>Student created cultural presentation</p> | 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2 |
| October | <p>Affirmative and negative words</p> <p>Double object pronouns</p> <p>Culture:</p> | <p>Order meals in a restaurant</p> <p>Talk about meals and dishes</p> | <p>Various assessment activities</p> <p>Student created presentations</p> | 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2, |

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| <p>October</p> | <p>Spanish artist María Blanchard</p> <p>Dining schedules and specialties in Spain, Uruguay, and El Salvador</p> <p>Spanish and El Salvadoran recipes to make.</p> | <p>Describe food and service</p> | <p>Student created cultural presentations.</p> | <p>1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2,</p> |
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| November | <p>Vamos + a + infinitive</p> <p>Affirmative tú commands</p> <p>Negative tú commands</p> <p>Culture: - the Chicano art of Gilbert “Magu” Lujan international film -festivals in Los Angeles and Buenos Aires, Argentina -the movie adaptation of La casa de los espíritus</p> | <p>Tell others what to do and what not to do</p> <p>Make suggestions</p> <p>Talk about movies and how they affect you</p> | <p>Various assessment activities</p> <p>Student created presentations</p> <p>Student created cultural presentations.</p> | <p>1.1, 1.2, 1.3, 2.1, 3.1, 3.2 4.1, 4.2,</p> |
| November | <p>-the movie adaptation of La casa de los espíritus</p> | | <p>Various assessment activities</p> <p>Student created presentations</p> <p>Student created cultural presentations.</p> | <p>1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1</p> |

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| December | <p>Make future plans express hopes and wishes</p> <p>Influence others</p> <p>Extend and respond to invitations</p> <p>Talk about technology Culture: -Patssi Valdez and the Chicano arts -Hispanic actors in Hollywood -film awards and activities in L.A., Mexico, and Argentina -travel and tourism</p> | <p>Present subjunctive with ojalá</p> <p>spelling changes in the subjunctive</p> <p>subjunctive of irregular verbs</p> <p>subjunctive of stem-changing verbs</p> | <p>Various assessment activities</p> <p>Student created presentations</p> <p>Student created cultural presentations.</p> | 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1 |
| January | <p>Discuss school-related issues</p> <p>State and respond to opinions</p> <p>Present logical and persuasive arguments Culture: -touristic places in Santo Domingo -Taíno art</p> | <p>Subjunctive with impersonal expressions</p> <p>Impersonal expressions with haya</p> <p>Por and para</p> | <p>Various assessment activities</p> <p>Student created presentations</p> <p>Student created cultural presentations.</p> | 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 4.1, 4. 3. |

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| January | - resolving problems in school | | | |
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| February | <p>Identify and explain relationships</p> <p>Compare personalities, attitudes and appearance</p> <p>Describe things and people</p> <p>Culture: - the oldest university in the Americas - how illustrations tell a story - los padrinos and other adults important to you - playing word games</p> | <p>Using long forms of possessive adjectives</p> <p>Using comparatives</p> <p>Using comparatives with más de / menos de</p> <p>Using superlatives</p> | <p>Various assessment activities</p> <p>Student created presentations</p> <p>Student created cultural presentations.</p> | 1.1, 1.2, 1.3, 2.1, 4.1, 4.2, |
| March | <p>Express what is true and not true</p> <p>Discuss environmental problems and solutions</p> <p>Talk about future actions or events</p> <p>Culture: -protecting wildlife in Ecuador and Venezuela -nature represented</p> | <p>Spelling change of -ger verbs</p> <p>Other impersonal expressions</p> <p>Future tense of regular verbs</p> | <p>Various assessment activities</p> <p>Student created presentations</p> <p>Student created cultural presentations.</p> | 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2 |

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| March | through art - volunteer programs in Ecuador | | | |
| April | talk about professions predict future events and people's actions or reactions | Using impersonal se Using future tense of irregular verbs Using pronouns | Various assessment activities Student created presentations Student created cultural presentations. | 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2 |

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| May | <p>Ask and respond to questions about the future</p> <p>Culture:</p> <ul style="list-style-type: none"> -interscholastic competitions in Ecuador -artists Eduardo Kingman (Ecuador) and Yucef Merhi (Venezuela) -Ecuadorian mountain climber Iván Vallejo -professions in Ecuador, Honduras, and Venezuela | Write Spanish composition and create dialogs. | <p>Various assessment activities</p> <p>Student created presentations</p> <p>Student created cultural presentations.</p> | 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1 |
| June | Review and Test | Review for Exam | Post/Final Exam | |