



**Course: Honors
Spanish IV**

Grade Level: 11-12

Unit 1

**Course/Subject:
Honors Spanish IV**

**Grade:
11-12**

**Unit 1:
Repaso de Español I, II y
III**

**Suggested Timeline:
2-3 weeks**

Grade Level Summary	Honors Spanish IV is designed for the serious language student who has developed an appreciation for world language study and has been successful with skill development. It will provide a solid foundation for success in the AP Spanish course and college-level language classes. Students will focus on further developing their vocabulary and grammatical knowledge, along with refining their reading, writing, listening and speaking skills. Specific emphasis is placed on the ability to express individual feelings and opinions.
Grade Level Units	Unit 1: Repaso de Español I, II y III Unit 2: ¡Dímelo! Unit 3: La cocina hispana Unit 4: Los cuentos hispanos Unit 5: Pasajes de la vida Unit 6: ¡Cúidate bien! Unit 7: Quehaceres Unit 8: Carreras

Unit Title	Repaso de Español I, II y III
Unit Summary	Students will review essential grammar and vocabulary from Spanish I, II and III. Students will demonstrate their knowledge through written and oral communication.

Unit Essential Questions: 1. How do we recover the knowledge we gained in Spanish I, II & III after the summer break?	Key Understandings: 1. Regular and irregular present, preterite, imperfect, future, and conditional tense verbs 2. Preterite and imperfect uses 3. Perfect and progressive tenses 4. Basic grammatical structures (adjective agreement, pronouns, comparisons) 5. Basic infinitive meanings
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
Communication 1.1, 1.2	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Cultures 2.2	Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Comparisons 4.1	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections 3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Perfect vs. progressive tenses Preterite vs. imperfect 	<ul style="list-style-type: none"> Rules of usage (covered during Spanish III) Rules of usage (covered during Spanish III)

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Regular and irregular present, preterite, imperfect, future, and conditional conjugations Preterite and imperfect uses Perfect and progressive tenses Basic grammar concepts Basic infinitives 	<ul style="list-style-type: none"> Conjugate regular and irregular verbs in all known tenses. Distinguish between use of preterite and imperfect past tenses. Distinguish between use of perfect and progressive tenses. Properly utilize nouns/adjectives, pronouns (subject, direct, indirect, reflexive), comparisons, etc. Identify and use basic Spanish infinitives. 	<ul style="list-style-type: none"> Creativity Communication Critical Thinking

Academic Vocabulary:

<ul style="list-style-type: none"> Perfect Tense Past Participle 	<ul style="list-style-type: none"> Progressive Tense Present Participle 	<ul style="list-style-type: none"> Direct Object Pronouns Indirect Object Pronouns Reflexive Pronouns
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Evidence: Assessments and Performance Task(s)

- Homework
 - Quizzes
 - Writing assignments
 - Speaking assessment
 - Unit quiz
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Interdisciplinary Connections:

- English: Grammatical Terms (parts of speech, pronouns, infinitives)
 - English: Grammatical Tenses
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Additional Resources:

- Textbook
 - Workbook
 - Vocabulary lists
 - PowerPoint
 - Authentic audio sources
 - YouTube videos
 - Online interactive resources
 - Teacher created resources
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Created By: Northern York County School District World Language Department



**Course: Honors
Spanish IV**

Grade Level: 11-12

Unit 2

**Course/Subject:
Honors Spanish IV**

**Grade:
11-12**

**Unit 2:
¡Dímelo!**

**Suggested Timeline:
3-4 weeks**

Grade Level Summary	Honors Spanish IV is designed for the serious language student who has developed an appreciation for world language study and has been successful with skill development. It will provide a solid foundation for success in the AP Spanish course and college-level language classes. Students will focus on further developing their vocabulary and grammatical knowledge, along with refining their reading, writing, listening and speaking skills. Specific emphasis is placed on the ability to express individual feelings and opinions.
Grade Level Units	Unit 1: Repaso de Español I, II y III Unit 2: ¡Dímelo! Unit 3: La cocina hispana Unit 4: Los cuentos hispanos Unit 5: Pasajes de la vida Unit 6: ¡Cúdate bien! Unit 7: Quehaceres Unit 8: Carreras

Unit Title	Unit 2: ¡Dímelo!
Unit Summary	Students will conjugate and use familiar commands and comparisons of equality in a variety of situations. Students will also understand and utilize basic vocabulary from Spanish I, II and III.

Unit Essential Questions: 1. How do we use commands to communicate with our friends and family?	Key Understandings: 1. Regular and irregular positive familiar commands 2. Regular and irregular negative familiar commands 3. Comparisons of equality 4. Basic Spanish I vocabulary 5. Basic Spanish II vocabulary 6. Basic Spanish III vocabulary
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
Communication 1.1, 1.2	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
Cultures 2.2	Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Comparisons 4.1	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
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Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections 3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Positive vs. negative commands Noun vs. adjective comparison formation 	<ul style="list-style-type: none"> Definitions of positive and negative commands Correct formations for comparisons

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Regular and irregular positive/negative familiar commands Comparisons of equality Basic vocabulary 	<ul style="list-style-type: none"> Conjugate regular and irregular positive/negative familiar commands. Properly utilize comparisons of equality. Identify and use basic vocabulary. 	<ul style="list-style-type: none"> Communication Critical Thinking Collaboration

Academic Vocabulary:

<ul style="list-style-type: none"> Commands/Imperatives 	<ul style="list-style-type: none"> Equality
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Homework Quizzes Writing assignments Speaking assessment Listening assessment

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- Project/presentation
 - Unit exam
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Interdisciplinary Connections:

- English: Grammatical Terms & Tenses
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Additional Resources:

- Textbook
 - Workbook
 - Audio program and listening packet
 - Vocabulary lists and flashcards
 - PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Online interactive resources
 - Teacher created resources
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**Course: Honors
Spanish IV**

Grade Level: 11-12

Unit 3

**Course/Subject:
Honors Spanish IV**

**Grade:
11-12**

**Unit 3:
La cocina hispana**

**Suggested Timeline:
3-4 weeks**

Grade Level Summary	Honors Spanish IV is designed for the serious language student who has developed an appreciation for world language study and has been successful with skill development. It will provide a solid foundation for success in the AP Spanish course and college-level language classes. Students will focus on further developing their vocabulary and grammatical knowledge, along with refining their reading, writing, listening and speaking skills. Specific emphasis is placed on the ability to express individual feelings and opinions.
Grade Level Units	Unit 1: Repaso de Español I, II y III Unit 2: ¡Dímelo! Unit 3: La cocina hispana Unit 4: Los cuentos hispanos Unit 5: Pasajes de la vida Unit 6: ¡Cúidate bien! Unit 7: Quehaceres Unit 8: Carreras

Unit Title	Unit 3: La cocina hispana
Unit Summary	Students will conjugate and use formal commands and por/para in a variety of situations. Students will also understand food and cooking vocabulary and be able to interpret Hispanic recipes.

Unit Essential Questions:

1. How do we interpret and create authentic Hispanic recipes?

Key Understandings:

1. Regular and irregular positive formal commands
2. Regular and irregular negative formal commands
3. Por versus para
4. Food and cooking vocabulary
5. Hispanic recipes

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
Communication 1.2, 1.3	Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.2	Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Comparisons 4.2	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
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Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections 3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> • Por vs. para • Formal vs. informal commands 	<ul style="list-style-type: none"> • Rules of usage and acronyms • Differentiation between formal and informal audiences

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Regular and irregular positive/negative formal commands • Por and para • Food and cooking vocabulary 	<ul style="list-style-type: none"> • Conjugate regular and irregular positive/negative formal commands. • Properly distinguish and use por and para. • Identify and use food and cooking vocabulary. • Interpret and create authentic recipes. 	<ul style="list-style-type: none"> • Communication • Critical Thinking • Collaboration

Academic Vocabulary:

• Formal Commands	• Comparisons	
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Homework • Quizzes • Writing assignments
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- Speaking assessment
 - Listening assessment
 - Project/presentation
 - Unit exam
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Interdisciplinary Connections:

- English: Grammatical Terms & Tenses
 - FCS
 - Math: Quantities
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Additional Resources:

- Textbook
 - Workbook
 - Audio program and listening packet
 - Vocabulary lists and flashcards
 - PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Online interactive resources
 - Teacher created resources
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**Course: Honors
Spanish IV**

Grade Level: 11-12

Unit 4

**Course/Subject:
Honors Spanish IV**

**Grade:
11-12**

**Unit 4:
Los cuentos hispanos**

**Suggested Timeline:
3-4 weeks**

Grade Level Summary	Honors Spanish IV is designed for the serious language student who has developed an appreciation for world language study and has been successful with skill development. It will provide a solid foundation for success in the AP Spanish course and college-level language classes. Students will focus on further developing their vocabulary and grammatical knowledge, along with refining their reading, writing, listening and speaking skills. Specific emphasis is placed on the ability to express individual feelings and opinions.
Grade Level Units	Unit 1: Repaso de Español I, II y III Unit 2: ¡Dímelo! Unit 3: La cocina hispana Unit 4: Los cuentos hispanos Unit 5: Pasajes de la vida Unit 6: ¡Cúdate bien! Unit 7: Quehaceres Unit 8: Carreras

Unit Title	Unit 4: Los cuentos hispanos
Unit Summary	Students will read and interact with a variety of authentic short stories written in Spanish.

Unit Essential Questions: 1. How do we appreciate and interpret authentic Hispanic literature?	Key Understandings: 1. Interpretation and use of multiple tenses 2. Reading comprehension strategies 3. Question and answer strategies 4. Literature and story vocabulary
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
Communication 1.2, 1.3	Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
Connections 3.2	Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
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Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections 3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Formation of stories in Hispanic literature Genres of Hispanic literature 	<ul style="list-style-type: none"> Demonstration of literary devices Brief history of Hispanic literature and writers

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Preterite, imperfect, present, future and conditional conjugations Reading comprehension strategies Question and answer strategies Literature and story vocabulary 	<ul style="list-style-type: none"> Identify and interpret different tenses used in a short story. Implement reading strategies to facilitate comprehension. Utilize question and answer strategies to answer basic and higher-order-thinking questions. Use literature and story vocabulary during class discussions. 	<ul style="list-style-type: none"> Creativity Collaboration Competent

Academic Vocabulary:

• Fable	• Folklore	• Storytelling
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Evidence: Assessments and Performance Task(s)

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- Homework
 - Writing assignments
 - Project/presentation
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Interdisciplinary Connections:

- English: Grammatical Terms & Tenses
- English: Elements of Storytelling

Additional Resources:

- Authentic stories
- Audio program
- Vocabulary lists
- PowerPoints
- Online interactive resources
- Teacher created resources

Created By: Northern York County School District World Language Department



**Course: Honors
Spanish IV**

Grade Level: 11-12

Unit 5

**Course/Subject:
Honors Spanish IV**

**Grade:
11-12**

**Unit 5:
Pasajes de la vida**

**Suggested Timeline:
3-4 weeks**

Grade Level Summary	Honors Spanish IV is designed for the serious language student who has developed an appreciation for world language study and has been successful with skill development. It will provide a solid foundation for success in the AP Spanish course and college-level language classes. Students will focus on further developing their vocabulary and grammatical knowledge, along with refining their reading, writing, listening and speaking skills. Specific emphasis is placed on the ability to express individual feelings and opinions.
Grade Level Units	Unit 1: Repaso de Español I, II y III Unit 2: ¡Dímelo! Unit 3: La cocina hispana Unit 4: Los cuentos hispanos Unit 5: Pasajes de la vida Unit 6: ¡Cúdate bien! Unit 7: Quehaceres Unit 8: Carreras

Unit Title	Unit 5: Pasajes de la vida
Unit Summary	Students will conjugate subjunctive verbs and form proper sentences in a variety of situations. Students will also understand wedding, baptism, birthday and funeral vocabulary and be able to describe common Hispanic celebrations and traditions.

Unit Essential Questions:

1. How do we discuss important life moments?

Key Understandings:

1. Regular and irregular subjunctive conjugations
2. Subjunctive sentence formation
3. Subjunctive with verbs/expressions of wish, will and desire
4. Subjunctive with verbs/expressions of emotions
5. Wedding, baptism, birthday and funeral vocabulary
6. Hispanic celebrations and traditions

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
Communication 1.2, 1.3	Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

2.1	
Comparisons 4.2	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections 3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Subjunctive conjugation and usage Subjunctive sentence formation 	<ul style="list-style-type: none"> Rules of usage Modelling proper techniques for writing subjunctive sentences

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Regular and irregular subjunctive verb conjugations Proper subjunctive sentence formation Wish, will, desire and emotions verbs/expressions Wedding, baptism, birthday and funeral vocabulary 	<ul style="list-style-type: none"> Conjugate and use regular and irregular subjunctive verb. Properly form subjunctive sentences using verbs/expressions of wish, will, desire and emotions. Identify and use wedding, baptism, birthday and funeral vocabulary. Compare and contrast celebrations and traditions in Hispanic countries with those in the US. 	<ul style="list-style-type: none"> Communication Critical Thinking Collaboration

Academic Vocabulary:

<ul style="list-style-type: none"> Subjunctive 	<ul style="list-style-type: none"> Indicative 	
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Evidence: Assessments and Performance Task(s)

- Homework
 - Quizzes
 - Writing assignments
 - Speaking assessment
 - Listening assessment
 - Project/presentation
 - Unit exam
-

Interdisciplinary Connections:

- English: Grammatical Terms & Tenses
 - Social Studies
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Additional Resources:

- Textbook
 - Workbook
 - Audio program and listening packet
 - Vocabulary lists and flashcards
 - PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Online interactive resources
 - Teacher created resources
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**Course: Honors
Spanish IV**

Grade Level: 11-12

Unit 6

**Course/Subject:
Honors Spanish IV**

**Grade:
11-12**

**Unit 6:
¡Cúdate bien!**

**Suggested Timeline:
3-4 weeks**

Grade Level Summary	Honors Spanish IV is designed for the serious language student who has developed an appreciation for world language study and has been successful with skill development. It will provide a solid foundation for success in the AP Spanish course and college-level language classes. Students will focus on further developing their vocabulary and grammatical knowledge, along with refining their reading, writing, listening and speaking skills. Specific emphasis is placed on the ability to express individual feelings and opinions.
Grade Level Units	Unit 1: Repaso de Español I, II y III Unit 2: ¡Dímelo! Unit 3: La cocina hispana Unit 4: Los cuentos hispanos Unit 5: Pasajes de la vida Unit 6: ¡Cúdate bien! Unit 7: Quehaceres Unit 8: Carreras

Unit Title	Unit 6: ¡Cúdate bien!
Unit Summary	Students will conjugate stem changer subjunctive verbs and form proper sentences in a variety of situations. Students will also understand body part, physical fitness and medical emergency vocabulary and be able to discuss self-care in Hispanic countries.

Unit Essential Questions:

1. How do we discuss our health and medical needs?

Key Understandings:

1. Stem changer subjunctive conjugations
2. Subjunctive with impersonal expressions
3. Body parts, physical fitness and medical emergency vocabulary
4. Self-care in Hispanic countries

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
Communication 1.2, 1.3	Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Comparisons 4.2	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
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Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections 3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Stem changer rules Impersonal expressions without certainty 	<ul style="list-style-type: none"> Rules for proper usage Vocabulary list

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Subjunctive stem changer verb conjugations Impersonal expressions Body parts, physical fitness and medical emergency vocabulary 	<ul style="list-style-type: none"> Conjugate and use stem changer subjunctive verb. Properly form subjunctive sentences using impersonal expressions. Identify and use body parts, physical fitness and medical emergency vocabulary. Analyze and discuss self care in Hispanic countries. 	<ul style="list-style-type: none"> Communication Critical Thinking Competent

Academic Vocabulary:

<ul style="list-style-type: none"> Subjunctive 	<ul style="list-style-type: none"> Impersonal Expression 	<ul style="list-style-type: none"> Self Care
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Homework
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- Quizzes
 - Writing assignments
 - Speaking assessment
 - Listening assessment
 - Project/presentation
 - Unit exam
-

Interdisciplinary Connections:

- English: Grammatical Terms & Tenses
 - Health: Body Parts
 - Physical Education: Self Care
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Additional Resources:

- Textbook
 - Workbook
 - Audio program and listening packet
 - Vocabulary lists and flashcards
 - PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Online interactive resources
 - Teacher created resources
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**Course: Honors
Spanish IV**

Grade Level: 11-12

Unit 7

**Course/Subject:
Honors Spanish IV**

**Grade:
11-12**

**Unit 7:
Quehaceres**

**Suggested Timeline:
3-4 weeks**

Grade Level Summary	Honors Spanish IV is designed for the serious language student who has developed an appreciation for world language study and has been successful with skill development. It will provide a solid foundation for success in the AP Spanish course and college-level language classes. Students will focus on further developing their vocabulary and grammatical knowledge, along with refining their reading, writing, listening and speaking skills. Specific emphasis is placed on the ability to express individual feelings and opinions.
Grade Level Units	Unit 1: Repaso de Español I, II y III Unit 2: ¡Dímelo! Unit 3: La cocina hispana Unit 4: Los cuentos hispanos Unit 5: Pasajes de la vida Unit 6: ¡Cúidate bien! Unit 7: Quehaceres Unit 8: Carreras

Unit Title	Unit 7: Quehaceres
Unit Summary	Students will form proper subjunctive sentences using recommendation and doubt in a variety of situations. Students will also understand daily errand and chore vocabulary and be able to analyze typical daily routines in Hispanic countries.

Unit Essential Questions:

1. How do we describe our daily errands and chores?

Key Understandings:

1. Subjunctive with verbs/expressions of recommendation
2. Subjunctive with verbs/expressions of doubt
3. Daily errand and chore vocabulary
4. Daily routines in Hispanic countries

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
Communication 1.2, 1.3	Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Comparisons 4.2	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
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Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections 3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Doubt vs. certainty 	<ul style="list-style-type: none"> Rules of proper usage

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Subjunctive verb conjugations Recommendation and doubt verbs/expression Daily errand and chore vocabulary 	<ul style="list-style-type: none"> Conjugate and use subjunctive verbs. Properly form subjunctive sentences using verbs/expressions of recommendation and doubt. Identify and use errand and chore vocabulary. Analyze and describe daily routines in Hispanic countries. 	<ul style="list-style-type: none"> Communication Critical Thinking Collaboration

Academic Vocabulary:

<ul style="list-style-type: none"> Recommendations 	<ul style="list-style-type: none"> Doubt 	<ul style="list-style-type: none"> Certainty
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Homework Quizzes

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- Writing assignments
 - Speaking assessment
 - Listening assessment
 - Project/presentation
 - Unit exam
-

Interdisciplinary Connections:

- English: Grammatical Terms & Tenses
-

Additional Resources:

- Textbook
 - Workbook
 - Audio program and listening packet
 - Vocabulary lists and flashcards
 - PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Online interactive resources
 - Teacher created resources
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Created By: Northern York County School District World Language Department



**Course: Honors
Spanish IV**

Grade Level: 11-12

Unit 8

**Course/Subject:
Honors Spanish IV**

**Grade:
11-12**

**Unit 8:
Carreras**

**Suggested Timeline:
3-4 weeks**

Grade Level Summary	Honors Spanish IV is designed for the serious language student who has developed an appreciation for world language study and has been successful with skill development. It will provide a solid foundation for success in the AP Spanish course and college-level language classes. Students will focus on further developing their vocabulary and grammatical knowledge, along with refining their reading, writing, listening and speaking skills. Specific emphasis is placed on the ability to express individual feelings and opinions.
Grade Level Units	Unit 1: Repaso de Español I, II y III Unit 2: ¡Dímelo! Unit 3: La cocina hispana Unit 4: Los cuentos hispanos Unit 5: Pasajes de la vida Unit 6: ¡Cúdate bien! Unit 7: Quehaceres Unit 8: Carreras

Unit Title	Unit 8: Carreras
Unit Summary	Students will form proper subjunctive sentences and distinguish them from indicative sentences. Students will also understand career and profession vocabulary and explain career options in Hispanic countries.

Unit Essential Questions:

1. How do we discuss future career possibilities?

Key Understandings:

1. Subjunctive with ojalá, quizás and tal vez
2. Subjunctive versus indicative sentences
3. Career and profession vocabulary
4. Jobs and career options in Hispanic countries

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
Communication 1.2, 1.3	Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Communities 5.1	Standard 5.1: Students use the language both within and beyond the school setting.
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Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
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Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> • Use of ojalá • Subjunctive vs. indicative 	<ul style="list-style-type: none"> • Rules of proper usage • Rules of proper usage

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Subjunctive verb conjugations • Subjunctive expression like ojalá, quizás, and tal vez • Subjunctive versus indicative • Career and profession vocabulary 	<ul style="list-style-type: none"> • Conjugate and use subjunctive verbs. • Properly form subjunctive sentences using ojalá, quizás, tal vez. • Distinguish and create subjunctive and indicative sentences. • Identify and use career and profession vocabulary. • Compare and contrast jobs in Hispanic countries with those in the US. 	<ul style="list-style-type: none"> • Communication • Critical Thinking • Competent • Conscientious

Academic Vocabulary:

• Ojalá	• Marketing	• Résumé
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Evidence: Assessments and Performance Task(s)

• Homework

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- Quizzes
 - Writing assignments
 - Speaking assessment
 - Listening assessment
 - Project/presentation
 - Unit exam
-

Interdisciplinary Connections:

- English: Grammatical Terms & Tenses
 - Business & Marketing
-

Additional Resources:

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