

# Curriculum Map - Spanish 4

\* NYS Standard 1: Communication skills (listening, speaking, reading, writing)

\*\* NYS Standard 2: Cultural understanding (Students will develop cross cultural skills and understanding.)

Month	Content	Skills	Assessment
September	<ul style="list-style-type: none"> <li>• Vocabulary -</li> <li>- social courtesies</li> <li>- description of others (physical, personality, likes, dislikes)</li> <li>- college life</li> <li>- dating</li> <li>- friendship (qualities of good friend or boyfriend/girlfriend)</li>   <li>• Grammar -</li> <li>- interrogative words, making questions, que' vs. cual</li> <li>- using interrogative words to make exclamations</li> <li>- gender &amp; plural of nouns</li> <li>- use of the definite &amp; indefinite article</li> <li>• Culture (NYS 2)</li> <li>- food (tapas &amp; tropical fruits)</li> <li>- Antonio Banderas</li> <li>- stereotypes (What are they?/ Why are they dangerous?)</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to...</li> <li>- introduce someone.</li> <li>- greet someone.</li> <li>- solicit information/help.</li> <li>- apologize.</li> <li>- ask permission to enter.</li> <li>- make exclamations.</li> <li>- describe self, friends, potential mates.</li>   <li>• Be able to...</li> <li>- speak &amp; write in Spanish, using correctly the grammar mentioned in "content".</li> <li>- special focus on making &amp; answering questions.</li> <li>- identify some Spanish appetizers &amp; sample some tropical fruits.</li> <li>- identify some Hispanic entertainers.</li> <li>- discuss how we are similar to/different from Latin Americans.</li> </ul>	<ul style="list-style-type: none"> <li>• reading journal</li> <li>• writing journal</li> <li>• speaking journal (cassette)</li> <li>• listening comp. journal</li> <li>• class conversations</li> <li>• round table discussion -</li> <li>- "La Amistad"</li> <li>• homework/written activities</li> <li>• video with comp. questions</li> <li>• listening comp. activities in class</li> <li>• partner activities (conv.)</li> <li>• writing assign.: "Poesia" (self-portrait &amp; Diamante)</li> <li>• read interviews &amp; answer questions &amp; report to class</li> <li>• interview project</li> </ul>

\* All four communications skills are addressed in each content area.

\*\* Content areas that involve culture are labeled "NYS 2".

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October	<ul style="list-style-type: none"> <li>• Vocabulary -</li> <li>- college dorm life</li>   <li>• Grammar -</li> <li>- gender, # &amp; position of adjectives</li> <li>- possessive adjectives</li> <li>- demonstrative adjectives</li> <li>- contrast use of pedir/preguntar &amp; porque/a causa de</li>   <li>• Culture (NYS Standard 2) -</li> <li>- music (Shakira, Marc Anthony)</li> <li>- proverbs</li> <li>- Hispanic Heritage month (9/15 - 10/15)</li> <li>- Day of the Dead</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to...</li> <li>- discuss advantages &amp; disadvantages of living in a dorm.</li> <li>- speak &amp; write in Spanish, using correctly the grammar mentioned in “content”.</li>   <li>• Be able to...</li> <li>- compare traditional Spanish &amp; English proverbs.</li> <li>- identify some Hispanic musicians.</li> <li>- identify some famous Hispanic Americans &amp; their contributions to our society.</li> <li>- talk about Hispanic influence in general in the U.S.</li> <li>- describe the customs &amp; significance of the Day of the Dead.</li> <li>- compare/contrast the Day of the Dead &amp; Halloween.</li> </ul>	<ul style="list-style-type: none"> <li>• reading journal</li> <li>• writing journal</li> <li>• speaking journal (cassette)</li> <li>• listening comp. journal</li> <li>• round table discussion:</li> <li>- dorm life vs. apt. life</li> <li>• listening comprehension activities in class</li> <li>• class conversations</li> <li>• homework/written activities</li> <li>• test</li>   <li>• Fill in missing lyrics in Shakira’s songs (listening comp.)</li> <li>• Read mini-biographies of famous Hispanics &amp; report back to class.</li> <li>• video with comprehension questions (“Los Latinos en los Estados Unidos”)</li> <li>• game</li> <li>• puzzle</li> <li>• Day of the Dead project - (ghost story or tombstone/epitaph/obituary)</li> </ul>

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November	<ul style="list-style-type: none"> <li>• Culture - (NYS 2)               <ul style="list-style-type: none"> <li>- Spanish food: tortilla española &amp; churros y chocolate</li> <li>- Thanksgiving vocabulary</li> <li>- field trip to Everson Museum (Latin American art &amp; Picasso)</li> <li>- Hispanic countries</li> </ul> </li> <li>• Literature -               <ul style="list-style-type: none"> <li>- “Cuento: Una Hija Singular”</li> </ul> </li> <li>• Vocabulary -               <ul style="list-style-type: none"> <li>- travel &amp; tourism (at travel agency, going through customs, airport, railroad station, hotel)</li> </ul> </li> <li>• Grammar -               <ul style="list-style-type: none"> <li>- ud commands</li> <li>- review of present tense</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Be able to...               <ul style="list-style-type: none"> <li>- explain Thanksgiving to a Spanish speaking person.</li> <li>- Identify some Spanish snacks.</li> <li>- Identify distinguishing characteristics of Latin American art.</li> <li>- Identify Spanish speaking countries around the world &amp; some important facts about them.</li> </ul> </li> <li>• Be able to...               <ul style="list-style-type: none"> <li>- read, understand, &amp; appreciate Hispanic literature.</li> <li>- increase vocabulary &amp; reading comp. skills</li> </ul> </li> <li>• Be able to...               <ul style="list-style-type: none"> <li>- purchase a ticket, find out schedules, etc. to travel successfully in a Spanish speaking country.</li> </ul> </li> <li>• Be able to...               <ul style="list-style-type: none"> <li>- give &amp; understand formal commands.</li> <li>- express oneself in the present tense.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• reading journal</li> <li>• writing journal</li> <li>• speaking journal</li> <li>• listening journal</li> <li>• read magazine articles, answer questions</li> <li>• internet assign. (Picasso)</li> <li>• read recipes &amp; check comp.</li> <li>• class discussion</li> <li>• homework/written activities</li> <li>• summarize story</li> <li>• game</li> <li>• listening comp. activities</li> <li>• TEST</li> <li>• “Quilt” project - poster &amp; oral presentation on a Spanish speaking country</li> <li>• video - “Pasajeros a Bordo” &amp; questions</li> </ul>

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December	<ul style="list-style-type: none"> <li>• Culture - (NYS 2)               <ul style="list-style-type: none"> <li>- food - Marzipan/Culinary Instit.</li> <li>- speaker</li> <li>- Christmas foods &amp; customs</li> <li>- Madrid &amp; its night life &amp; attractions</li> <li>- music - “La Tuna” &amp; Christmas carols</li> <li>- Spanglish</li> </ul> </li> <li>• Grammar -               <ul style="list-style-type: none"> <li>- future tense</li> <li>- comparisons - more than, less than, as...as</li> <li>- superlatives - “the most....”</li> </ul> </li> <li>• Vocabulary -               <ul style="list-style-type: none"> <li>- compare/contrast “tiempo/vez”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Be able to...               <ul style="list-style-type: none"> <li>- talk about Christmas customs in Spanish speaking countries.</li> <li>- compare/contrast with US.</li> <li>- talk about what there is to see and do in Madrid.</li> <li>- explain what “Spanglish” is, identify expressions &amp; guess meaning.</li> </ul> </li> <li>• Be able to...               <ul style="list-style-type: none"> <li>- express oneself in the future tense.</li> <li>- make comparisons.</li> </ul> </li> <li>• Be able to...               <ul style="list-style-type: none"> <li>- use the words for “time” correctly.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• reading journal</li> <li>• writing journal</li> <li>• speaking journal (cassette)</li> <li>• listening comp. journal</li> <li>• write letter to 3 Kings</li> <li>• reading comp. activities</li> <li>• make “ojo de Dios”</li> <li>• Round Table discussion -               <ul style="list-style-type: none"> <li>- “La Diversion”</li> </ul> </li> <li>• homework/written activities</li> <li>• horoscopes - read &amp; report back to class.</li> <li>• class conversations</li> <li>• listening activities</li> <li>• game</li> <li>• TEST</li> </ul>
January	<ul style="list-style-type: none"> <li>• Literature: Story -               <ul style="list-style-type: none"> <li>- “La Camisa de Margarita”</li> </ul> </li> <li>• MID-TERM PROJECTS:               <ul style="list-style-type: none"> <li>- scrapbook/trip project</li> <li>- virtual tour of Madrid - (internet project)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Be able to...               <ul style="list-style-type: none"> <li>- read, understand, &amp; appreciate Hispanic lit.</li> <li>- increase vocabulary &amp; read comp. skills.</li> </ul> </li> <li>• Be able to...               <ul style="list-style-type: none"> <li>- write and speak effectively in Spanish.</li> <li>- research a topic over the internet.</li> <li>- use the ELMO to present a project to class.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• homework/written activities</li> <li>• class discussion</li> <li>• summary of story</li> <li>• TEST</li> <li>• essay - “Person of the Year”</li> <li>• grade written project &amp; oral presentation to class according to rubrics</li> </ul>

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January (cont'd.)	<ul style="list-style-type: none"> <li>• Vocabulary -</li> <li>- the family (family roles &amp; household chores)</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to...</li> <li>- talk about household chores &amp; explain who does them.</li> </ul>	<ul style="list-style-type: none"> <li>• listening comp. activities</li> <li>• reading comp. activities</li> <li>• homework/written activities</li> <li>• Round Table discussion -</li> <li>- “el esposo moderno”</li> </ul>
February	<ul style="list-style-type: none"> <li>• Culture - (NYS 2)</li> <li>- Mexico City: founding of capital</li> <li>- Mexican Independence Day</li> <li>- 5 de mayo</li> <li>- Mexican art (FRIDA Kahlo)</li> <li>- Valentine’s Day</li> <li>• Vocabulary -</li> <li>- the house &amp; appliances</li> <li>• Grammar -</li> <li>- formation of past tenses</li> <li>- preterite &amp; imperfect</li> <li>- rules when to use preterite &amp; imperfect tenses</li> <li>- use of hacer expression for ongoing actions &amp; the idea of “ago”</li> <li>- saber vs conocer</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to...</li> <li>- talk about the history of Mexico City &amp; Mexico’s independence.</li> <li>- identify work of a famous Mexican artist.</li> <li>• Be able to...</li> <li>- explain what appliances are used to perform household chores.</li> <li>• Be able to...</li> <li>- talk about things that happened in the past, using correctly the preterite &amp; imperfect tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• reading journal</li> <li>• writing journal</li> <li>• speaking journal (cassette)</li> <li>• listening comp. journal</li> <li>• reading comp. activities</li> <li>• homework/written activities</li> <li>• list comp. activities</li> <li>• class discussion</li> <li>• video - “Millones en el Mercado” &amp; questions</li> <li>• magazine article &amp; video - “FRIDA Kahlo”</li> <li>• Tell and write stories in the past.</li> </ul>

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March	<ul style="list-style-type: none"> <li>Literature -               <ul style="list-style-type: none"> <li>read legend “El arco de Balam Acab”</li> <li>read story “Una Carta a Dios”</li> </ul> </li> <li>Culture - (NYS 2)               <ul style="list-style-type: none"> <li>read some Mexican Indian legends &amp; watch video</li> <li>Mexican bark painting</li> <li>Mexican geography, history, &amp; culture</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Be able to...               <ul style="list-style-type: none"> <li>read, understand, &amp; appreciate Hispanic literature.</li> <li>increase vocabulary &amp; reading comp. skills</li> </ul> </li> <li>Be able to...               <ul style="list-style-type: none"> <li>talk about Mayan &amp; Aztec cultures as part of Mexican history</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>homework/written activities</li> <li>class discussion</li> <li>summary of story</li> <li>TEST</li> <li>reading comp.</li> <li>class discussion</li> <li>Project -               <ul style="list-style-type: none"> <li>write original legend &amp; illustrate in Mexican bark painting style</li> <li>library research project - “Mexico”</li> </ul> </li> </ul>
April	<ul style="list-style-type: none"> <li>Culture - (NYS 2)               <ul style="list-style-type: none"> <li>Easter vocabulary, semana santa customs</li> <li>Picasso (power point presentation)</li> <li>political strife in Latin America: video “La Historia oficial” &amp; magazine article “Los Desaprecidos”</li> <li>national &amp; international concerns: story - “En el fondo del cano...”</li> </ul> </li> <li>Vocabulary -               <ul style="list-style-type: none"> <li>geographical terms</li> <li>population</li> <li>natural phenomena</li> <li>the economy</li> <li>politics &amp; government</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Be able to...               <ul style="list-style-type: none"> <li>talk about Easter in Spanish speaking countries</li> <li>discuss importance of Picasso as an artist &amp; identify some of his works.</li> <li>discuss some of past political problems of Latin America: dictatorships, social injustice, lack of personal liberties, etc.</li> <li>discuss such concerns as terrorism, unemployment, drug abuse, AIDS, illiteracy, etc. in our world today.</li> <li>describe our nation &amp; Spanish speaking nations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>reading comprehension</li> <li>internet project</li> <li>questions on video to check comprehension</li> <li>test</li> <li>Round Table discussion - “Problemas Internacionales”</li> <li>written activities -</li> <li>test</li> <li>reading journal</li> <li>writing journal</li> <li>speaking journal</li> <li>listening journal</li> </ul>

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April (cont'd.)	<ul style="list-style-type: none"> <li>• Grammar - conditional tense</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to... - talk about what you would do if certain conditions existed.</li> </ul>	
May	<ul style="list-style-type: none"> <li>• Grammar - - negative words</li> <li>• Literature - - “Signos de Puntuacion” - Spanish fables</li> <li>• Culture (NYS 2) - additional information on Mayan, Aztec, &amp; Incan civilizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to... - make negative sentences in Spanish.</li> <li>• Be able to... - appreciate &amp; comprehend literary works in Spanish. - increase vocabulary &amp; reading comprehension skills.</li> <li>• Be able to... - talk about Mayan, Aztec, Incan cultures, especially religious beliefs &amp; rituals.</li> </ul>	<ul style="list-style-type: none"> <li>• reading journal</li> <li>• writing journal</li> <li>• listening journal</li> <li>• speaking journal</li> <li>• homework/written activities</li> <li>• test</li> <li>• project - - Make Aztec, Mayan, or Incan mask &amp; write essay describing its use or significance in their culture.</li> </ul>

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June	<ul style="list-style-type: none"> <li>• Culture (NYS 2) - Mexico - (Video - “Como Agua Para Chocolate”)</li> <li>• Final project - - autobiography</li> <li>• Culture (NYS 2) - Hispanic painters</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to... - appreciate Mexican culture of the 19th Century &amp; traditional Mexican foods.</li> <li>• Be able to... - speak &amp; write about your life &amp; future using a variety of tenses.</li> <li>• Be able to... - identify some Hispanic painters &amp; their works and/or style (Rivera, Miro’, Goya, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• handouts</li> <li>• class discussions to check comprehension</li> <li>• grade written project &amp; oral presentation according to rubrics</li> <li>• reading activities &amp; comprehension questions</li> </ul>

