

## Spanish IV Curriculum at a Glance

The Spanish 4 300 course provides a comfortable learning environment for students who are in their junior year of high school study. The classes focus on student-centered learning, and the ACTFL Guidelines are used as the organizing principle for designing classroom instruction. The guidelines help to state more precisely the ultimate goals learners might be able to achieve in the course of instruction, therefore directing more clearly the daily choice of materials and classroom tasks to ensure that these goals can be met. They also outline for each level of competence the communicative functions performed, the areas of content and situations handled with reasonable ease, and the degree of accuracy expected of certain grammatical features. As a result, the classroom lesson objectives and tasks appropriately focus on developing the receptive and productive skills needed to communicate successfully in the target language.

UNIT NAME	CONTENT	CONCEPTS / SKILLS
<b>Los Chicanos</b>	Students explore Mexican-Americans from an historical point of view. The concept of identity and pride in the chicano culture today and yesterday is studied through literature, film and other media.	Through <b>READING, WRITING, SPEAKING</b> and <b>LISTENING</b> students will use in context:
<b>Los derechos humanos</b>	Based on the United Nations' <i>Universal Declaration of Human Rights</i> , students investigate our protections and guarantees, as well as current human rights violations around the world with an emphasis on 20 <sup>th</sup> Century dictatorships in Latin America.	<p>Uses of the preterite v imperfect tense for narration</p> <p>Forms and uses of familiar commands both affirmative and negative</p> <p>Forms of the present subjunctive</p> <p>Forms and uses of the Present Perfect and Pluperfect</p> <p>Reinforcement of the position of object pronouns</p> <p>Uses of 'por' and 'para'</p> <p>Use of the true passive voice – 'ser' and the past participle</p>
<b>La Identidad</b>	Students explore the various aspects that make up identity and how value systems affect the way in which one identifies self and / or others.	

	END OF SEMESTER 1	
<b>El caribe</b>	An up close and personal look at Cuba, Puerto Rico and Dominican Republic beginning with geography and climate, indigenous cultures and the conquest. A focus on the Diaspora in the tri-state area links the Caribbean to our students.	Through <b>READING, WRITING, SPEAKING</b> and <b>LISTENING</b> students will use in context:
<b>El medio ambiente</b>	A continuation of a unit from Spanish III, students explore in more depth the environmental concerns that face our world with a focus on Latin America.	Uses of ‘ser’ and ‘estar’ and “haber” Forms and uses of the future and conditional Uses of the Present and Imperfect Subjunctive in adjectival, adverbial, and noun Clauses Use of Imperfect Subjunctive in contrary-to-fact clauses Uses of the future and conditional of probability
<b>La gastronomía</b>	The study of the art and science of food and culinary customs around the Spanish-speaking world.	
<b>La música</b>	An in depth study of musical genre as part of the study of culture within the Spanish speaking world.	
	END OF SEMESTER 2	