

## Spanish 1 (Semester 1) / Theme: NEW CLASSES / NUEVAS CLASES

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Welcome to Spanish Class</b> <i>Bienvenidos a la clase de español</i>	1,3 Exchange names and present introductions using basic culturally appropriate greetings and body language. 1,2 Recognize and use the Spanish alphabet to spell names and Spanish words. 2 Recognize useful classroom expressions, objects, dates. 2 Recognize and use basic classroom commands and questions. 1,2,3 Exchange greetings, present and respond to basic conversations. 2 Recognize spoken numbers to 30. 2,3 Recognize and present time. 1,2 Interpret and exchange information on a calendar. 2,3 Interpret and present seasons and weather conditions.	4 Describe the origin of the Spanish language and where it is spoken in the world. 4 Recognize appropriate salutations (formal vs. informal). 5 Identify the benefits of studying another language, culture, and celebrations.	8 Compare the use of punctuation, and accents in English and Spanish. 9 Compare the way days appear on the Spanish/European calendar. 9 Compare the way dates are expressed in the U.S. and Spanish-speaking countries. 9 Compare body language with greetings between the U.S. and Spanish-speaking countries.	<ul style="list-style-type: none"> <li>• Basic building blocks:               <ul style="list-style-type: none"> <li>▣ Accents and punctuation</li> <li>▣ Alphabet</li> <li>▣ Numbers 0-30</li> <li>▣ Date format</li> <li>▣ Time</li> <li>▣ Classroom commands and questions</li> </ul> </li> <li>• <i>hacer</i> with weather</li> <li>• <i>ser</i> with dates, days of the week, and telling time</li> <li>• <i>llamarse</i></li> <li>• <i>estar</i> with greetings/feelings</li> <li>• Introduce definite articles with classroom objects</li> <li>• Interrogative words in basic conversation (<i>¿Cómo? ¿Qué?...</i>)</li> <li>• Formal vs. informal [or familiar] (<i>tú</i> vs. <i>usted</i>)</li> </ul>
<b>2. Getting Acquainted</b> <i>Nos conocemos</i>	1 Obtain information about others including age, nationality and personal characteristics. 1 Engage in conversation about things you like and don't like to do in your spare time. 2 Interpret spoken and written physical descriptions. 3 Present a biographical sketch including age, nationality, physical and personality attributes and preferred activities.	4 Describe ethnic and racial diversity within Spanish-speaking countries. 4 Understand cultural differences in personal space.	8 Compare gender/number concept in Spanish and English. 9 Compare typical activities in two cultures.	<ul style="list-style-type: none"> <li>• Adjective agreement</li> <li>• <i>ser</i> with origin and personal characteristics (both physical and personality traits)</li> <li>• Simple body parts (<i>ojos, nariz, boca, orejas, pies, manos, cabeza, pelo</i>)</li> <li>• <i>ser + de</i></li> <li>• <i>tener</i> (age)</li> <li>• simple indirect object pronouns (<i>me, te, le</i>) with <i>gusta</i> and an infinitive (also <u>no</u> <i>me/te/le gusta</i> + infinitive)</li> </ul>
<b>3. School</b> <i>La escuela</i>	1,2,3 Exchange, interpret, and present information related to class schedules including time and period, places in the school, class preferences, school supplies and school-related activities. 3 Use ordinal numbers to talk about class schedules. 1,3 Use numbers to exchange and present addresses and telephone numbers.	4 Describe a typical school day in a Spanish-speaking country. 5 Explain a typical school schedule from a Spanish-speaking country.	9 Compare school systems and course offerings in Spanish-speaking countries and the U.S. 9 Compare the way names, addresses and telephone numbers are expressed in the U.S. and Spanish-speaking countries. 8 Compare the formation of plurals in Spanish and English	<ul style="list-style-type: none"> <li>• Present indicative: <i>-ar</i> verbs</li> <li>• Subject pronouns (<i>yo, tú, él, nosotros...</i>)</li> <li>• Definite articles (<i>el, la, los, las</i>) – number &amp; gender</li> <li>• Indefinite articles (<i>un, una, unos, unas</i>) – number &amp; gender</li> <li>• Pluralizing nouns</li> <li>• Ordinal numbers (<i>primero, segundo...</i>)</li> <li>• Interrogative words &amp; question formation</li> <li>• <i>Hay</i></li> <li>• Numbers to 100</li> </ul>

				• <i>Son las...vs a las...</i>
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<p>Connections Goal 3</p> 	<p>6 Use Celsius temperature scale to talk about weather.          6 Describe different seasons in northern/southern hemispheres.          6 Use knowledge of map skills to identify and locate Spanish-speaking countries on a world map.          6 Use numbers to perform mathematical operations and measurements.          6 Use appropriate symbols to write time, weight, and height in Spanish.</p>
<p>Communities Goal 5</p> 	<p>10 Identify current community events and holidays relating to Spanish-speaking countries.*          10 Locate and interpret an authentic weather map or report of a Spanish-speaking country.          11 Play culturally authentic games.          11 Listen to music, sing songs, or watch a video or television program in Spanish.          11 Describe evidence of Spanish language and culture in the community.  <i>*Content may or may not be theme-related</i></p>

## Spanish 1 (Semester 1) / Theme: PREFERENCES / LAS PREFERENCIAS

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Food</b> <i>La comida</i>	1,2,3 Exchange, interpret, and present information about food preferences, food groups, and eating customs (examples: market or restaurant). 1,2,3 Recognize and exchange information about different meals.	4 Identify and describe eating customs of Spanish-speaking countries. 5 Identify typical food items and their origins from the Spanish-speaking countries.	9 Compare eating customs in Spanish-speaking countries and in the U.S.	<ul style="list-style-type: none"> <li>• Present indicative: <i>-er</i> and <i>-ir</i> verbs</li> <li>• <i>gusta(n)</i> with nouns</li> <li>• Prepositional pronouns (<i>a mí, a ti, a él, a ellos...</i>)</li> <li>• Present indicative: stem changing verbs: <i>querer</i> and <i>preferir</i></li> <li>• <i>querer</i> and <i>preferir</i> + <i>comer</i></li> <li>• <i>deber</i> + <i>comer</i></li> </ul>
<b>2. Pastimes</b> <i>Los pasatiempos</i>	1 Engage in conversations about leisure time activities in the context of weather and seasons. 2 Interpret basic information about leisure activities. 3 Present basic information about preferred activities. 1,2,3 Use time to describe, exchange and present certain activities that you and your classmates do.	4 Identify and discuss typical leisure time activities and entertainment in Spanish-speaking countries. 5 Identify and describe famous sports or entertainment personalities from Spanish-speaking countries, including their countries of origin and significant contributions.	8 Compare English and Spanish word order in questions. 8 Compare verb forms, sentence structure, and simple negation. 9 Compare typical teen activities of the U.S. to those of Spanish-speaking countries.	<ul style="list-style-type: none"> <li>• <i>Jugar a</i></li> <li>• Question formation and negation in Spanish</li> <li>• Adverbs of time (words of frequency) (<i>a menudo, a veces, siempre, nunca...</i>)</li> </ul> <p>Review:</p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Present indicative: <i>-ar, -er, -ir</i> verbs</li> <li>• <i>hacer</i> + weather</li> </ul>

Connections Goal 3 	6 Use exchange rates and the metric system to calculate expenses in food shopping. 6 Use the metric system to calculate quantities in food preparation. 7 Prepare a traditional dish from a Spanish-speaking country.
Communities Goal 5 	10 Find evidence of current community events and holidays relating to Spanish-speaking countries.* 11 Communicate with a native speaker of Spanish about leisure time preferences. 11 Sample authentic foods from the Spanish-speaking countries. <i>*Content may or may not be theme-related.</i>

## Spanish 1 (Semester 2) / Theme: LIFE AT HOME / LA VIDA EN MI CASA

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
<b>PERFORMANCE INDICATORS</b>				
<b>1. Family</b> <i>La familia</i>	1 Exchange basic information about family and pets. 2 Interpret spoken or written descriptions of family and pets. 3 Present information about family members and relationships. 1,2,3 Exchange, interpret and present basic needs (of yourself and family members) and resolutions to those needs. ( <i>Cuando tengo hambre, como.</i> )	4 Describe family traditions in a Spanish-speaking country, such as extended family living arrangements.	8 Compare ways of expressing possession. 9 Compare family life in the U.S. and Spanish-speaking countries.	<ul style="list-style-type: none"> <li>• Possession with <i>de</i></li> <li>• Possessive adjectives – short form (<i>mi, mis, tu, su...</i>)</li> <li>• <i>tener</i> expressions</li> <li>• <i>ser</i>: professions</li> <li>• indefinite article use with professions (<i>Es maestra. Es una maestra buena.</i>)</li> <li>• personal <i>a</i></li> </ul> Review: <ul style="list-style-type: none"> <li>• Adjective agreement</li> <li>• <i>tener</i></li> <li>• <i>gusta</i> + infinitive</li> <li>• <i>ser</i> vs. <i>estar</i></li> </ul>
<b>2. Home</b> <i>El hogar</i>	1,2,3 Exchange, interpret, and present information about homes, levels ( <i>pisos</i> ), rooms, and basic furnishings. 3 Present the layout of a room or residence including placement of furnishings. 3 Present what you want to do but are unable to due to chores expected of you at home. ( <i>Quiero ... pero tengo que ...OR No puedo ... porque tengo que...</i> )	5 Describe various styles of houses and apartments in Spanish-speaking countries and what has influenced these styles.	9 Compare housing styles and furnishings in the U.S. and Spanish-speaking countries.	<ul style="list-style-type: none"> <li>• Present indicative stem changing verbs: <i>dormir</i> and <i>poder</i></li> <li>• <i>estar</i> with prepositions of location (<i>izquierda, derecha, entre...</i>) and adverbs of place (<i>aquí, allí</i>)</li> <li>• Contraction <i>del</i></li> <li>• (<i>no</i>) <i>poder</i> + infinitive</li> <li>• <i>tener que</i> + infinitive</li> <li>• <i>estar</i>: locations</li> </ul> Review: <ul style="list-style-type: none"> <li>• Ordinal numbers</li> <li>• Regular present indicative verbs</li> <li>• <i>hay</i></li> <li>• Question formation</li> </ul>

Connections Goal 3 	6	Collect, analyze, and graph data about family, pets, or the home.
	6	Use the metric system to express height and weight.
Communities Goal 5 	10	Locate authentic sources from which to interpret information about real estate or furnishings.
	10	Find evidence of current community events and holidays relating to Spanish-speaking cultures.
	11	Sample authentic foods from the Spanish-speaking countries.

## Spanish 1 (Semester 2) / Theme: MY VACATION PLANS / EL PLAN DE MIS VACACIONES

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
PERFORMANCE INDICATORS				
<b>1. Clothing and Stores</b> <i>La ropa y las tiendas</i>	3 Describe and express basic clothing and colors in context of weather and activities. 2 Interpret basic spoken or written descriptions of clothing and prices. 1,2,3 Exchange, interpret, and present information about typical stores and shopping including prices and simple comparisons.	5 Describe traditional clothing in Spanish-speaking countries including styles, fabrics and patterns. 5 Identify and describe a traditional Spanish-speaking community with its typical shops, services, and places that serve its people.	8 Compare the uses of direct object pronoun placement and uses in English and Spanish. 9 Compare fashion choices in the U.S. and in Spanish-speaking countries.	<ul style="list-style-type: none"> <li>• Simple direct object pronouns (<i>lo, la, los, las</i>)</li> <li>• Numbers 100-1000</li> <li>• Present indicative stem changing verb: <i>costar</i></li> <li>• <i>ir</i> and <i>ir + a</i> + location</li> <li>• Contraction <i>al</i></li> <li>• <i>para</i> + infinitive</li> <li>• simple comparisons (<i>más+ adj.+que</i>)</li> </ul> Review: <ul style="list-style-type: none"> <li>• Possession with <i>de</i></li> <li>• Possessive adjectives - short</li> <li>• Adjective agreement and placement</li> </ul>
<b>2. Travel</b> <i>De viaje</i>	1 Ask and answer questions about travel plans and destination. 1,2,3 Exchange, interpret, and present information about means of transportation in the community. 2 Interpret schedules and tickets of different means of transportation. 3 Present information about future travel plans.	5 Identify and describe the modes of travel and transportation in Spanish-speaking cultures such as the <i>moto</i> and <i>metro</i> .	8,9 Compare the way time is expressed using a 12 hour and 24 hour clock. 9 Compare currency designs and their reflection of cultural perspectives. 9 Compare a community layout and transportation in the U.S. and Spanish-speaking countries. 9 Compare means of transportation practices within Spanish-speaking countries to those within the U.S.	<ul style="list-style-type: none"> <li>• Near future: <i>ir + a</i> + infinitive</li> <li>• Present indicative verbs with –go in the “yo” form: <i>venir*</i>, <i>tener*</i>, <i>caer</i>, <i>traer</i>, <i>salir</i>, <i>hacer</i>, <i>poner</i>, <i>valer</i>, <i>oír*</i>, <i>decir*</i> (*stem change also)</li> <li>• Prepositions <i>a, en, de</i></li> </ul> Review: <ul style="list-style-type: none"> <li>• <i>-ir + a</i> + location</li> <li>• Prepositions and adverbs of location</li> <li>• Interrogative words and question formation</li> <li>• <i>hacer</i> (<i>hacer la maleta, qué haces...</i>)</li> <li>• <i>para</i> + infinitive</li> </ul>
Connections Goal 3 	6 Use the metric system, kilometers, to express travel distance. 7 Use decimal points and commas to express amounts of money. 7 Use exchange rates from Spanish-speaking countries to calculate expenses.			
Communities Goal 5 	10 Locate typical Spanish foods, restaurants, shops, and services in your community. 10 Find and describe examples of fashion in Spanish-speaking countries from print media or the Internet. 10 Find evidence of current community events and holidays relating to Spanish-speaking countries. 11 Watch a movie or play from a Spanish-speaking country. 11 Visit a museum exhibit highlighting a Spanish-speaking country.			

## Spanish 2 (Semester 1) / Theme: MY WORLD / MI MUNDO

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Who Am I?</b> <i>¿Quién soy yo?</i>	1,2,3 Exchange, identify, interpret, and present personal and biographical information including physical descriptions, personality characteristics, origin, and interests.	5 Identify and describe physical and personality characteristics of well known, Spanish-speaking contemporary personalities or characters from literary works.	9 Compare a well-known Spanish-speaking personality to a well-known personality from the U.S.	Review: <ul style="list-style-type: none"> <li>Present indicative: <i>-ar,-er, -ir</i> verbs</li> <li><i>ser</i> with origin and personal characteristics (both physical and personality traits)</li> <li>Interrogative words and question formation</li> <li>Present indicative of irregular verbs: <i>ser, tener, estar, ir, -go</i> verbs</li> <li>Regular adjectives</li> </ul>
<b>2. School Life</b> <i>La vida escolar y cotidiana</i>	1 Exchange information about present school classes and school-related activities. 1,2,3 Interpret and describe a daily school routine including course schedules and extracurricular and activities in a Spanish-speaking country. 3 Present information comparing your school life and leisure activities to that of a student in a Spanish-speaking country.	5 Describe the programs of study and the mandated courses at a Spanish-speaking school. 5 Describe the importance of extracurricular activities and team sports.	8 Compare the verb structures used with “ <i>for + period of time</i> ” and the equivalent with <i>hace</i> in Spanish. 9 Compare the grading system in a Spanish-speaking country to that in the U.S. 9 Compare team sports in the U.S. with sports clubs in Spanish-speaking countries.	<ul style="list-style-type: none"> <li>Additional present indicative stem changing verbs</li> <li>Present progressive: <i>estar + -ando, -iendo, -yendo</i></li> <li><i>hace+</i> time expressions (in present) + <i>que</i></li> </ul> Review: <ul style="list-style-type: none"> <li><i>tener que</i></li> <li><i>gustar</i> with indirect object pronouns (<i>me, te, le, and adding nos, os, les</i>)</li> </ul>
<b>3. Daily Routines and Chores</b> <i>La rutina diaria y los quehaceres</i>	1 Exchange information about daily routines and common household chores using the present progressive. 1,2 Interpret situations regarding household needs and respond with the proper chore. 1,2 Interpret and present informal commands within a household setting. 3 Present a daily routine.	4 Identify typical household chores in Spanish-speaking countries.	8 Compare formation of possessives adjectives (short forms) in English and Spanish. 9 Compare daily routines and household chores of Spanish-speaking young people to those in the U.S.	<ul style="list-style-type: none"> <li>Reflexive verbs in the present indicative</li> <li>Adverbs (<i>-mente</i>)</li> <li>Affirmative informal commands</li> <li>Affirmative informal commands with direct object pronouns</li> <li><i>deber / hay que + infinitive</i></li> </ul> Review <ul style="list-style-type: none"> <li><i>tener que + infinitive</i></li> <li><i>poner</i></li> <li>simple direct object pronouns (<i>lo, la, los, las</i>)</li> <li>Possessive adjectives – short form</li> </ul>

Connections Goal 3 	6 Use technology to present information about yourself and/or your school for the Spanish-speaking community.
Communities Goal 5 	10 Find evidence of current community events and holidays relating to Spanish-speaking cultures. 10 Share an aspect of the Spanish-speaking culture and/or create a product to enrich the school community. 11 Listen to music, sing songs, and become familiar with music representative of the Spanish-speaking cultures.

## Spanish 2 (Semester 1) / Theme: AROUND THE TOWN / POR LA CIUDAD

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Community</b> <i>La comunidad</i>	2 Identify types of stores and their products. 1,3 Exchange and present simple directions to specified locations, including specialty stores. 2 Follow oral and written directions to a specified location.	5 Identify and describe the types of stores and markets in a Spanish-speaking country.	8 Compare the use of suffix <i>-ería</i> in specialty stores to the English equivalents. 9 Compare shopping customs in Spanish-speaking countries and the U.S.	<ul style="list-style-type: none"> <li>Affirmative and negative formal commands</li> </ul> Review <ul style="list-style-type: none"> <li>prepositions of location (<i>izquierda, derecha, entre...</i>)</li> </ul>
<b>2. Shopping</b> <i>De compras</i>	1,3 Exchange and present information about personal preferences for style and clothing for specific events. 1 Exchange opinions comparing clothing and prices. 1 Request sales assistance and state preferences for purchases. 2 Interpret size, price, and style of clothing items from authentic sources. 3 Describe a past shopping experience.	4 Describe the concept of bargaining in Spanish-speaking cultures.	8 Compare the Spanish and English use of three levels of proximity ( <i>este, ese, aquel</i> ). 9 Compare sizing systems in the U.S. with those in Spanish-speaking countries.	<ul style="list-style-type: none"> <li>Preterite regular verbs</li> <li>Preterite irregular [phonetic] verbs: <i>-car, -gar, -zar</i></li> <li>Demonstrative adjectives (<i>esta, este, esa, ese...</i>)</li> <li>Comparative (<i>más + adj + que</i>), superlative (<i>el más + adj + de</i>), and expression of equality (<i>tan + adj + como</i>) (<i>tanto + noun + como</i>)</li> <li>Numbers to 1,000,000</li> <li>Direct object pronouns - review <i>lo, la, los, las</i> - add <i>me, te, nos, os</i></li> </ul>

Connections Goal 3 	6 Apply the metric system to measure distances. 6 Use exchange rates to convert prices. 6 Use map-reading skills to follow and give directions.
Communities Goal 5 	10 Find evidence of current community events and holidays relating to the Spanish-speaking cultures.* 10 Use community resources to identify businesses that serve the Spanish-speaking community. *Content may or may not be theme-related.

## Spanish 2 (Semester 2) / Theme: MEMORIES AND EXPERIENCES / UNOS RECUERDOS Y EXPERIENCIAS

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Restaurant Experiences</b> <i>¡Buen provecho!</i>	1,2,3 Exchange, interpret, and present information about foods and recipes. 1,2 Give and receive instructions for making a recipe. 1,2,3 Comment on, inquire about, and make selections from a menu. 3 Present a past restaurant experience and/or a past experience preparing a recipe.	5 Describe food products and dishes typical in Spanish-speaking cultures.	8 Compare formation of command forms in Spanish and English. 9 Compare the preparation time and ingredients for a typical meal/dish in a Spanish-speaking culture with that in the U.S.	<ul style="list-style-type: none"> <li>• Preterite stem changing <i>-ir</i> verbs</li> <li>• Preterite irregular verbs: <i>ir, ser, estar</i> and <i>hacer</i></li> <li>• Uses of <i>por</i></li> <li>• Negative informal commands</li> </ul> Review: <ul style="list-style-type: none"> <li>• Affirmative informal commands</li> </ul>
<b>2. When I Was Young</b> <i>Cuando era joven</i>	1,2,3 Exchange, interpret, and present past biographical information about yourself, others, and famous Spanish speakers.	5 Identify and describe a typical story or song that a child from a Spanish-speaking country would know.	8 Compare the use of the imperfect in Spanish and English. 8 Compare placement of the indirect object in Spanish and English. 9 Compare the role of pets in the U.S. with their role in a Spanish-speaking country.	<ul style="list-style-type: none"> <li>• Imperfect tense of regular and irregular verbs</li> <li>• Imperfect with weather and descriptions</li> <li>• Indirect object pronouns (<i>me, te, le, nos, os, les</i>) [formal presentation with more than <i>gustar</i>]</li> </ul>
<b>3. Natural Disasters and Emergencias</b> <i>Los desastres y las emergencias</i>	1,2,3 Exchange, interpret and present information about past emergencies, crises, and rescues (preterite). 1,3 Exchange information and present a description of past weather conditions (imperfect).	4 Identify emergency policies and responses in a Spanish-speaking country. 5 Identify an organization in a Spanish-speaking country that one could contact in an emergency situation.	8 Compare the use of the different past tenses in English and in Spanish. 9 Compare the roles of different emergency professionals in a Spanish-speaking country with those in the U.S.	<ul style="list-style-type: none"> <li>• Additional expressions with <i>tener</i></li> <li>• Preterite irregular verbs: <i>tener, andar, poder, poner, saber, caber, querer, venir</i></li> <li>• Preterite for completed actions</li> </ul>

Connections Goal 3 	6 Read an authentic story/fable/legend about a natural disaster. 7 Use authentic resources to obtain information on famous people and/or emergency professionals in Spanish-speaking countries. 7 Use authentic resources to obtain information on emergency policies and responses in Spanish-speaking countries. 7 Investigate Spanish-language resources to identify authentic food products and traditional dishes.
Communities Goal 5 	10 Investigate opportunities for health professionals who speak Spanish. 10 Find evidence of current community events and holidays relating to the Spanish-speaking cultures.* <i>*Content may or may not be theme-related</i>

## Spanish 2 (Semester 2) / Theme: MEMORIES AND EXPERIENCES / UNOS RECUERDOS Y EXPERIENCIAS

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Injuries</b> <i>Las heridas</i>	1,2,3 Exchange, interpret, and present information about past accidents and injuries, including conditions leading up to them and treatments.	4 Identify cultural perspectives on health. 5 Identify <i>farmacias de turno</i> in Spanish-speaking countries	8 Compare reflexive verbs and the use of <i>doler</i> in English and Spanish. 9 Compare medical services available in a Spanish-speaking country with those in the U.S.	<ul style="list-style-type: none"> <li>Reflexive verbs in the preterite</li> <li><i>doler</i></li> <li><i>necesitar</i> + infinitive</li> </ul> Review: <ul style="list-style-type: none"> <li>Reflexive verbs</li> <li>Indirect object pronouns (<i>me, te, le, nos, os, les</i>)</li> <li><i>tener que/ deber/ hay que</i> + infinitive</li> </ul>
<b>2. An Unforgettable Trip</b> <i>Un viaje inolvidable</i>	1 Exchange information on past and future travel activities including weather. 2 Interpret information from travel-related documents. 3 Present a detailed description of past travel experiences.	5 Identify attractions and travel destinations in a Spanish-speaking country.	9 Compare preferences for travel destinations and means of transportation for Americans and people from Spanish-speaking countries.	Review: <ul style="list-style-type: none"> <li>Present, past, and near future (<i>ir + a</i>) with regular, irregular, and stem changing verbs</li> <li>Absolute superlative (<i>-ísimo</i>)</li> </ul>
Connections Goal 3 		7 Use authentic resources to investigate medical services available in Spanish-speaking countries including <i>farmacias de turno</i> . 6 Locate and describe geographic features related to the Spanish-speaking countries. 7 Use authentic resources to investigate vacation spots in Spanish-speaking countries.		
Communities Goal 5 		10 Find evidence of current community events and holidays relating to Spanish-speaking cultures.* 10 Use community resources to identify restaurants and businesses that carry food representative of the Spanish-speaking cultures. 10 Find evidence of products typical of Spanish-speaking cultures that are available in the community. 11 Sample authentic foods of Spanish-speaking countries. <i>*Content may or may not be theme-related.</i>		

## Spanish 3 (Semester 1) / Theme: MY LIFE / MI VIDA

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
PERFORMANCE INDICATORS				
<b>1. A Typical Day</b> <i>Un día típico</i>	1 Exchange information about personality characteristics, daily routines and interests and preferences.  2,3 Read, interpret and present information about daily routines and interests and preferences.	4 Investigate and explain routines and understand the lives of Spanish-speaking young people.	8 Compare the use of <i>gustar</i> and similar verbs to that of their English counterparts.  9 Compare the activities of Spanish-speaking young people to those of the U.S.	<ul style="list-style-type: none"> <li>• Nominalization (<i>¿Prefieres la camisa roja o la blanca? Prefiero la roja.</i>)</li> <li>• Possessive pronouns (<i>la casa mía → la mía</i>)</li> <li>• Verbs like <i>gustar</i> and <i>doler</i> (<i>faltar, parecer, encantar, importar, interesar, molestar, fascinar</i>)</li> </ul> Review: <ul style="list-style-type: none"> <li>• Indirect object pronouns (<i>me, te, le, ...</i>)</li> <li>• Possessive adjectives - short</li> <li>• Present indicative including stem changing and irregular “yo” verbs (include <i>dar, ver, caber, -cer, -cir, -uir</i>)</li> <li>• Reflexive verbs</li> </ul>
<b>2. My Free Time</b> <i>Mi tiempo libre</i>	1 Exchange information about current and past recreational activities and sports.  2 Read and interpret information describing recreational activities and sports in the Spanish language.  3 Present information about current and past recreational activities and sports.  3 Express opinions about a recreational activity or sport.	5 Identify and describe current sporting events in the Spanish-speaking world.	8 Compare the uses of the past tense in Spanish and English.  9 Compare sports programs and recreational activities from the Spanish-speaking culture to those of the U.S.	<ul style="list-style-type: none"> <li>• Uses of preterite and imperfect</li> <li>• Special meanings of verbs in the preterite and imperfect (<i>saber, conocer, querer, poder, tener</i>)</li> </ul> Review: <ul style="list-style-type: none"> <li>• Preterite and imperfect verb conjugations including irregulars (add preterite irregulars: <i>leer, oír...decir, traer, traducir...</i>)</li> </ul>

Connections Goal 3 	6 Apply language arts strategies; describing events, cause and effect, compare and contrast, and the use of graphic organizers. 7 Use Spanish-language media sources to acquire authentic information and opinions about activities and sports.
Communities Goal 5 	10 Link to websites from around the Spanish-speaking world. 10 Find evidence of current community events and holidays relating to the Spanish-speaking cultures. 11 Watch Spanish-language movies for enrichment and personal growth. 11 Interact appropriately with native-speaking guest speakers.

## Spanish 3 (Semester 1) / Theme: MY LEISURE TIME / MI TIEMPO LIBRE

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. My Interests</b> <i>Mis intereses</i>	1 Describe and exchange current and past information about the visual and performing arts. 2 Interpret information about the visual and performing arts from various sources. 3 Write and orally present information about a visual or performing art.	5 Describe important people in the visual and performing arts in the Spanish-speaking world. 5 Identify and describe a television program or movie from the Spanish-speaking world.	8 Compare the uses of the past tenses in English and Spanish. 9 Compare a television show or a movie from a Spanish-speaking country to one in the U.S.	<ul style="list-style-type: none"> <li>• <i>Estar</i> + past participle as adjective</li> </ul> Review: <ul style="list-style-type: none"> <li>• Uses of preterite and imperfect</li> <li>• Special meanings of verbs in the preterite and imperfect (<i>saber, conocer, querer, poder, tener</i>)</li> <li>• <i>ser</i> vs. <i>estar</i></li> </ul>
<b>2. Wellness</b> <i>El bienestar</i>	1 Exchange information on healthy eating habits: menus, nutrition and the preparation and quality of foods. 1 Exchange information on physical and mental health, exercise, illnesses and remedies. 2 Interpret and present information about menus, nutrition, and the preparation and quality of foods. 3 Interpret and present information on physical and mental health, exercise, illnesses and remedies.	4 Describe the use of natural remedies in Latin America. 5 Explain the nutritional value of a food product from a Spanish-speaking country.	8 Compare the use of informal versus formal commands. 8 Compare the use of subjunctive to the indicative. 9 Compare health-related practices of Spanish-speaking countries and the U.S.	<ul style="list-style-type: none"> <li>• Present subjunctive formation including irregular and stem changing verbs</li> <li>• Uses of the subjunctive with verbs of <b>Wishes, Emotions, Doubts, Denial, Impersonal expressions, Necessity, Granting permission (WEDDING)</b></li> </ul> Review: <ul style="list-style-type: none"> <li>• Direct and indirect object pronouns</li> <li>• Personal <i>a</i></li> <li>• Formal and informal commands</li> </ul>

Connections Goal 3 	6 Identify the country of origin and the visual and performing arts studied. 6 Identify and explain terminology of the visual and performing arts. 6 Develop a sample fitness and nutrition program. 6 Investigate the Old and New World contributions to nutrition and fitness 7 Use Spanish-language media sources to acquire authentic information and opinions about health related practices including natural remedies.
Communities Goal 5 	10 Find evidence of current community events and holidays and holidays relating to the Spanish-speaking cultures. 10 Research major performances and art exhibitions in Spanish-speaking communities in the U.S. 10 Link to websites from around the Spanish-speaking world. 10 Use community resources such as brochures and the Hispanic Yellow Pages to find information in Spanish regarding fitness and nutrition. 11 Watch Spanish-language movies for enrichment and personal growth. 11 Consult various authentic sources in Spanish on specific topics of personal interest relating to fitness and nutrition.

## Spanish 3 (Semester 2) / Theme: QUALITY OF LIFE / LA CALIDAD DE VIDA

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Friendship</b> <i>La amistad</i>	<p>1 Exchange information on friendship, interpersonal relationships, personality traits, emotions, customary behavior, and conflict resolution.</p> <p>2,3 Interpret and present information on friendship, interpersonal relationships, personality traits, emotions, customary behavior, and conflict resolution.</p>	<p>4 Describe the social network between family and friends in Spanish-speaking communities.</p> <p>4,5 Investigate a holiday, tradition or celebration in the Spanish-speaking world and explain its importance to the culture.</p>	<p>8 Compare <i>por</i> vs. <i>para</i></p> <p>8 Compare the use of the impersonal <i>se</i> in Spanish with its equivalent in English</p> <p>9 Compare interpersonal relationships in Spanish-speaking countries with those in the U.S.</p>	<ul style="list-style-type: none"> <li>• Reciprocal constructions</li> <li>• Impersonal <i>se</i></li> <li>• Uses of <i>por</i> and <i>para</i></li> </ul> <p>Review:</p> <ul style="list-style-type: none"> <li>• Present subjunctive formation</li> <li>• Subjunctive uses</li> <li>• Reflexive construction</li> <li>• Possessive pronouns (<i>mío, tuyo...</i>)</li> </ul>
<b>2. Working and Volunteering</b> <i>El trabajo y el voluntariado</i>	<p>1,2 Identify, describe, interpret, and exchange information about past, present, and future jobs, both for money and as a volunteer.</p> <p>1,2 Identify, describe, interpret and exchange information about the skills, knowledge, and personal characteristics that are important to pursue a career.</p> <p>3 Present information about careers and professions and explain necessary education and personal qualities.</p>	<p>4 Describe volunteerism and teenage employment in Spanish-speaking countries.</p> <p>4 Describe the perspective in Spanish-speaking cultures regarding career choices.</p> <p>5 Identify the educational opportunities for young people pursuing different professions in Spanish-speaking countries.</p>	<p>8 Compare the use of the present perfect in English and in Spanish.</p> <p>9 Compare teenage employment in Spanish-speaking countries to that in the U.S.</p> <p>9 Compare the ability to pursue a career of your choice in Spanish-speaking countries vs. in the U.S.</p>	<ul style="list-style-type: none"> <li>• Present perfect</li> <li>• Future</li> <li>• Double object construction and placement</li> <li>• <i>Saber vs conocer</i></li> </ul> <p>Review:</p> <ul style="list-style-type: none"> <li>• Adverbs of time (<i>alguna vez...</i>)</li> <li>• Indefinite article use with professions</li> <li>• Single object pronoun placement (reflexive, direct object, indirect object)</li> <li>• Demonstrative adjectives</li> </ul>

Connections Goal 3 	<p>6 Use language arts strategies: circumlocution, using main idea and details to organize your thoughts, and coping with unknown words.</p> <p>7 Use Spanish-language media sources to acquire authentic information and opinions about careers, employment opportunities and skills required.</p>
Communities Goal 5 	<p>10 Find evidence of current community events and holidays relating to the Spanish-speaking cultures.</p> <p>10 Investigate strategies for obtaining employment and keeping up with employment trends.</p> <p>11 Link to websites from around the Spanish-speaking world.</p> <p>11 Watch Spanish-language movies for enrichment and personal growth.</p>

## Spanish 3 (Semester 2) / Theme: THE WORLD AROUND ME / EL MUNDO A MI ALREDEDOR

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
PERFORMANCE INDICATORS				
<b>1. Our Planet</b> <i>Nuestro planeta</i>	1,3 Discuss and present environmental issues and methods of protecting the environment. 2 Interpret magazine and newspaper articles, video clips, etc., based on updated scientific research. 1,3 Discuss and present what you personally would do in various situations to protect the environment.	4 Explain the significance of environmental practices of Spanish-speaking countries. 5 Investigate a recycling program in a Spanish-speaking country.	8 Compare the use of relative pronouns in Spanish and English. 9 Compare environmental practices in the Spanish-speaking world and the U.S.	<ul style="list-style-type: none"> <li>• Conditional</li> <li>• <i>Si</i> clauses: present-future</li> <li>• Relative pronouns (<i>que, quien, lo que</i>)</li> </ul> Review: <ul style="list-style-type: none"> <li>• Verbs like <i>gustar</i> (especially <i>faltar, parecer, importar, interesar, molestar</i>)</li> <li>• Uses of subjunctive</li> <li>• Future</li> </ul>
<b>2. Rights and Responsibilities</b> <i>Derechos y responsabilidades</i>	1,3 Discuss and present what you would do in certain difficult situations. 1,3 Discuss and present facts and opinions on students' rights and responsibilities at home and at school. 2 Interpret materials on young people's rights and responsibilities.	4 Describe students' rights and responsibilities at home and at school in Spanish-speaking countries.	9 Compare students' rights and responsibilities in Spanish-speaking countries and the U.S.	Review: <ul style="list-style-type: none"> <li>• Conditional</li> <li>• Preterite vs imperfect</li> <li>• Uses of subjunctive</li> </ul>

Connections Goal 3 	6 Identify local, national, and/or international organizations for the protection of the environment or management of natural resources. 6 Locate and describe geographic features related to the Spanish-speaking countries presented. 7 Read a Spanish pamphlet or an interview about the rights and responsibilities of young people. 7 Use Spanish-speaking language media sources to acquire authentic information and opinions about environmental issues and practices.
Communities Goal 5 	10 Plan an environmental service project in the community. 10 Link to websites from around the Spanish-speaking world. 10 Find evidence of current community events and holidays relating to the Spanish-speaking cultures. 11 Watch Spanish-language movies for enrichment and personal growth.

## Overview of Themes, Topics, and Structures for Spanish 4 & 5

<p style="text-align: center;"><b><u>Spanish 4 (Semester 1)</u></b></p> <p><b>Theme: Identity</b> Topics:</p> <ul style="list-style-type: none"> <li>• Spanish-speaking Communities in the U.S.</li> <li>• Cultural and Ethnic Diversity in the Spanish-speaking world: Historical Perspective</li> <li>• Cultural and Ethnic Diversity in the Spanish-speaking world: Contemporary Issues</li> </ul> <p><b>Theme: Creativity</b> Topics:</p> <ul style="list-style-type: none"> <li>• Film and Theater</li> <li>• Music and Dance</li> <li>• Fine Art and Architecture</li> </ul>	<p style="text-align: center;"><b><u>Spanish 5 (Semester 1)</u></b></p> <p><b>Theme: Identity</b> Topics:</p> <ul style="list-style-type: none"> <li>• Latinos in the U.S. of Central and South American Heritage</li> <li>• Cultural and Ethnic Diversity in Contemporary Spain</li> <li>• Cultural and Ethnic Diversity in the Americas: Contemporary Issues</li> </ul> <p><b>Theme: Creativity</b> Topics:</p> <ul style="list-style-type: none"> <li>• Drama</li> <li>• Traditional Music and Dance</li> <li>• Pre-20<sup>th</sup> Century Art</li> </ul>
<p style="text-align: center;"><b><u>Spanish 4 (Semester 2)</u></b></p> <p><b>Theme: Discovery</b> Topics:</p> <ul style="list-style-type: none"> <li>• In the News</li> <li>• Impact of Technology: Personal and Global Perspectives</li> </ul> <p><b>Theme: Change</b> Topics:</p> <ul style="list-style-type: none"> <li>• World Affairs</li> <li>• Travel</li> </ul>	<p style="text-align: center;"><b><u>Spanish 5 (Semester 2)</u></b></p> <p><b>Theme: Discovery</b> Topics:</p> <ul style="list-style-type: none"> <li>• The Environment: Ecological Disasters</li> <li>• The Media in the 21<sup>st</sup> Century: Journalism</li> <li>• Impact of Technology: Global Perspective</li> </ul> <p><b>Theme: Change</b> Topics:</p> <ul style="list-style-type: none"> <li>• Issues in Society: Traditions and Values</li> <li>• Politics: Human Rights and Foreign Policy</li> </ul>

<b>Structures: Includes all structures from levels 1-3 and must include the following essential structures for level 4</b>		
<b>Spanish 4 Reinforced Essential Structures</b>	<b>Spanish 4/5 New Essential Structures</b>	
<ul style="list-style-type: none"> <li>• Accentuation</li> <li>• Negative expressions and affirmative counterparts</li> <li>• Double object pronouns</li> <li>• Progressive tenses</li> <li>• Advanced recognition of noun gender</li> <li>• Relative pronouns</li> <li>• Special use of articles</li> <li>• Idiomatic expressions</li> <li>• New conditional sentences</li> <li>• Possessive adjectives – long form</li> <li>• Uses of the subjunctive</li> <li>• Formation of <u>all</u> present subjunctive</li> <li>• <i>Por</i> and <i>para</i></li> </ul>	<ul style="list-style-type: none"> <li>• Imperfect subjunctive</li> <li>• Passive voice</li> <li>• Use of <i>se</i> with accidents and unforeseen actions</li> <li>• Pluperfect subjunctive</li> <li>• Present subjunctive with adverbial clauses</li> <li>• Present subjunctive with adjective clauses</li> <li>• <i>Si</i> clauses with imperfect subjunctive -conditional</li> <li>• Perfect tenses (pluperfect, future perfect, conditional perfect)</li> <li>• Gerund vs. infinitive</li> <li>• Infinitive use: conjugated verb + infinitive, prepositions after conjugated verbs, infinitive use after prepositions</li> <li>• Special suffixes</li> <li>• Irregular adjective agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Diminutives and augmentatives</li> <li>• Present perfect subjunctive</li> <li>• Future of probability</li> <li>• Conditional of probability</li> <li>• Neuter article <i>lo</i></li> <li>• Sequencing of tenses</li> <li>• <i>hacía</i> + expression of time + <i>que</i> + imperfect</li> <li>• Neuter demonstrative pronouns</li> </ul>

## Spanish 4 (Semester 1) Theme: IDENTITY / LA IDENTIDAD

### Topic 1: Spanish-Speaking Communities in the United States / *Las comunidades hispanoablantes en los Estados Unidos*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
<b>PERFORMANCE INDICATORS</b>				
<p>1 a-d Engage in conversations with native/heritage speakers to obtain information.</p> <p>2 a-d Restate and summarize materials about Hispanic* life in the U.S.</p> <p>3 a-d Present information on topics and issues related to Spanish-speakers in the U.S.</p>	<p>4 a-e Describe and explain cultural and ethnic diversity in the U.S. Hispanic* community.</p> <p>5 a-b Explain the influence of Hispanic* culture in literature and the media.</p>	<p>6 a-b Investigate topics from other disciplines such as history, art and music as they related to the study of Hispanic* presence in the U.S.</p> <p>7 a-c Explain the distinctive Hispanic* perspective on various issues.</p>	<p>8 a-c Identify and use linguistic elements of Spanish that do not translate literally and compare them to their English equivalents.</p> <p>9 a-c Compare the experiences and background of various heritage groups living in the U.S.</p>	<p>10 a Interact with Spanish speakers regarding topics of personal interest, community, or world concern.</p> <p>11 a-b Attend or view various media cultural events and social activities.</p>

\*Hispanic: Latin America, South America, Spain, etc.

## Spanish 4 (Semester 1) Theme: IDENTITY / LA IDENTIDAD

### Topic 2: Cultural and Ethnic Diversity in the Spanish-Speaking World: Historical Perspective / *La diversidad cultural y étnica en el mundo hispanohablante: la perspectiva histórica*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
<b>PERFORMANCE INDICATORS</b>				
<p>1 a-d Exchange information about the influence of various ethnic/regional groups on Hispanic culture.</p> <p>2 a-d Restate and summarize materials that reflect cultural and ethnic diversity in the Spanish-speaking world.</p> <p>3 a-b Present an original scene that reflects the experiences of various ethnic/regional groups in the Spanish-speaking world.</p>	<p>4 a-e Identify cultural practices and perspectives of various ethnic/regional groups in the Spanish-speaking world.</p> <p>5 a-b Identify and explain the relationship between various products and their respective regional/ethnic roots.</p>	<p>6 a-b Investigate topics from other disciplines such as history, art, mathematics, and science, as they relate to the study of cultural and ethnic diversity in the Spanish-speaking world.</p> <p>7 a-c Explain how viewpoints concerning the practices of various ethnic/regional groups differ when seen from within their own culture and from outside that culture.</p>	<p>8 a-c Identify and use linguistic elements of Spanish that do not translate literally. Compare the writing systems of various indigenous Spanish groups with modern Spanish to their English equivalents.</p> <p>9 a-c Compare the origins of linguistic elements of Spanish and English that reflect the influence of ethnic/regional groups, citing examples.</p>	<p>10 a Interact with Hispanics from various regions regarding topics of personal interest, community or world concern.</p> <p>11 a-b Listen to music, sing songs, or play musical instruments with ethnic/regional origins.</p>

## Spanish 4 (Semester 1) Theme: IDENTITY / LA IDENTIDAD

### Topic 3: Cultural and Ethnic Diversity in the Spanish-Speaking World: Contemporary Issues / *La diversidad cultural y étnica en el mundo hispanohablante: los asuntos contemporáneos*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
<b>PERFORMANCE INDICATORS</b>				
<p>1 a-d Exchange information on current issues affecting the diverse groups in the present day Spanish-speaking world.</p> <p>2 a-d Restate and summarize materials that reflect cultural and ethnic diversity in the Spanish-speaking world.</p> <p>3 a-b State problems affecting various ethnic groups, and recommend possible solutions.</p>	<p>4 a-e Analyze how and why the past experiences of different ethnic groups have shaped their current perspectives.</p> <p>5 a-b Identify and examine examples of cultural perspectives in literature and the media.</p>	<p>6 a-b Increase knowledge of other disciplines such as history, sociology, art, and music through the study of various Spanish-speaking ethnic groups.</p> <p>7 a-c Explain how viewpoints concerning the current practices of various Spanish-speaking ethnic groups differ when seen from within their own culture and from outside that culture.</p>	<p>8 a-b Select appropriate structures and idiomatic expressions and use with increasing accuracy.</p> <p>9 a-c Compare the impact of Spanish-speaking and U.S. cultures on each other.</p>	<p>10 a Communicate with local representatives of various Spanish-speaking communities.</p> <p>11 a-b Read and/or use various media and literary works from Spanish sources for entertainment, leisure, and personal growth.</p>

## Spanish 4 (Semester 1) Theme: CREATIVITY / LA CREATIVIDAD

### Topic 1: Film / *El cine* and Theater / *El teatro*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
<b>PERFORMANCE INDICATORS</b>				
<p>1 a-d Engage in conversations, provide and obtain information and express feelings and emotions on film/theater from the Spanish-speaking world.</p> <p>2 a-d Identify and describe the plot and characters of a movie/play.</p> <p>3 a-b Perform scenes based on a movie or play.</p>	<p>4 a-e Identify and describe various movements of film/theater from the Spanish-speaking world.</p> <p>5 a-b Identify and explain how various productions reflect political, social, and/or cultural perspectives.</p>	<p>6 a-b Investigate topics from other disciplines such as English, history, etc.</p> <p>7 a-c Explain how viewpoints on film differ when expressed by members of that culture versus members of other cultures.</p>	<p>8 a-c Identify and use linguistic elements of Spanish that do not translate literally and compare them to their English equivalents.</p> <p>9 a-c Compare movies from the Spanish-speaking world and the U.S.</p>	<p>10 a Participate in a dramatic performance from the Spanish-speaking world.</p> <p>11 a-b Attend or view films from the Spanish-speaking world.</p>

**Spanish 4 (Semester 1) Theme: CREATIVITY / LA CREATIVIDAD**  
**Topic 2: Music and Dance / La música y el baile**

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
<b>PERFORMANCE INDICATORS</b>				
<p>1 a-d Engage in conversations, provide and obtain information, and express feelings and emotion about music and dance from the Spanish-speaking world.</p> <p>2 a-d Restate and summarize topics related to music and dance from the Spanish-speaking world.</p> <p>3 a-b Present information, concepts, and ideas on music from the Spanish-speaking world.</p>	<p>4 a-e Identify and explain the significance of music and dance in the cultures of the Spanish-speaking world.</p> <p>5 a-b Identify and explain how various types of music and dance reflect political, social, and/or cultural perspectives.</p>	<p>6 a-b Investigate topics from other disciplines such as history, science, music, and physical education as they relate to music and dance.</p> <p>7 a-c Explain how viewpoints on music and dance differ when expressed by members of that culture versus members of other cultures.</p>	<p>8 a-c Identify and use linguistic elements of Spanish that do not translate literally and compare them to their English equivalents.</p> <p>9 a-c Compare music and dance from the Spanish-speaking world with music and dance from the U.S.</p>	<p>10 a Participate in a performance of music or dance from the Spanish-speaking world.</p> <p>11 a-b Listen to music, sing songs, or learn and attend dances from the Spanish-speaking world for personal enjoyment.</p>

## Spanish 4 (Semester 1) Theme: CREATIVITY / LA CREATIVIDAD

### Topic 3: Fine Art/Architecture in the Spanish-Speaking World / *El arte y la arquitectura del mundo hispanohablante*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
<b>PERFORMANCE INDICATORS</b>				
<p>1 a-d Engage in conversations, provide and obtain information, and express feelings and emotions on art/architecture from the Spanish-speaking world.</p> <p>2 a-d Restate and summarize samples of written and spoken language on topics related to art/architecture in the Spanish-speaking world.</p> <p>3 a-b Present information, concepts, and ideas on works of art.</p>	<p>4 a-e Identify and describe various artistic movements of art/architecture in the Spanish-speaking world.</p> <p>5 a-b Identify and explain how works of art/architecture reflect political, social, and/or cultural perspectives.</p>	<p>6 a-b Explore the social sciences through the study of art/architecture in the Spanish-speaking world.</p> <p>7 a-c Explain how viewpoints on artists/architects and their works differ when seen in their own culture and outside of that culture.</p>	<p>8 a-c Identify and use linguistic elements of Spanish that do not translate literally and compare them to their English equivalents.</p> <p>9 a-c Compare works of art/architecture studied with art/architecture from the U. S.</p>	<p>10 a Research a topic related to art/architecture in the Spanish-speaking world, using community resources.</p> <p>11 a-b Investigate various sources such as museums or the Internet to learn more about art/architecture for personal enjoyment.</p>

## Spanish 4 (Semester 2) Theme: **DISCOVERY / EL DESCUBRIMIENTO**

### Topic 1: *In the News / Las noticias*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
<b>PERFORMANCE INDICATORS</b>				
<p>1 a-d Obtain and provide information and exchange opinions on advertising/news.</p> <p>2 a-d Identify and interpret messages of print and electronic media.</p> <p>3 a-b Present an original advertising/news message.</p>	<p>4 a-e Identify, explain, and compare connections between cultural perspectives and socially approved behavioral patterns reflected in advertising/news.</p> <p>5 a-b Analyze the relationships between advertisements/news and the perspectives of Spanish-speaking culture.</p>	<p>6 a-b Extend knowledge of disciplines such as psychology, technology, and the visual and performing arts as well as persuasive language.</p> <p>7 a-c Examine and explain the viewpoints reflected in Spanish-language advertising.</p>	<p>8 a-c Identify and use linguistic elements of Spanish that do not translate literally and compare them to their English equivalents.</p> <p>9 a-c Compare products and services advertised/or in the news in the Spanish-speaking world and the U.S.</p>	<p>10 a Compose advertisements/news messages in Spanish to inform the Spanish-speaking community about school events.</p> <p>11 a-b Investigate advertising/news sources in Spanish to obtain information on topics of personal interest.</p>

## Spanish 4 (Semester 2) Theme: DISCOVERY / *EL DESCUBRIMIENTO*

### Topic 2: Impact of Technology: Personal and Global Perspective / *El impacto de la tecnología: la perspectiva personal y global*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
<b>PERFORMANCE INDICATORS</b>				
<p>1 a-d Obtain and provide information and exchange opinions about the impact of technology on daily life/various fields*.</p> <p>2 a-d Identify the main ideas and explain the significant details presented in written and/or spoken discourse.</p> <p>3 a-b Summarize and present the content of reading materials related to the impact of technology on daily life/various fields*</p>	<p>4 a-e Identify, describe, demonstrate and compare how common cultural perspectives and regional uses of technology in daily life/various fields* affect technological progress in the Spanish-speaking world.</p> <p>5 a-b Read electronic messages (e-mail, discussion board, IM, chat rooms, etc.) and infer how these products reflect the impact of technology on the Spanish-speaking world.</p>	<p>6 a-b Investigate topics from other disciplines such as technology, communication, or the social sciences, as they relate to the impact of technology on daily life/various fields*.</p> <p>7 a-c Examine and explain the perspective of the Spanish-speaking world on technology in daily life/various fields*.</p>	<p>8 a-c Identify and use linguistic elements of Spanish that do not translate literally and compare them to their English equivalents.</p> <p>9 a-c Analyze the relationship between perspectives and practices in the Spanish-speaking world regarding the impact of technology on daily life/various fields* and compare with practices and perspectives in the U.S.</p>	<p>10 a Instruct Spanish-speaking members of the community in the use of technology.</p> <p>11 a-b Use technology to communicate with Spanish speakers.</p>

\*Education, Transportation, Government, Professions, etc.

## Spanish 4 (Semester 2) Theme: **DISCOVERY / EL DESCUBRIMIENTO**

### Topic 3: **Travel / de viaje**

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
<b>PERFORMANCE INDICATORS</b>				
<p>1 a-d Engage in conversations about travel opportunities in the Spanish-speaking world.</p> <p>2 a-d Restate and summarize information gathered about travel in the Spanish-speaking world.</p> <p>3 a-b Present information on topics and issues related to travel such as clothing, paperwork, currency exchange, etc., in the Spanish-speaking world.</p>	<p>4 a-e Describe and explain different cultural opportunities based on areas of travel.</p> <p>5 a-b Explain the influence and impact of tourism on the various cultures of Spanish-speaking regions.</p>	<p>6 a-b Identify reasons and the importance of travel in the Spanish-speaking world</p> <p>7 a-c Investigate travel opportunities in the Spanish-speaking world.</p>	<p>8 a-c Identify the differences between travel opportunities to different areas in the Spanish-speaking world.</p> <p>9 a-c Compare and contrast the different areas of travel in the Spanish-speaking world.</p>	<p>10 a Interact with members of the Spanish-speaking world about possible travel areas</p> <p>11 a-b Attend a Spanish presentation on travel opportunities in the Spanish-speaking world such as Españolandia, a travel immersion program, etc.</p>

**Spanish 4 (Semester 2) Theme: CHANGE / EL CAMBIO**  
**Topic 1: Issues in Society: Relationships / La sociedad: las relaciones**

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
<b>PERFORMANCE INDICATORS</b>				
<p>1 a-d Engage in conversations to express feelings and emotions concerning relationships.</p> <p>2 a-d Identify the main ideas and explain the significant details about societal issues presented in written and/or spoken discourse.</p> <p>3 a-b Summarize and present the content of reading materials related to societal issues.</p>	<p>4 a-e Identify, explain, and compare various patterns of behavior and/or interaction between people in the Spanish-speaking world.</p> <p>5 a-b Experience (read, listen to, observe, and/or perform) creative products (stories, songs, and/or works of art) of the Spanish-speaking culture and infer how these products reflect the changes in societal roles in the Spanish-speaking world.</p>	<p>6 a-b Investigate topics from the social sciences through the study of changing societal roles.</p> <p>7 a-c Examine and explain the perspective of the Spanish-speaking world on relationship issues.</p>	<p>8 a-c Identify and use linguistic elements of Spanish that do not translate literally and compare them to their English equivalents.</p> <p>9 a-c Analyze the relationship of perspectives and practices in the Spanish-speaking world regarding relationships and compare them with practices and perspectives in the U.S.</p>	<p>10 a Explain the changing relationships in society with Spanish-speaking peers.</p> <p>11 a-b Attend or view various media or cultural events and social activities that reflect the continuously changing relationships in society.</p>

## Spanish 4 (Semester 2) Theme: **CHANGE / EL CAMBIO**

### Topic 2: *World Affairs / Asuntos globales*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
<b>PERFORMANCE INDICATORS</b>				
<p>1 a-d Engage in conversations to express emotions or exchange opinions about different systems of government and societal values*.</p> <p>2 a-d Identify and interpret the message of political slogans or cartoons.</p> <p>3 a-b Present and/or retell information related to politics and societal values*.</p>	<p>4 a-e Identify, explain, and compare the connection between cultural perspectives and the emergence of political systems in the Spanish-speaking world.</p> <p>5 a-b Experience (read, listen, observe, and/or perform) creative products (stories, songs, and/or works of art) of the Spanish-speaking world and infer how these products reflect political perspectives and societal values*.</p>	<p>6 a-b Investigate topics from the social sciences through the study of politics and societal values*.</p> <p>7 a-c Examine and explain the perspective of the Spanish-speaking world on politics and societal values*.</p>	<p>8 a-c Identify and use linguistic elements of Spanish that do not translate literally and compare them to their English equivalents.</p> <p>9 a-c Analyze the relationship of perspectives and practices in the Spanish-speaking world regarding politics and compare with practices and perspectives in the U.S.</p>	<p>10 a Inform members of the Spanish-speaking community of the political rights and responsibilities of U.S. citizens.</p> <p>11 a-b Explore and interpret political issues through Spanish-language media.</p>

\*Values: traditions, human rights, foreign policy, etc.