

**Title**

Type  
Document  
Authors  
Subject  
Course  
Grade(s)  
Location  
Curriculum Writing History  
Notes  
Attachments

**Spanish IV**

Essential  
Map  
Kerry Lisa, Susan Corbo, Joel DeBarros  
World Languages  
Spanish IV  
10 , 11 , 12  
Roxbury High School

**Title : Spanish IV**  
**Type : Essential**

	September				October				November				December				January				February				March				April				May				June			
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September/Week 3 - September/Week 4																																								
<b>Unit 2 "Spanish Indicative Tense"</b>																																								
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<b>Unit 3 "Spanish Past Tenses"</b>																																								
November/Week 9 - November/Week 10																																								
<b>Unit 4 "Spanish Future and Conditional Tenses"</b>																																								
November/Week 11 - December/Week 16																																								
<b>Unit 5 "The Spanish Subjunctive"</b>																																								
January/Week 17 - January/Week 18																																								
<b>Unit 6 "Spanish Nouns and Articles"</b>																																								
January/Week 19 - March/Week 25																																								
<b>Unit 7 "Latin America"</b>																																								
March/Week 26 - March/Week 28																																								
<b>Unit 8 "Immigration"</b>																																								
April/Week 29 - April/Week 32																																								
<b>Unit 9 "Spanish Pronouns"</b>																																								
May/Week 33 - June/Week 38																																								
<b>Unit 10 "Latin American Literature"</b>																																								

Duration: September/Week 1 - September/Week 2

UNIT NAME: Unit 1 "Avoiding Common Errors in Spanish"

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. English and Spanish cannot be translated word for word</p> <p>2. Idiomatic expressions differ in different languages</p>	<p>1. How is "to have a good time" expressed in the Spanish language?</p> <p>2. How is "hay" used in Spanish?</p>	<p>1. the difference between Spanish and English idiomatic expressions</p> <p>2. how to use certain verbs correctly in Spanish</p>	<p>1. provide correct English and Spanish translations orally and in written form</p> <p>2. show correct usage of certain verbs and expressions in Spanish</p>	<p>7.1.A.IH.A.2-Synthesize written and oral text. (11, 12) [State:New Jersey]</p> <p>7.1.A.IH.A.3-Identify most supporting details in written and oral text. (11, 12)[State:New Jersey]</p> <p>7.1.A.IH.A.6-Identify some cultural perspectives. (11, 12) [State:New Jersey]</p> <p>7.1.A.IH.A.7-Identify the organizing principle in written and oral text. (11, 12) [State:New Jersey]</p> <p>7.1.IH.A.8-Analyze structures of the target language and comparable linguistic structures in English. (11, 12)[State:New Jersey]</p> <p>7.1.C.IH.A.1-Synthesize written and oral text. (11, 12) [State:New Jersey]</p>

Plans:

U Unit 1 "Avoiding Common Errors in Spanish"

**Duration: September/Week 3 - September/Week 4**

**UNIT NAME: Unit 2 "Spanish Indicative Tense"**

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. The indicative tense in Spanish is used to express what is currently happening</p> <p>2. There are many variations of verb formations in Spanish</p>	<p>1. How do verbs change form to express what is happening?</p> <p>2. How is the Spanish indicative translated to English?</p>	<p>1. basic rules for indicative formation</p> <p>2. how to translate in the present tense (both English to Spanish and Spanish to English)</p>	<p>1. describe events in the present tense orally and in written form</p> <p>2. answer comprehensive questions based on a reading</p> <p>3. show proper formation of given verbs</p>	<p>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. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.3-Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.5-Synthesize information from oral and written discourse dealing with a variety of topics. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.6-Analyze and critique readings from culturally authentic materials. (11, 12) [State:New Jersey]</p> <p>7.1.IH.A.8-Analyze structures of the target language and comparable linguistic structures in English. (11, 12)[State:New Jersey]</p> <p>7.1.C.IH.A.1-Synthesize written and oral text. (11, 12) [State:New Jersey]</p> <p>7.1.C.IH.A.3-Narrate and describe across a wide-range of topics. (11, 12)[State:New Jersey]</p>

**Title : Spanish IV**

**Type : Essential**

**Plans:**

**U** Unit 2 "Spanish Indicative Tense"

**Duration: October/Week 5 - October/Week 8**

**UNIT NAME: Unit 3 "Spanish Past Tenses"**

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. The two past tenses in the Spanish language are utilized differently depending on the situation</p>	<p>1. How do verbs change in formation to express what happened?</p> <p>2. When is the Spanish imperfect tense used?</p>	<p>1. the proper formation of verbs in both Spanish past tenses</p> <p>2. the difference between using the preterit or the imperfect tense</p>	<p>1. demonstrate correct formation and usage of the preterit and imperfect tenses</p> <p>2. write about childhood events using proper formation and tense</p> <p>3. summarize a current event (newsclip)</p>	<p>7.1.A.IH.A.2-Synthesize written and oral text. (11, 12) [State:New Jersey]</p> <p>7.1.A.IH.A.3-Identify most supporting details in written and oral text. (11, 12)[State:New Jersey]</p> <p>7.1.A.IH.A.6-Identify some cultural perspectives. (11, 12) [State:New Jersey]</p> <p>7.1.A.IH.A.7-Identify the organizing principle in written and oral text. (11, 12) [State:New Jersey]</p> <p>7.1.IH.C.2-Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s). (11, 12)[State:New Jersey]</p> <p>7.1.IH.C.3-Use language creatively in writing for a variety of purposes. (11, 12)[State:New Jersey]</p>

**Plans:**

**U** Unit 3 "Spanish Past Tenses"

Duration: November/Week 9 - November/Week 10

UNIT NAME: Unit 4 "Spanish Future and Conditional Tenses"

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. The future and conditional tenses in Spanish require specific conjugations</p>	<p>1. How does one express what "will" happen and "would" happen in Spanish?</p> <p>2. What do you think the world will be like in 100 years?</p>	<p>1. the meanings of verbs in the future and conditional tenses</p> <p>2. how to form all verbs in the future and conditional tenses</p>	<p>1. talk about their future plans and the world of the future</p> <p>2. demonstrate correct formation of regular and irregular verbs in the future and conditional tenses</p>	<p>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. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.3-Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.5-Synthesize information from oral and written discourse dealing with a variety of topics. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.6-Analyze and critique readings from culturally authentic materials. (11, 12)[State:New Jersey]</p> <p>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. (11, 12)[State:New Jersey]</p> <p>7.1.IH.C.3-Use language creatively in writing for a variety of purposes. (11, 12)[State:New Jersey]</p>

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**Type : Essential**

**Plans:**

**U** Unit 4 "Spanish Future and Conditional Tenses"

Duration: November/Week 11 - December/Week 16				
UNIT NAME: Unit 5 "The Spanish Subjunctive"				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. The subjunctive mood is non-existent in the English language</p> <p>2. The subjunctive is not always required in Spanish</p>	<p>1. When is the subjunctive mood required in Spanish?</p> <p>2. When is it <i>not</i> required?</p>	<p>1. proper formation of the subjunctive in both past and present</p> <p>2. when the subjunctive is required given different situations</p>	<p>1. demonstrate proper formation of the Spanish subjunctive in both the past and the present</p> <p>2. choose when to use the subjunctive or the indicative mood</p> <p>3. translate sentences from Spanish to English and English to Spanish using both the indicative and subjunctive moods</p>	<p>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. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.3-Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.5-Synthesize information from oral and written discourse dealing with a variety of topics. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.6-Analyze and critique readings from culturally authentic materials. (11, 12) [State:New Jersey]</p> <p>7.1.IH.B.2-Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (11, 12)[State:New Jersey]</p> <p>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. (11, 12)[State:New Jersey]</p> <p>7.1.IH.C.4-Explain the structural</p>

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**Type : Essential**

				elements and/or cultural perspectives found in culturally authentic materials. (11, 12) [State:New Jersey]
<b>Plans:</b> <b>U</b> Unit 5 "The Spanish Subjunctive"				

Duration: January/Week 17 - January/Week 18

UNIT NAME: Unit 6 "Spanish Nouns and Articles"

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. Nouns in Spanish have a number and a gender</p> <p>2. Adjective agreement depends on a noun's number and gender</p>	<p>1. What does 'adjective agreement' mean in Spanish?</p> <p>2. What is the difference between a definite and an indefinite article?</p>	<p>1. the meanings of nouns that differ when the gender is changed</p> <p>2. how to make an adjective agree with the noun it describes</p>	<p>1. identify the number and gender of nouns</p> <p>2. demonstrate proper agreement of adjectives with any given noun</p>	<p>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. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.3-Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.6-Analyze and critique readings from culturally authentic materials. (11, 12) [State:New Jersey]</p> <p>7.1.IH.A.7-Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (11, 12) [State:New Jersey]</p> <p>7.1.B.IH.A.1-Infer meaning of unfamiliar words in new contexts. (11, 12)[State:New Jersey]</p>

Plans:

U Unit 6 "Spanish Nouns and Articles"

**Duration: January/Week 19 - March/Week 25**

**UNIT NAME: Unit 7 "Latin America"**

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. There are many methods of research available to seek information about Latin America</p> <p>2. The culture, history and politics among Latin American countries vary greatly</p>	<p>1. How does one research Latin American countries and then organize the information?</p> <p>2. What is the current political situation in the chosen Latin American country?</p>	<p>1. historical, cultural, and political aspects of a chosen Latin American country</p> <p>2. how to express their research findings in writing and orally in Spanish</p>	<p>1. demonstrate a deeper understanding of the historical, cultural and political aspects of a chosen Latin American country</p> <p>2. use varied sources for research purposes (video, on-line dictionaries, newspapers...)</p> <p>3. share research findings in an organized manner through a formal written research paper and a formal oral presentation</p> <p>4. listen to and understand spoken Spanish through classmates' presentations</p>	<p>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. (11, 12)[State:New Jersey]</p> <p>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. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.4-Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. (11, 12) [State:New Jersey]</p> <p>7.1.IH.A.7-Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (11, 12) [State:New Jersey]</p> <p>7.1.IH.B.2-Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (11, 12)[State:New Jersey]</p> <p>7.1.IH.B.3-Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (11, 12)[State:New</p>

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Type : Essential

				Jersey] 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. (11, 12)[State:New Jersey] 7.1.B.IH.A.5-Offer and support opinions. (11, 12)[State:New Jersey] 7.1.C.IH.A.1-Synthesize written and oral text. (11, 12) [State:New Jersey]
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**Plans:**  
**U** Unit 7 "Latin America"

Duration: March/Week 26 - March/Week 28				
UNIT NAME: Unit 8 "Immigration"				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. People who come to the United States (illegally) are desperate to do so</p> <p>2. Becoming a legal US citizen is not an easy process</p> <p>3. The United States does not have an official language.</p>	<p>1. Why do people want to come to the United States?</p> <p>2. What are the current immigration laws in our country?</p> <p>3. What is an 'official language'?</p>	<p>1. current immigration law and reform</p> <p>2. why people immigrate to the US</p> <p>3. how it feels to be an illegal immigrant</p> <p>4. what the definition is of "official language"</p>	<p>1. demonstrate knowledge of current immigration laws and reform</p> <p>2. show an understanding of spoken Spanish through film</p> <p>3. compare and contrast life in America and life in Latin America to better understand the reasons for immigration</p> <p>4. debate the need for an official language</p>	<p>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. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.3-Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.4-Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. (11, 12) [State:New Jersey]</p> <p>7.1.IH.A.6-Analyze and critique readings from culturally authentic materials. (11, 12) [State:New Jersey]</p> <p>7.1.B.IH.A.5-Offer and support opinions. (11, 12)[State:New Jersey]</p> <p>7.1.B.IH.B-Cultural: 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</p>

				<p>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].) (11, 12) [State:New Jersey] 7.1.IH.C.1-Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience. (11, 12) [State:New Jersey] 7.1.IH.C.5-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. (11, 12) [State:New Jersey]</p>
<p><b>Plans:</b> <b>U</b> Unit 8 "Immigration"</p>				

Duration: April/Week 29 - April/Week 32

UNIT NAME: Unit 9 "Spanish Pronouns"

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. Usage of all pronouns differs greatly from English to Spanish</p> <p>2. "<i>Gustar</i>"-like verbs are formed differently than other Spanish verbs</p>	<p>1. When are relative pronouns necessary in Spanish?</p> <p>2. What is the difference between an indirect object and a direct object?</p> <p>3. How are verbs like "<i>gustar</i>" used in Spanish?</p>	<p>1. the difference between an indirect and a direct object pronoun</p> <p>2. how to properly form and use verbs like "<i>gustar</i>"</p> <p>3. when to use relative pronouns and what they mean in English</p>	<p>1. identify the different types of Spanish pronouns</p> <p>2. demonstrate proper usage of all Spanish pronouns in written and oral form</p> <p>3. create an original Spanish proverb</p>	<p>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. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.3-Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.5-Synthesize information from oral and written discourse dealing with a variety of topics. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.7-Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (11, 12) [State:New Jersey]</p> <p>7.1.IH.A.8-Analyze structures of the target language and comparable linguistic structures in English. (11, 12)[State:New Jersey]</p> <p>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. (11, 12)[State:New Jersey]</p>

**Title : Spanish IV**  
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				7.1.IH.C.3-Use language creatively in writing for a variety of purposes. (11, 12)[State:New Jersey] 7.1.IH.C.4-Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (11, 12) [State:New Jersey]
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**Plans:**

**U** Unit 9 "Spanish Pronouns"

<b>Duration: May/Week 33 - June/Week 38</b>				
<b>UNIT NAME: Unit 10 "Latin American Literature"</b>				
<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Standards</b>
<p>1. Latin American literature is rich in history and culture and has many different genres</p> <p>2. Stories can be divided into five (5) distinct parts</p>	<p>1. What are the different genres of Latin American literature?</p> <p>2. What are the five (5) parts of a story?</p>	<p>1. the various genres of Latin American literature</p> <p>2. how to summarize what is read in Spanish</p> <p>3. how to identify and discuss the five (5) parts of a story</p>	<p>1. identify different genres of Latin American literature</p> <p>2. read, understand, and summarize various Latin American stories</p> <p>3. create a poem in Spanish</p>	<p>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. (11, 12)[State:New Jersey]</p> <p>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. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.5-Synthesize information from oral and written discourse dealing with a variety of topics. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.6-Analyze and critique readings from culturally authentic materials. (11, 12) [State:New Jersey]</p> <p>7.1.IH.A.7-Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (11, 12) [State:New Jersey]</p> <p>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. (11, 12)[State:New Jersey]</p> <p>7.1.IH.B.5-Engage in oral and/or written discourse in a variety of</p>

				<p>timeframes on topics of personal or social interest or on topics studied in other content areas. (11, 12)[State:New Jersey]</p> <p>7.1.IH.C.2-Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s). (11, 12)[State:New Jersey]</p> <p>7.1.IH.C.3-Use language creatively in writing for a variety of purposes. (11, 12)[State:New Jersey]</p>
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**Plans:**

**U** Unit 10 "Latin American Literature"