

Spanish IV Honors Curriculum Maps

Unit 1: “!que Bien lo pase este verano!”

Unit 2: El Matrimonio

Unit 3: Por una Vida Sana

Unit 4: El Ayer y Manana

Unit 5: La Eutanasia

Unit 6: La Civilización de Espana

Unit 7: The Subjunctive Mood

Unit 8: La Pena Capital (Death Penalty)

Unit 9: el Aborto

Unit 10: Un Guateque en Los Molinos

Unit 11: La Literatura de España

Grade: 12 Subject: Spanish IV Honors	Unit 1 “!que Bien lo pase este verano!”
Big Idea/Rationale	<p>Students will have opportunities for practice in speaking, reading, and writing in the target language</p> <p>Upon completion of Unit 1 students will be able to :</p> <ul style="list-style-type: none"> • Express indifference, interest,, and displeasure • Ask for information • Describe themselves and others • Compare American vacation activities to those of young people in Spain • Talk about Spanish seafood and Pastimes
Enduring Understandings	<ul style="list-style-type: none"> • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result. • Students will know: <ul style="list-style-type: none"> ○ Core content of levels I,II, and III ○ Present tense of regular, irregular, and stem changing verbs ○ Preterit tense of regular verbs and most irregular verbs ○ “Saber” vs “conocer” ○ Names of sports and hobbies
Essential Questions	<ul style="list-style-type: none"> • How do you like to spend your free time? • What did you and your family (friends) do this past summer? • What interests, excites, displeases you? • What bothers you? • Describe (sport, activity, or family member) • What are the most effective strategies ... • What techniques are involved in... • What choices can a language-learner make to communicate clearly?
Content (Subject Matter)	<ul style="list-style-type: none"> • Text Ven Conmigo Text pgs 4-31 • Ven Conmigo workbook pgs 1-9
Standards	<ul style="list-style-type: none"> • <i>{FL.9-12.7.1.IM.A.1}</i> Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. • <i>{FL.9-12.7.1.IM.A.2}</i> Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. • <i>{FL.9-12.7.1.IM.A.4}</i> Use target language to paraphrase what is heard or

	<p>read in oral or written descriptions of people, places, objects, and daily activities.</p> <ul style="list-style-type: none"> • <i>{FL.9-12.7.1.IM.A.6}</i> Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials. • <i>{FL.9-12.7.1.IM.A.7}</i> Infer the meaning of some unfamiliar words in some new contexts. • <i>{FL.9-12.7.1.IM.A.A.1}</i> Identify the main idea and some supporting details when reading. • <i>{FL.9-12.7.1.IM.A.A.2}</i> Understand the gist and some supporting details of conversations dealing with everyday life. • <i>{FL.9-12.7.1.IM.A.A.3}</i> Infer the meaning of some unfamiliar words when used in familiar contexts. • <i>{FL.9-12.7.1.IM.A.F}</i> Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.) • <i>{FL.9-12.7.1.IM.A.G}</i> The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.) • <i>{FL.9-12.7.1.IM.B.4}</i> Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. • <i>{FL.9-12.7.1.IM.B.A.2.1}</i> Initiate, maintain, and end a conversation. • <i>{FL.9-12.7.1.IM.B.A.2.4}</i> Give reasons. • <i>{FL.9-12.7.1.IM.B.A.2.7}</i> Express an opinion and preference. • <i>{FL.9-12.7.1.IM.B.G}</i> The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.) • <i>{FL.9-12.7.1.IM.C.A.1.3}</i> Express an opinion and preference. • <i>{FL.9-12.7.1.IM.C.G}</i> The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.) • <i>{FL.9-12.7.1.IM.C.J}</i> Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
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Materials/Resources	<ul style="list-style-type: none"> • Textbook • Workbook. • Audio CD
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	<ul style="list-style-type: none">• Pictures for prompts• HBJ CD rom• Websites supplied by teacher for reinforcement of skill acquisition
Notes	

Grade: 12 Subject: Spanish IV Honors	Unit 2: El Matrimonio
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language • Students will read, write, and speak about : <ul style="list-style-type: none"> ○ Advantages and disadvantages of marrying young ○ Having a family and the responsibilities of having a family ○ Divorce and its impact on the family, why divorce rate is so high ○ Marriage equality and the concept of the “Modern Family” ○ Planning a wedding vs planning for married life ○ “My ideal mate”
Enduring Understandings	<ul style="list-style-type: none"> • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result. • Students will know: <ul style="list-style-type: none"> ○ Vocabulary pertaining to marriage and divorce ○ The use of the subjunctive in subordinate and adverbial clauses ○ Advantages and disadvantages of marrying young ○ Why divorce rate is so high in the US ○ Vs Spanish speaking countries ○ What is their ideal mate ○ How to talk about their future lives ○ Defend an opinion and give supporting information ,evidence, reasons
Essential Questions	<ul style="list-style-type: none"> • Do you want to get married some day? • When? • What do want to achieve /accomplish in life before marriage/life partner status? • Describe your ideal partner. • When is Divorce necessary? Under what circumstances? • For what family member is divorce most challenging? • Why do so many people divorce? • What advice would you give if you were a marriage counselor? • What is you view on “Modern Family”? • What are the most effective strategies ... • What techniques are involved in... • What choices can a language-learner make to communicate clearly?

Content (Subject Matter)	<ul style="list-style-type: none"> • Marriage/Divorce • Subjunctive use in clauses
Standards	<ul style="list-style-type: none"> • <i>{FL.9-12.7.1.IM.A.4}</i> Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. • <i>{FL.9-12.7.1.IM.A.7}</i> Infer the meaning of some unfamiliar words in some new contexts. • <i>{FL.9-12.7.1.IM.A.8}</i> Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. • <i>{FL.9-12.7.1.IM.A.A.1}</i> Identify the main idea and some supporting details when reading. • <i>{FL.9-12.7.1.IM.A.A.2}</i> Understand the gist and some supporting details of conversations dealing with everyday life. • <i>{FL.9-12.7.1.IM.A.F}</i> Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.) • <i>{FL.9-12.7.1.IM.B.4}</i> Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. • <i>{FL.9-12.7.1.IM.B.A.2.1}</i> Initiate, maintain, and end a conversation. • <i>{FL.9-12.7.1.IM.B.A.2.5}</i> Request, suggest, and make arrangements. • <i>{FL.9-12.7.1.IM.B.A.2.7}</i> Express an opinion and preference. • <i>{FL.9-12.7.1.IM.C.A.1.3}</i> Express an opinion and preference.
Materials/Resources	<ul style="list-style-type: none"> • Conversacion y Controversia -Temas de hoy y de siempre • Ch 3 el Matrimonio p 22 -30
Notes	

Grade: 12 Subject: Spanish IV Honors	Unit 3: Por una Vida Sana
Big Idea/Rationale	<ul style="list-style-type: none"> • All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. • Students will be able to : <ul style="list-style-type: none"> ○ Ask for and give advice ○ Talk and write about taking care of themselves physically and emotionally ○ Compare Regional languages of Spain ○ Talk/write about how Spanish speakers socialize ○ Compare/contrast American /Hispanic work schedules and Health habits ○ Students will have opportunities for practice in speaking, reading, and writing in the target language
Enduring Understandings	<ul style="list-style-type: none"> • Looking for cognates, loanwords, watching the speaker and looking at visuals can often help me to better understand. • The background of the author influences the message that is delivered in both speech and writing • The use of paraphrasing, questioning and interpreting responses enables me to communicate better in unfamiliar situations. • When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and enhanced. • I will have to make decisions about when to correct errors and when to gloss over them based on the audience and the effectiveness of the message being delivered. • When I take a risk and stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> • What do I do to help me understand the details of what I read and hear? • How does what I know about the target culture help me understand what I hear and read from native speakers and writers? • How do I avoid miscommunication?

	<ul style="list-style-type: none"> • How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic? • How do I decide what needs further editing and revision? • How does the use of self-correction enhance my presentation and help to clarify my message? • What are the most effective strategies ... • What techniques are involved in... • What choices can a language-learner make to communicate clearly?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Reflexive Verbs • Imperfect Tense • Preterit vs. Imperfect tense usage to express past actions • Vocabulary relating to physical and emotional health • Causes of stress for adolescents and ways to relieve it • What is good health and how to achieve and maintain it? • How do young people socialize in America and Spanish speaking countries
<p>Standards</p>	<ul style="list-style-type: none"> • <i>{FL.11-12.}</i> Offer advice. • <i>{FL.11-12.7.1.A.IH.A.1}</i> Analyze written and oral text. • <i>{FL.11-12.7.1.A.IH.A.3}</i> Identify most supporting details in written and oral text. • <i>{FL.11-12.7.1.A.IH.A.5}</i> Infer and interpret author's intent. • <i>{FL.11-12.7.1.A.IH.A.6}</i> Identify some cultural perspectives. • <i>{FL.11-12.7.1.B.IH.A.1}</i> Infer meaning of unfamiliar words in new contexts. • <i>{FL.11-12.7.1.B.IH.A.2}</i> Identify some cultural perspectives. • <i>{FL.11-12.7.1.B.IH.A.4}</i> Compare and contrast. • <i>{FL.11-12.7.1.B.IH.A.6}</i> Persuade someone to change a point of view. • <i>{FL.11-12.7.1.B.IH.A.8}</i> Handle a situation with a complication. • <i>{FL.11-12.7.1.C.IH.A.4}</i> Compare and contrast. • <i>{FL.11-12.7.1.C.IH.A.5}</i> Offer and support opinions. • <i>{FL.11-12.7.1.C.IH.A.7}</i> Offer advice. • <i>{FL.11-12.7.1.IH.A.1}</i> Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics. • <i>{FL.11-12.7.1.IH.A.2}</i> Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. • <i>{FL.11-12.7.1.IH.A.5}</i> Synthesize information from oral and written discourse dealing with a variety of topics. • <i>{FL.11-12.7.1.IH.A.6}</i> Analyze and critique readings from culturally authentic materials. • <i>{FL.11-12.7.1.IH.A.7}</i> Infer the meaning of some unfamiliar words and

	<p>phrases in new formal and informal contexts.</p> <ul style="list-style-type: none"> • <i>{FL.11-12.7.1.IH.A.8}</i> Analyze structures of the target language and comparable linguistic structures in English. • <i>{FL.11-12.7.1.IH.B.1}</i> Use digital tools to participate in extended conversations using a variety of timeframes to exchange information. • <i>{FL.11-12.7.1.IH.B.4}</i> Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. • <i>{FL.11-12.7.1.IH.B.6}</i> Use language in a variety of settings to further personal and/or academic goals. • <i>{FL.11-12.7.1.IH.C.3}</i> Use language creatively in writing for a variety of purposes. • <i>{FL.11-12.7.1.IH.C.5}</i> Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
Materials/Resources	<ul style="list-style-type: none"> • Text Ven Conmigo pages 32-61 • Workbook pages 10-18 • Amsco Text verb lesson 5 pages 26-31 <ul style="list-style-type: none"> ○ Verb lesson 6 pages 32-37 • HBJ CD Rom program • HBJ DVD Por una Vida Sana • Transparencies • Flashcard/Picture prompts
Notes	

Grade: 12 Subject: Spanish IV Honors	Unit 4: El Ayer y Manana
Big Idea/Rationale	<ul style="list-style-type: none"> • All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities • Students will be able to: <ul style="list-style-type: none"> • Talk/Write about what has happened • Express and support a point of view • Use conversational fillers • Talk/Write about future events • Define/Discuss what makes a responsible citizen • Talk/ Write about the impact/importance of technology in their world • Talk/Write about changes they have seen and will see in their city • Talk/Write about the environment and how to protect it • Talk/ Write about what their lives will be like post secondary education • Students will have opportunities for practice in speaking, reading, and writing in the target language
Enduring Understandings	<ul style="list-style-type: none"> • Looking for cognates, loanwords, watching the speaker and looking at visuals can often help me to better understand. • The background of the author influences the message that is delivered in both speech and writing • The use of paraphrasing, questioning and interpreting responses enables me to communicate better in unfamiliar situations. • When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and enhanced. • I will have to make decisions about when to correct errors and when to gloss over them based on the audience and the effectiveness of the message being delivered. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> • What do I do to help me understand the details of what I read and hear? • How does what I know about the target culture help me understand what I hear and read from native speakers and writers?

	<ul style="list-style-type: none"> • How do I avoid miscommunication? • How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic? • How do I decide what needs further editing and revision? • How does the use of self-correction enhance my presentation and help to clarify my message? • What are the most effective strategies ... • What techniques are involved in... • What choices can a language-learner make to communicate clearly?
Content (Subject Matter)	<ul style="list-style-type: none"> • Future Tense • Conditional Tense • Object Pronouns • Vocabulary pertaining to the environment, technology
Standards	<ul style="list-style-type: none"> • <i>{FL.11-12.7.1.A.IH.A.1}</i> Analyze written and oral text. • <i>{FL.11-12.7.1.A.IH.A.2}</i> Synthesize written and oral text. • <i>{FL.11-12.7.1.A.IH.A.3}</i> Identify most supporting details in written and oral text. • <i>{FL.11-12.7.1.A.IH.A.4}</i> Infer meaning of unfamiliar words in new contexts. • <i>{FL.11-12.7.1.A.IH.A.6}</i> Identify some cultural perspectives. • <i>{FL.11-12.7.1.A.IH.B}</i> Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) • <i>{FL.11-12.7.1.A.IH.E}</i> Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.) • <i>{FL.11-12.7.1.A.IH.F}</i> Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers that may not yet exist. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.) • <i>{FL.11-12.7.1.B.IH.A.1}</i> Infer meaning of unfamiliar words in new

contexts.

- *{FL.11-12.7.1.B.IH.A.2}* Identify some cultural perspectives.
- *{FL.11-12.7.1.B.IH.A.4}* Compare and contrast.
- *{FL.11-12.7.1.B.IH.A.7}* Make and change plans.
- *{FL.11-12.7.1.B.IH.A.8}* Handle a situation with a complication.
- *{FL.11-12.7.1.B.IH.B}* Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
- *{FL.11-12.7.1.C.IH.A.1}* Synthesize written and oral text.
- *{FL.11-12.7.1.C.IH.A.2}* Identify some cultural perspectives.
- *{FL.11-12.7.1.C.IH.A.3}* Narrate and describe across a wide-range of topic.
- *{FL.11-12.7.1.C.IH.A.4}* Compare and contrast.
- *{FL.11-12.7.1.C.IH.A.7}* Offer advice.
- *{FL.11-12.7.1.C.IH.B}* Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
- *{FL.11-12.7.1.IH.A.1}* Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.
- *{FL.11-12.7.1.IH.A.2}* Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- *{FL.11-12.7.1.IH.A.5}* Synthesize information from oral and written discourse dealing with a variety of topics.
- *{FL.11-12.7.1.IH.A.7}* Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- *{FL.11-12.7.1.IH.A.8}* Analyze structures of the target language and comparable linguistic structures in English.
- *{FL.11-12.7.1.IH.B.1}* Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
- *{FL.11-12.7.1.IH.B.4}* Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social

	<p>nature.</p> <ul style="list-style-type: none"> • <i>{FL.11-12.7.1.IH.C.3}</i> Use language creatively in writing for a variety of purposes. • <i>{FL.11-12.7.1.IH.C.6}</i> Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.
Materials/Resources	<ul style="list-style-type: none"> • Ven Conmigo Text pages 66-95 • Workbook pages 19-27 • Amsco verbleson7 pages 38-46 • <i>Multivista Cultural</i> ch 1 “Un Guateque en los Molinos” pages 1-10 • HBJ CD Rom Program • HBJ DVD ch3 • Transparencies/Flashcards
Notes	

<p>Grade: 12 Subject: Spanish IV Honors</p>	<p>Unit 5: La Eutanasia</p>
<p>Big Idea/Rationale</p>	<ul style="list-style-type: none"> • All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. • Students will be able to : • Talk and write about their views on euthanasia • Compare/Defend/Support their point of view to those of others and in other countries • Students will have opportunities for practice in speaking, reading, and writing in the target language
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • Looking for cognates, loanwords, watching the speaker and looking at visuals can often help me to better understand. • The background of the author influences the message that is delivered in both speech and writing • The use of paraphrasing, questioning and interpreting responses enables me to communicate better in unfamiliar situations. • When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and enhanced. • I will have to make decisions about when to correct errors and when to gloss over them based on the audience and the effectiveness of the message being delivered. • When I take a risk and stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
<p>Essential Questions</p>	<ul style="list-style-type: none"> • What do I do to help me understand the details of what I read and hear? • How does what I know about the target culture help me understand what I hear and read from native speakers and writers? • How do I avoid miscommunication? • How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic? • How do I decide what needs further editing and revision?

	<ul style="list-style-type: none"> • How does the use of self-correction enhance my presentation and help to clarify my message? • What are the most effective strategies ... • What techniques are involved in... • What choices can a language-learner make to communicate clearly?
Content (Subject Matter)	<ul style="list-style-type: none"> • Euthanasia -pro/con • Vocabulary pertaining to Euthansia
Standards	<ul style="list-style-type: none"> • <i>FL.11-12.7.1.A.IH.A.1</i>} Analyze written and oral text. • <i>{FL.11-12.7.1.A.IH.A.3}</i> Identify most supporting details in written and oral text. • <i>{FL.11-12.7.1.A.IH.A.4}</i> Infer meaning of unfamiliar words in new contexts. • <i>{FL.11-12.7.1.A.IH.A.5}</i> Infer and interpret author's intent. • <i>{FL.11-12.7.1.A.IH.A.6}</i> Identify some cultural perspectives. • <i>{FL.11-12.7.1.A.IH.A.7}</i> Identify the organizing principle in written and oral text. • <i>{FL.11-12.7.1.A.IH.C}</i> Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) • <i>{FL.11-12.7.1.B.IH.A.1}</i> Infer meaning of unfamiliar words in new contexts. • <i>{FL.11-12.7.1.B.IH.A.2}</i> Identify some cultural perspectives. • <i>{FL.11-12.7.1.B.IH.A.5}</i> Offer and support opinions. • <i>{FL.11-12.7.1.B.IH.A.6}</i> Persuade someone to change a point of view. • <i>{FL.11-12.7.1.B.IH.C}</i> Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) • <i>{FL.11-12.7.1.C.IH.A.1}</i> Synthesize written and oral text. • <i>{FL.11-12.7.1.C.IH.A.3}</i> Narrate and describe across a wide-range of topics. • <i>{FL.11-12.7.1.C.IH.A.6}</i> Persuade someone to change a point of view. • <i>{FL.11-12.7.1.C.IH.C}</i> Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) • <i>{FL.11-12.7.1.IH.A.1}</i> Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.

	<ul style="list-style-type: none"> • <i>{FL.11-12.7.1.IH.A.2}</i> Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. • <i>{FL.11-12.7.1.IH.A.5}</i> Synthesize information from oral and written discourse dealing with a variety of topics. • <i>{FL.11-12.7.1.IH.A.6}</i> Analyze and critique readings from culturally authentic materials. • <i>{FL.11-12.7.1.IH.A.8}</i> Analyze structures of the target language and comparable linguistic structures in English. • <i>{FL.11-12.7.1.IH.B.1}</i> Use digital tools to participate in extended conversations using a variety of timeframes to exchange information. • <i>{FL.11-12.7.1.IH.B.4}</i> Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. • <i>{FL.11-12.7.1.IH.B.5}</i> Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. • <i>{FL.11-12.7.1.IH.C.3}</i> Use language creatively in writing for a variety of purposes.
Materials/Resources	<ul style="list-style-type: none"> • Text <i>Conversacion y Controversia</i> pages 80-87 • DVD <i>El Mar Adentro</i> • Computer Lab
Notes	

Grade: 12 Subject: Spanish IV Honors	Unit 6: La Civilización de España
Big Idea/Rationale	<ul style="list-style-type: none"> • Upon completion of this unit students will be able to • Talk/Write about: • Spanish Food ,Holidays ,Customs ,and Pastimes • Identify and discuss works of: el Greco, Velazquez, Goya, Picasso, and Dali • Places of interest in Spain • Events in Spain’s History that have impacted modern Spain • Spanish Literature • Spanish Architecture • Students will have opportunities for practice in speaking, reading, and writing in the target language
Enduring Understandings	<ul style="list-style-type: none"> • Students will know: • What are the major elements that determine what Spain is like in the 21st Century? • What were the major contributions of Spaniards to society? • How has Spain changed in the past 500 years? • What do I need to know to travel, live, and /or work in Spain? • How is my life the same as /or different from a Spanish teen? • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> • What are the most effective strategies ... • What techniques are involved in... • What choices can a language-learner make to communicate clearly?
Content (Subject Matter)	<ul style="list-style-type: none"> • Amsco <i>La Civilizacion de Espana</i> • Geography • History • Literature • Art • Architecture • Music • Cuisine • Customs
Standards	<ul style="list-style-type: none"> • <i>{FL.9-12.7.1.IM.A.1}</i> Compare and contrast information contained in culturally authentic materials using electronic information sources

related to targeted themes.

- *{FL.9-12.7.1.IM.A.2}* Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
- *{FL.9-12.7.1.IM.A.4}* Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
- *{FL.9-12.7.1.IM.A.6}* Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.
- *{FL.9-12.7.1.IM.A.7}* Infer the meaning of some unfamiliar words in some new contexts.
- *{FL.9-12.7.1.IM.A.A.1}* Identify the main idea and some supporting details when reading.
- *{FL.9-12.7.1.IM.A.A.2}* Understand the gist and some supporting details of conversations dealing with everyday life.
- *{FL.9-12.7.1.IM.A.A.3}* Infer the meaning of some unfamiliar words when used in familiar contexts.
- *{FL.9-12.7.1.IM.A.F}* Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)
- *{FL.9-12.7.1.IM.A.G}* The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
- *{FL.9-12.7.1.IM.B.4}* Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
- *{FL.9-12.7.1.IM.B.A.2.1}* Initiate, maintain, and end a conversation.
- *{FL.9-12.7.1.IM.B.A.2.4}* Give reasons.
- *{FL.9-12.7.1.IM.B.A.2.7}* Express an opinion and preference.
- *{FL.9-12.7.1.IM.B.G}* The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- *{FL.9-12.7.1.IM.C.A.1.3}* Express an opinion and preference.
- *{FL.9-12.7.1.IM.C.G}* The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- *{FL.9-12.7.1.IM.C.J}* Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art,

	and pastimes.)
Materials/Resources	<ul style="list-style-type: none">• Amsco Part IV Civilization p278-310.• Pictures for prompts• DVD/Videos Madrid ,Barcelona, Sevilla, Granda, el Greco, el Prado,On the Road(Spanish cuisine)• Websites supplied by teacher for cultural enrichment
Notes	

Grade: 12 Subject: Spanish IV Honors	Unit 7: The Subjunctive Mood
Big Idea/Rationale	<ul style="list-style-type: none"> • All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. • Students will be able to : <ul style="list-style-type: none"> ○ Form the present and imperfect subjunctive tenses ○ Compare and contrast the uses of the tenses in the indicative mood with the tenses in the subjunctive mood ○ Students will have opportunities for practice in speaking, reading, and writing in the target language
Enduring Understandings	<ul style="list-style-type: none"> • Looking for cognates, loanwords, watching the speaker and looking at visuals can often help me to better understand. • The background of the author influences the message that is delivered in both speech and writing • The use of paraphrasing, questioning and interpreting responses enables me to communicate better in unfamiliar situations. • When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and enhanced. • I will have to make decisions about when to correct errors and when to gloss over them based on the audience and the effectiveness of the message being delivered. • When I take a risk and stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> • What do I do to help me understand the details of what I read and hear? • How does what I know about the target culture help me understand what I hear and read from native speakers and writers? • How do I avoid miscommunication? • How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic? • How do I decide what needs further editing and revision? • How does the use of self-correction enhance my presentation and help to

	<p>clarify my message?</p> <ul style="list-style-type: none"> • What are the most effective strategies ... • What techniques are involved in... • What choices can a language-learner make to communicate clearly?
Content (Subject Matter)	<ul style="list-style-type: none"> • The Subjunctive mood • Formation of the present and imperfect subjunctive • Uses of the subjunctive • Subjunctive vs Indicative mood
Standards	<ul style="list-style-type: none"> • <i>{FL.11-12.7.1.IH.A.1}</i> Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics. • <i>{FL.11-12.7.1.IH.A.6}</i> Analyze and critique readings from culturally authentic materials. • <i>{FL.11-12.7.1.IH.A.8}</i> Analyze structures of the target language and comparable linguistic structures in English. • <i>{FL.11-12.7.1.A.IH.A.1}</i> Analyze written and oral text. • <i>{FL.11-12.7.1.IH.B.4}</i> Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. • <i>{FL.11-12.7.1.B.IH.A.4}</i> Compare and contrast. • <i>{FL.11-12.7.1.C.IH.A.4}</i> Compare and contrast. • <i>{FL.11-12.7.1.IH.A.2}</i> Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. • <i>{FL.11-12.7.1.IH.B.2}</i> Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. • <i>{FL.11-12.7.1.A.IH.A.4}</i> Infer meaning of unfamiliar words in new contexts. • <i>{FL.11-12.7.1.A.IH.A.4}</i> Infer meaning of unfamiliar words in new contexts. • <i>{FL.11-12.7.1.IH.A.7}</i> Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • <i>{FL.11-12.7.1.C.IH.A.5}</i> Offer and support opinions. • <i>{FL.11-12.7.1.B.IH.A.6}</i> Persuade someone to change a point of view • <i>{FL.11-12.7.1.C.IH.A.1}</i> Synthesize written and oral text. • <i>{FL.11-12.7.1.IH.B.1}</i> Use digital tools to participate in extended conversations using a variety of timeframes to exchange information
Materials/Resources	<ul style="list-style-type: none"> • Amsco Workbook • Computer Lab <i>Ven Conmigo</i> site • http://www.trinity.edu/mstroud/grammar/ • http://grammar.spanish.sbc.edu/drills.html

- <http://www.studyspanish.com/lessons/subj1.htm>

Grade: 12 Subject: Spanish IV Honors	Unit 8: La Pena Capital (Death Penalty)
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will read, write, and speak about: • Pros and Cons of the Death Penalty and the Legal questions surrounding this topic • Students will have opportunities for practice in speaking, reading, and writing in the target language
Enduring Understandings	<ul style="list-style-type: none"> • Students will know: <ul style="list-style-type: none"> ○ Vocabulary pertaining to legal aspects of the death penalty question ○ Views of Spanish speaking countries on death penalty vs. US ○ The use of the subjunctive in subordinate and adverbial clauses ○ The use of object pronouns ○ Defend an opinion and give supporting information ,evidence, reasons ○ Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. ○ Real-world and situational practice in the target language increase the ability to make choices when using a new language. ○ Language acquisition is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> • How do we as a society deal with crime and punishment? • How does this topic affect the political climate today? • What are the economic factors connected to both sides of this topic? • What are the most effective strategies ... • What techniques are involved in... • What choices can a language-learner make to communicate clearly?
Content (Subject Matter)	<ul style="list-style-type: none"> • Death Penalty -Pro or Con • Subjunctive use in clauses(re-entry) • Pronoun usage(re-entry)
Standards	<ul style="list-style-type: none"> • <i>{FL.9-12.7.1.IM.A.4}</i> Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. • <i>{FL.9-12.7.1.IM.A.7}</i> Infer the meaning of some unfamiliar words in some new contexts. • <i>{FL.9-12.7.1.IM.A.8}</i> Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. • <i>{FL.9-12.7.1.IM.A.A.1}</i> Identify the main idea and some supporting details when reading. • <i>{FL.9-12.7.1.IM.A.A.2}</i> Understand the gist and some supporting details

	<p>of conversations dealing with everyday life.</p> <ul style="list-style-type: none"> • <i>{FL.9-12.7.1.IM.A.F}</i> Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.) • <i>{FL.9-12.7.1.IM.B.4}</i> Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. • <i>{FL.9-12.7.1.IM.B.A.2.1}</i> Initiate, maintain, and end a conversation. • <i>{FL.9-12.7.1.IM.B.A.2.5}</i> Request, suggest, and make arrangements. • <i>{FL.9-12.7.1.IM.B.A.2.7}</i> Express an opinion and preference. • <i>{FL.9-12.7.1.IM.C.A.1.3}</i> Express an opinion and preference.
Materials/Resources	<ul style="list-style-type: none"> • <u>Conversacion y Controversia -Temas de hoy y de siempre</u> • Ch 16 <i>La Pena Capital... Muerte</i> p 141-150 • Computer lab

Grade: 12 Subject: Spanish IV Honors	Unit 9: el Aborto
Big Idea/Rationale	<ul style="list-style-type: none"> • All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. • Students will be able to : <ul style="list-style-type: none"> ○ Talk and write about their views on abortion ○ Compare/Defend/Support their point of view to those of others and in other countries ○ Students will have opportunities for practice in speaking, reading, and writing in the target language
Enduring Understandings	<ul style="list-style-type: none"> • Looking for cognates, loanwords, watching the speaker and looking at visuals can often help me to better understand. • The background of the author influences the message that is delivered in both speech and writing • The use of paraphrasing, questioning and interpreting responses enables me to communicate better in unfamiliar situations. • When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and enhanced. • I will have to make decisions about when to correct errors and when to gloss over them based on the audience and the effectiveness of the message being delivered. • When I take a risk and stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> • What do I do to help me understand the details of what I read and hear? • How does what I know about the target culture help me understand what I hear and read from native speakers and writers? • How do I avoid miscommunication? • How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic? • How do I decide what needs further editing and revision? • How does the use of self-correction enhance my presentation and help to

	<p>clarify my message?</p> <ul style="list-style-type: none"> • What are the most effective strategies ... • What techniques are involved in... • What choices can a language-learner make to communicate clearly?
Content (Subject Matter)	<ul style="list-style-type: none"> • Abortion -pro/con • Supreme Court rulings • Women's right to choose • Vocabulary pertaining to a discussion of Abortion • Grammar: Subjunctive with verbs of emotion
Standards	<ul style="list-style-type: none"> • {FL.11-12.7.1.A.IH.A.1} Analyze written and oral text. • {FL.11-12.7.1.A.IH.A.3} Identify most supporting details in written and oral text. • {FL.11-12.7.1.A.IH.A.4} Infer meaning of unfamiliar words in new contexts. • {FL.11-12.7.1.A.IH.A.5} Infer and interpret author's intent. • {FL.11-12.7.1.A.IH.A.6} Identify some cultural perspectives. • {FL.11-12.7.1.A.IH.A.7} Identify the organizing principle in written and oral text. • {FL.11-12.7.1.A.IH.C} Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) • {FL.11-12.7.1.B.IH.A.1} Infer meaning of unfamiliar words in new contexts. • {FL.11-12.7.1.B.IH.A.2} Identify some cultural perspectives. • {FL.11-12.7.1.B.IH.A.5} Offer and support opinions. • {FL.11-12.7.1.B.IH.A.6} Persuade someone to change a point of view. • {FL.11-12.7.1.B.IH.C} Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) • {FL.11-12.7.1.C.IH.A.1} Synthesize written and oral text. • {FL.11-12.7.1.C.IH.A.3} Narrate and describe across a wide-range of topics. • {FL.11-12.7.1.C.IH.A.6} Persuade someone to change a point of view. • {FL.11-12.7.1.C.IH.C} Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) • {FL.11-12.7.1.IH.A.1} Analyze and critique information contained in

	<p>culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.</p> <ul style="list-style-type: none"> • {FL.11-12.7.1.IH.A.2} Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. • {FL.11-12.7.1.IH.A.5} Synthesize information from oral and written discourse dealing with a variety of topics. • {FL.11-12.7.1.IH.A.6} Analyze and critique readings from culturally authentic materials. • {FL.11-12.7.1.IH.A.8} Analyze structures of the target language and comparable linguistic structures in English. • {FL.11-12.7.1.IH.B.1} Use digital tools to participate in extended conversations using a variety of timeframes to exchange information. • {FL.11-12.7.1.IH.B.4} Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. • {FL.11-12.7.1.IH.B.5} Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. • {FL.11-12.7.1.IH.C.3} Use language creatively in writing for a variety of purposes.
Materials/Resources	<ul style="list-style-type: none"> • Text Conversacion y Controversia pages 69-79 • Computer Lab

Grade: 12 Subject: Spanish IV Honors	Unit 10: Un Guateque en Los Molinos
Big Idea/Rationale	<ul style="list-style-type: none"> • All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. • Students will be able to : <ul style="list-style-type: none"> ○ Talk and write about their social gatherings, future plans, relations with their peers, future travel, future plans, and problems their generation has and how they cope with those problems ○ Compare/Defend/Support their point of view to those of others and in other countries ○ Students will have opportunities for practice in speaking, reading, and writing in the target language
Enduring Understandings	<ul style="list-style-type: none"> • Looking for cognates, loanwords, watching the speaker and looking at visuals can often help me to better understand. • The background of the author influences the message that is delivered in both speech and writing. • The use of paraphrasing, questioning and interpreting responses enables me to communicate better in unfamiliar situations. • When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and enhanced. • I will have to make decisions about when to correct errors and when to gloss over them based on the audience and the effectiveness of the message being delivered. • When I take a risk and stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> • What do I do to help me understand the details of what I read and hear? • How does what I know about the target culture help me understand what I hear and read from native speakers and writers? • How do I avoid miscommunication? • How can I use culturally appropriate vocabulary and idiomatic

	<p>expressions to sound more authentic?</p> <ul style="list-style-type: none"> • How do I decide what needs further editing and revision? • How does the use of self-correction enhance my presentation and help to clarify my message? • What are the most effective strategies ... • What techniques are involved in... • What choices can a language-learner make to communicate clearly?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Vocabulary pertaining to Social Gatherings of Teens • Use of the Subjunctive mood(re-entry) • Use of Future/Conditional tenses (re-entry) • Social Gatherings in Spain /social Gatherings in the US • Future career plans/goals • Problems facing today's teens vs previous generations • Impact of social Media • Gender Equality
<p>Standards</p>	<ul style="list-style-type: none"> • <i>FL.11-12.7.1.A.IH.A.1</i>} Analyze written and oral text. • <i>{FL.11-12.7.1.A.IH.A.3}</i> Identify most supporting details in written and oral text. • <i>{FL.11-12.7.1.A.IH.A.4}</i> Infer meaning of unfamiliar words in new contexts. • <i>{FL.11-12.7.1.A.IH.A.5}</i> Infer and interpret author's intent. • <i>{FL.11-12.7.1.A.IH.A.6}</i> Identify some cultural perspectives. • <i>{FL.11-12.7.1.A.IH.A.7}</i> Identify the organizing principle in written and oral text. • <i>{FL.11-12.7.1.A.IH.C}</i> Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) • <i>{FL.11-12.7.1.B.IH.A.1}</i> Infer meaning of unfamiliar words in new contexts. • <i>{FL.11-12.7.1.B.IH.A.2}</i> Identify some cultural perspectives. • <i>{FL.11-12.7.1.B.IH.A.5}</i> Offer and support opinions. • <i>{FL.11-12.7.1.B.IH.A.6}</i> Persuade someone to change a point of view. • <i>{FL.11-12.7.1.B.IH.C}</i> Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) • <i>{FL.11-12.7.1.C.IH.A.1}</i> Synthesize written and oral text. • <i>{FL.11-12.7.1.C.IH.A.3}</i> Narrate and describe across a wide-range of topics. • <i>{FL.11-12.7.1.C.IH.A.6}</i> Persuade someone to change a point of view.

	<ul style="list-style-type: none"> • <i>{FL.11-12.7.1.C.IH.C}</i> Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) • <i>{FL.11-12.7.1.IH.A.1}</i> Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics. • <i>{FL.11-12.7.1.IH.A.2}</i> Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. • <i>{FL.11-12.7.1.IH.A.5}</i> Synthesize information from oral and written discourse dealing with a variety of topics. • <i>{FL.11-12.7.1.IH.A.6}</i> Analyze and critique readings from culturally authentic materials. • <i>{FL.11-12.7.1.IH.A.8}</i> Analyze structures of the target language and comparable linguistic structures in English. • <i>{FL.11-12.7.1.IH.B.1}</i> Use digital tools to participate in extended conversations using a variety of timeframes to exchange information. • <i>{FL.11-12.7.1.IH.B.4}</i> Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. • <i>{FL.11-12.7.1.IH.B.5}</i> Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. • <i>{FL.11-12.7.1.IH.C.3}</i> Use language creatively in writing for a variety of purposes.
<p>Materials/Resources</p>	<ul style="list-style-type: none"> • Text <i>Multivista Cultural</i> Chapter 1 <i>La Gloria de La juventud</i> • Computer Lab

Grade: 12 Subject: Spanish IV Honors	Unit 11: La Literatura de España
Big Idea/Rationale	<ul style="list-style-type: none"> • All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. • Students will be able to: <ul style="list-style-type: none"> ○ Identify, describe, compare, and contrast the genres of Spanish literature ○ Compare/Defend/Support their point of view to those of others and in other countries ○ Students will have opportunities for practice in speaking, reading, and writing in the target language
Enduring Understandings	<ul style="list-style-type: none"> • Looking for cognates, loanwords, watching the speaker and looking at visuals can often help me to better understand. • The background of the author influences the message that is delivered in both speech and writing • The use of paraphrasing, questioning and interpreting responses enables me to communicate better in unfamiliar situations. • When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and enhanced. • I will have to make decisions about when to correct errors and when to gloss over them based on the audience and the effectiveness of the message being delivered. • When I take a risk and stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> • What do I do to help me understand the details of what I read and hear? • How does what I know about the target culture help me understand what I hear and read from native speakers and writers? • How do I avoid miscommunication? • How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic? • How do I decide what needs further editing and revision?

	<ul style="list-style-type: none"> • How does the use of self-correction enhance my presentation and help to clarify my message? • What are the most effective strategies ... • What techniques are involved in... • What choices can a language-learner make to communicate clearly?
Content (Subject Matter)	<ul style="list-style-type: none"> • Genre of Spanish Literature • Spanish Fables and morals • Legends and Short Stories • Spanish Novels • Use of the Subjunctive mood(re-entry) • Use of Preterit vs. Imperfect tenses(re-entry) • Introduction of novel <i>Don Quijote de la Mancha</i> and themes of idealism vs. realism • Introduction of the 1st Picaresque Novel <i>Lazarillo de Tormes</i>, importance of the anti-hero as the central character
Standards	<ul style="list-style-type: none"> • <i>FL.11-12.7.1.A.IH.A.1</i>} Analyze written and oral text. • <i>{FL.11-12.7.1.A.IH.A.3}</i> Identify most supporting details in written and oral text. • <i>{FL.11-12.7.1.A.IH.A.4}</i> Infer meaning of unfamiliar words in new contexts. • <i>{FL.11-12.7.1.A.IH.A.5}</i> Infer and interpret author's intent. • <i>{FL.11-12.7.1.A.IH.A.6}</i> Identify some cultural perspectives. • <i>{FL.11-12.7.1.A.IH.A.7}</i> Identify the organizing principle in written and oral text. • <i>{FL.11-12.7.1.A.IH.C}</i> Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) • <i>{FL.11-12.7.1.B.IH.A.1}</i> Infer meaning of unfamiliar words in new contexts. • <i>{FL.11-12.7.1.B.IH.A.2}</i> Identify some cultural perspectives. • <i>{FL.11-12.7.1.B.IH.A.5}</i> Offer and support opinions. • <i>{FL.11-12.7.1.B.IH.A.6}</i> Persuade someone to change a point of view. • <i>{FL.11-12.7.1.B.IH.C}</i> Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) • <i>{FL.11-12.7.1.C.IH.A.1}</i> Synthesize written and oral text. • <i>{FL.11-12.7.1.C.IH.A.3}</i> Narrate and describe across a wide-range of topics. • <i>{FL.11-12.7.1.C.IH.A.6}</i> Persuade someone to change a point of view.

	<ul style="list-style-type: none"> • <i>{FL.11-12.7.1.C.IH.C}</i> Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) • <i>{FL.11-12.7.1.IH.A.1}</i> Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics. • <i>{FL.11-12.7.1.IH.A.2}</i> Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. • <i>{FL.11-12.7.1.IH.A.5}</i> Synthesize information from oral and written discourse dealing with a variety of topics. • <i>{FL.11-12.7.1.IH.A.6}</i> Analyze and critique readings from culturally authentic materials. • <i>{FL.11-12.7.1.IH.A.8}</i> Analyze structures of the target language and comparable linguistic structures in English. • <i>{FL.11-12.7.1.IH.B.1}</i> Use digital tools to participate in extended conversations using a variety of timeframes to exchange information. • <i>{FL.11-12.7.1.IH.B.4}</i> Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. • <i>{FL.11-12.7.1.IH.B.5}</i> Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. • <i>{FL.11-12.7.1.IH.C.3}</i> Use language creatively in writing for a variety of purposes.
<p>Materials/Resources</p>	<ul style="list-style-type: none"> • Text <i>Multivista Cultural</i> Chapter 2-3 Cinco Fabulas y una Leyenda • La novela pages 41-112 • Film <i>Man of La Mancha</i> or TNT movie <i>Don Quijote de la Mancha</i>(J Lithgow version) • Reader <i>Don Quijote de la Mancha</i> pages 1-30 • Spanish Reader <i>Lazarillo de Tormes</i> p 135-174 • Computer Lab