



HONORS SPANISH IV

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: MARCH 28, 2024

COURSE OVERVIEW

Title:	Honors Spanish IV
Grade Level:	11-12
Level:	4
Length:	Full Year
Duration:	85 minutes
Frequency:	Alternating Days
Pre-Requisites:	Honors Spanish III with recommendation from teacher
Credit:	1
Description:	Honors Spanish IV expands upon the rigor of Honors Spanish III with an emphasis on the use of the target language for communication. Most of the class is conducted in the target language with emphasis on the skills of listening, reading, speaking, and writing. Students will be exposed to grammar lessons as part of interpretive activities to be followed by instruction. Students will be required to demonstrate increased proficiency through both prepared presentations and writings as well as impromptu interpersonal conversations. Students will be asked to make both cultural and linguistic comparisons at a deeper level than Honors Spanish III, as well as connect to other aspects of life requiring critical thinking and problem solving using the target language. Students will find opportunities to use their acquired skills through the exploration of diverse cultures and communities.

COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	#DigitalCitizenship	<ul style="list-style-type: none"> • How to improve one's digital footprint • How to investigate the trustworthiness of Internet websites • How to use social media websites to create and promote social causes 	17 Days
2	A Healthy and Balanced Life	<ul style="list-style-type: none"> • How to personally contribute to the wellbeing of local community and global communities • Discussing the importance of living a healthy and balanced lifestyle • Exploring and incorporating other countries' healthy habits into one's local community 	16 Days
3	A Sustainable Community	<ul style="list-style-type: none"> • Exploring the concept of eco-friendly housing • Recommending an eco-friendly lifestyle to others • Investigating other countries' efforts to make their cities sustainable 	22 Days
4	The Working World	<ul style="list-style-type: none"> • Teenagers' general work habits locally and abroad • Advice for teens trying to get a part-time job • Discussing jobs and job requirements for one's future 	24 Days

WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

<p>COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>CULTURES Interact with cultural competence and understanding</p>	<p>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	
<p>CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	
<p>COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	
<p>COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	

DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY PRACTICE	DESCRIPTION
Identify	Negotiate meaning in spoken, signed or written language.
Create	Use the terms and grammar rules learned to express and share information, reactions, feelings, and opinions.
Interpret	Understand and discuss what is heard, read, or viewed on a variety of topics.
Communicate	Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Connect	Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
Analyze	Access and evaluate information and diverse perspectives that are available through the language and its cultures.
Reflect	Investigate, explain, and reflect on the relationship between the products, practices and perspectives of the cultures studied.
Engage	Use the language both within and beyond the classroom to interact in their community, for enjoyment, enrichment, and advancement.

UNIT 1

Unit Title	#DigitalCitizenship		
Unit Description	Students will learn how to promote the use of social media and the Internet to improve their community.		
Unit Assessment	Summative assessment centered on key content, concepts, and understandings.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What does digital citizenship mean and what role does it play?</p> <p>9-10 Days</p>	<input type="checkbox"/> Communicate about social media and internet usage. <input type="checkbox"/> Describe and explain a digital footprint. <input type="checkbox"/> Compare the use of social media and the internet with other young people. <input type="checkbox"/> Certify that information found on the internet is credible. <input type="checkbox"/> Explain rules to protect yourself on the internet.	<p>Concept: -safe and responsible behavior via digital platforms</p> <p>Vocabulary: social media expressions</p> <p>Grammar: -present perfect, impersonal <i>se</i></p>	<p>1.1 Interpersonal Communication</p> <p>1.2 Interpretive Communication</p> <p>1.3 Presentational Communication</p> <p>4.2 Cultural Comparisons</p>

<p>How do social media and the internet influence lives?</p> <p>6-7 Days</p>	<p><input type="checkbox"/> Describe how the internet can be used for good.</p> <p><input type="checkbox"/> Describe how social media can promote causes, initiatives, and other social behaviors.</p>	<p>Concept: -the benefits and dangers of using the internet</p> <p>Vocabulary: promoting social causes, initiatives, and other social behaviors</p> <p>Grammar: -future tense -future of probability</p>	<p>1.1 Interpersonal Communication</p> <p>1.2 Interpretive Communication</p> <p>1.3 Presentational Communication</p> <p>2.2 Relating Cultural products to Perspectives</p> <p>3.1 Making Connections</p>
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UNIT 2

Unit Title	A Healthy and Balanced Life		
Unit Description	Students will learn how they can contribute to the wellbeing of the local and global community.		
Unit Assessment	Summative assessment centered on key content, concepts, and understandings.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do you achieve and maintain a healthy and balanced life? 5-6 Days	<input type="checkbox"/> Give personal examples of products and values that contribute to a healthy life. <input type="checkbox"/> Explain polite table manners. <input type="checkbox"/> Describe the traditional diet of a country.	Concept: -maintaining a healthy and balanced lifestyle Vocabulary: traditional foods and dishes, tropical fruits, ingredients Grammar: -formal commands review	1.1 Interpersonal Communication 1.2 Interpretive Communication 1.3 Presentational Communication 2.1 Relating Cultural Products to Perspectives 4.2 Cultural Comparisons

<p>How do you achieve and maintain a healthy and balanced life?</p> <p>9-10 Days</p>	<input type="checkbox"/> Recommend a balanced and nutritious diet. <input type="checkbox"/> Explain how advertising has influenced the diet of a country. <input type="checkbox"/> Talk about healthy lifestyle activities.	<p>Concept: -maintaining a healthy and balanced lifestyle (continuation)</p> <p>Vocabulary: physical activities</p> <p>Grammar: -subjunctive mood (introduction) -use of present subjunctive with desires and recommendations</p>	<p>1.1 Interpersonal Communication</p> <p>1.2 Interpretive Communication</p> <p>1.3 Presentational Communication</p> <p>2.2 Relating Cultural products to Perspectives</p> <p>3.1 Making Connections</p>
<p>How do you incorporate healthy habits from the Spanish-speaking community?</p> <p>4-5 Days</p>	<input type="checkbox"/> Explain the importance of good physical and mental health. <input type="checkbox"/> Convince people of the need to live a healthy life.	<p>Concept: -incorporation of the healthy lifestyles of diverse cultures into our own</p> <p>Vocabulary: healthy physical, mental life habits</p> <p>Grammar: -present subjunctive with giving recommendations</p>	<p>1.1 Interpersonal Communication</p> <p>1.2 Interpretive Communication</p> <p>1.3 Presentational Communication</p> <p>2.2 Relating Cultural Products to Perspectives</p> <p>4.1 Language Comparisons</p> <p>4.2 Cultural Comparisons</p>

UNIT 3

Unit Title	A Sustainable Community		
Unit Description	Students will learn how to identify and sustain an eco-friendly environment and lifestyle.		
Unit Assessment	Summative assessment centered on key content, concepts, and understandings.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
What is an eco-friendly home? 11-12 Days	<input type="checkbox"/> Identify characteristics of a sustainable community. <input type="checkbox"/> Compare sustainable changes in homes. <input type="checkbox"/> Explain the characteristics of an eco-friendly house. <input type="checkbox"/> Recommend how to achieve an eco-friendly lifestyle. <input type="checkbox"/> Convince others to reduce, reuse, and recycle. <input type="checkbox"/> Develop a plan to reduce, reuse, and recycle.	Concept: -benefits of eco-friendly homes and sustainable lifestyles Vocabulary: sustainable community and house Grammar: -present subjunctive with impersonal expressions -use of <i>para</i> + infinitive vs <i>para</i> + que + subjunctive	1.1 Interpersonal Communication 1.2 Interpretive Communication 1.3 Presentational Communication 2.2 Relating Cultural Products to Perspectives 4.1 Language Comparisons 4.2 Cultural Comparisons

<p>How do Spanish-speaking communities exemplify sustainable values?</p> <p>9-10 Days</p>	<p><input type="checkbox"/> Convince others of the need to make sustainable changes.</p> <p><input type="checkbox"/> Explain what to do to make sustainable changes in a community.</p> <p><input type="checkbox"/> Explain how Spanish-speaking cities have made themselves more sustainable.</p> <p><input type="checkbox"/> Explain the characteristics of a sustainable city.</p> <p><input type="checkbox"/> Make recommendations of how a community can be more sustainable.</p>	<p>Concept: -promoting sustainable lifestyles</p> <p>Vocabulary: modes of public transportation, sustainable city</p> <p>Grammar: -conditional tense -imperfect subjunctive with <i>si</i> clauses</p>	<p>1.1 Interpersonal Communication</p> <p>1.2 Interpretive Communication</p> <p>1.3 Presentational Communication</p> <p>2.2 Relating Cultural Products to Perspectives</p> <p>3.1 Making Connections</p> <p>4.2 Cultural Comparisons</p>
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UNIT 4

Unit Title	The Working World		
Unit Description	Students will learn crucial concepts about entering the workforce and how to prepare for the future.		
Unit Assessment	Summative assessment centered on key content, concepts, and understandings.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
Why do teens work? 11-12 Days	<input type="checkbox"/> Compare and give examples of student jobs in the Spanish-speaking world with my community. <input type="checkbox"/> Identify and explain student motives and decisions to work in the Spanish-speaking world and my own community. <input type="checkbox"/> Follow the steps to interview and get a part-time job.	Concept: -motivations and benefits for teenage employment Vocabulary: professions, part-time job Grammar: -relative pronouns, -resent subjunctive with indefinite and negative antecedents	1.1 Interpersonal Communication 1.2 Interpretive Communication 1.3 Presentational Communication 2.1 Relating Cultural Practices to Perspectives 3.1 Making Connections 4.2 Cultural Comparisons

<p>What is the profile of the professionals of the future?</p> <p>11-12 Days</p>	<p><input type="checkbox"/> Describe and explain the jobs of the future.</p> <p><input type="checkbox"/> Describe the abilities and skills that professionals of the future need to acquire.</p> <p><input type="checkbox"/> Describe how teens see and select their work future.</p> <p><input type="checkbox"/> Explain the different paths to entering the workforce.</p>	<p>Concept: -necessary skills for careers of the future</p> <p>Vocabulary: requisite job skills, workforce</p> <p>Grammar: -present subjunctive with adverbial expressions -<i>si</i> clauses with present/future and imperfect subjunctive/conditional</p>	<p>1.1 Interpersonal Communication</p> <p>1.2 Interpretive Communication</p> <p>1.3 Presentational Communication</p> <p>2.1 Relating Cultural Practices to Perspectives</p> <p>3.1 Making Connections</p>
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ACCOMMODATIONS AND MODIFICATIONS

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one-to-one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)