

SPANISH IV

**Key question: How do I look at the world? What do I think and feel?
How do you look at the world? What do you think and feel?**

Theme	Communication 	Cultures 	Comparisons 	Essential Structures
LEARNER OUTCOMES (PERFORMANCE INDICATORS)				
1. Ecology and the environment	A1. Discuss current environmental issues locally and/or globally. A4. Suggest possible solutions to environmental problems. B3. Comprehend the main ideas of a selection about environmental issues. (in the target language) C5. Use a written format to promote public awareness of an environmental issue. (poster, letter, etc)	E3. Identify environmental issues from other cultures that have an impact on today's society.	II. Compare perspectives, products and practices in different cultures.	Ecosystem vocab (e.g. natural resources, animals, etc) Nosotros commands Imp. subj. with conditional (Si expressions)
2. War and revolution <ul style="list-style-type: none"> • Mex. Rev. 1910 • Cuba 1959 • Spanish Inquis. • Liberation of SA • Span. Civ. • Span-Amer. 	A1. Discuss and defend opinions about war, peace, violence, non-violence, tolerance, etc. B3. Read prose or poetry from or pertaining to a war or revolutionary time period. C1. Deliver a research-based presentation on an aspect of a war or revolution.	E2. Identify major contributions and historical figures that are significant in the target culture. D3. Identify some common beliefs and attitudes within the culture studied and compare them to their own beliefs and attitudes.		
3. Health and medicine	C1. Present a student-created skit centered around a medical emergency. B4. Read an article about a health issue among U.S. Hispanics or other group. A2. Ask and answer questions about family or personal medical history.		Compare different medical practices in different cultures.	Vocab for more than simply flu, cold, etc. e.g. symptoms, treatments, etc.

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4. Contemporary Spanish and/or Spanish-American Civilization	<p>A4. Students will suggest options for solving problems related to the needs of others.</p> <p>B3. Read and understand more complex materials.</p> <p>C4. Recount a key event in recent history of the county studied.</p>	D3. D4. Explain the impact of key historical events or people on current beliefs and attitudes.		
5. Intellectual and aesthetic pursuits: art, architecture and literature	<p>B3. B4. Read authentic literature and/or simplified versions of authentic works in the target language.</p> <p>B5. Analyze the author’s use of language to understand a written text.</p> <p>C5. Use various forms of writing to respond to written text.</p> <p>A4. Defend personal preferences, feelings and opinions about works studied.</p>	<p>E2. Examine the role and significance of the contributions of selected art and artists of other cultures.</p> <p>E3. Identify the architectural influences from other countries and/or time periods.</p>	<p>H1. Identify cognates, word roots, prefixes, suffixes, and sentence structure to derive meaning.</p> <p>H2. Identify expressions that cannot be translated word for word.</p> <p>H3. Identify works and expressions that cannot be translated word for word in order to derive meaning.</p>	Vocabulary of design, art, and architecture. Common and relevant grammatical structures as needed.
6. Impact of culture				
7. Citizenship				
8. Impact of technology				
9. Influence of English and Western Culture				
<p>Connections</p> 	<p>F1. Use topics and skills from other school subjects to discuss and/or write in the language studied.</p> <p>F2. Read material, listen to, and/or watch programs in the language studied on topics from other classes.</p> <p>F3. Access resources in the language studied on topics being discussed or researched in other classes.</p>			
<p>Communities</p> 	<p>K3. Deepen their understanding of other cultures through various avenues such as cuisine, sports, theatre, dance, and art.</p>			