

SPANISH IV ESSENTIAL CURRICULUM

UNIT 1: *Las carreras y mi vida futura*

Overview. In this unit, students examine and evaluate guiding forces in making future career choices. Students start off by exploring attitudes towards schooling and education in Spanish-speaking countries, and compare and contrast with the United States. Then, students explore characteristics of their chosen career, such as education required, job market considerations, income, hours, location, etc. Students create a personal definition of what it means to be successful in their chosen field.

To gain practical, real-world experience, students apply for a mock internship with a company or organization with offices in a Spanish-speaking country in the area of interest they have chosen. Students gain practical and applicable knowledge through reading job postings, completing a job application, participating in a mock job interview, and writing a cover letter to a future employer.

Essential Questions:

- How do attitudes towards schooling and education differ in the US and Spanish-speaking countries?
- What factors influence a future career choice?

Enduring Understandings:

- Many factors influence career choices.
- Perspectives toward work and education vary across cultures.

CURRICULUM STANDARDS / STUDENT OUTCOMES

Communication

Interpersonal

- Ask and answer a variety of questions that elicit elaboration on what particular career path entail, such as responsibilities, benefits, qualifications of candidates, interests, education, skills, and experience. (WLC.1.1.a.)
- Express, defend, and provide a complete explanation with substantive detail about personal preferences, opinions regarding choice of future careers. (WLC.1.1.b.)

Interpretive Reading and Listening

- Use a variety of authentic resources including short videos, current event articles, and popular songs to derive and independently negotiate meaning in relation to an individual's career choices and impact on quality of life. (WLC.1.2.a.) (CCSS-ELA, RI.11-12.7.)
- Demonstrate understanding of career paths and future career goals gained through active listening or reading by applying it to a different context. (WLC.1.2.c.)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.10-12.1)

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Presentational Speaking

- Present information, findings, and supporting evidence regarding a candidate's characteristics and qualifications for a particular position. (WLC.1.3.a.)

Presentational Writing

- Discuss the impact the job market has on career choices. (WLC.1.1.c.)
- Write informative/explanatory texts to define the ideal career or profession. (WLC.1.3.b.) (W.11-12.2)

Culture

Practices

- Identify differences in preparation for professional careers and trades Spanish-speaking countries and the United States. (WLC.2.1.a)
- Discuss the differences in the role work plays in Spanish-speaking countries and the United States. (WLC.2.1.b.)

Products

- Analyze application materials for different positions. (WLC.2.2.a).
- Examine job postings in different Spanish-speaking countries. (WLC.2.2.a.)

Connections

Across Disciplines

- Identify economic factors in choosing a profession. (WLC.3.1.a.)
- Complete a personality/career inventory in Spanish. (WLC.3.1.b.)

Added Perspectives

- Identify perceptions of popular and unpopular professions in the United States and in Spanish-speaking countries. (WLC.3.2.a.)

Comparisons

Language

- Distinguish the use of cognates in future and professions vocabulary. (WLC.4.1.c.)

Culture

- Compare attitudes toward education in the United States with that in Spanish-speaking countries. (WLC.4.2.b.)

Communities

Practical Applications

- Identify job opportunities locally for individuals who speak Spanish. (WLC.5.1.a.)

Personal Enrichment

- Identify volunteer opportunities supporting their career path using Spanish and participate, if possible. (WLC.5.1.a. & WLC.5.1.b.)

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Common Core State Standards for English Language Arts

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS-ELA, RI.11-12.1.)
- Use a variety of authentic resources including short videos, current event articles, and popular songs to derive and independently negotiate meaning in relation to an individual's career choices and impact on quality of life. (CCSS-ELA, RI.11-12.7.)

Standards of Mathematical Practices

- Reason abstractly and quantitatively. (SMP.2.)
- Look for and make use of structure. (SMP.7.)

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UNIT 2: *Los avances en medicina y el bienestar*

Overview. In this unit, students will review their knowledge of body parts and vocabulary for diseases and other illnesses. Students will be able to describe symptoms and offer suggestions for possible remedies. Students will explore both traditional and alternative forms of medicine and wellness. Through this exploration students will compare healthcare systems in the United States with those in Spanish-speaking countries. They will also compare what constitutes traditional/alternative medicine and explore cultural topics such as *curanderos*, herbal medicine, and new advances in medicine.

Essential Questions:

- ❑ What role do wellness, and medicine play in our lives?
- ❑ How do cultural beliefs, practices, geography and economics impact choices in medical treatments and decisions about wellness?

Enduring Understandings:

- ❑ Traditional and alternative medicines represent the products, practices, and perspectives of a culture.
- ❑ How we take care of ourselves is representative of our culture.
- ❑ There are advantages and disadvantages to advancing medical technologies.

CURRICULUM STANDARDS / STUDENT OUTCOMES

Communication

Interpersonal

- ❑ Express concerns, hopes, opinions, and necessity in reference to different approaches to wellness and medicine. (WLC 1.1.b.)
- ❑ Discuss options for treatment and health care decisions based on different perspectives. (WLC 1.1.c.)

Interpretive Reading and Listening

- ❑ Identify different approaches to healthcare and wellness in authentic sources and apply this information to new contexts. (WLC 1.2.a.)
- ❑ Comprehend, analyze, and compare concepts of how external factors such as geography and economics affect personal health care decisions. (WLC 1.2.b.)
 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.11-12.1)

Presentational Writing

- ❑ Write arguments to support claims in an analysis of a bioethics topic, appropriate health care, or new technology in the health care field, using valid reasoning and relevant and sufficient evidence. (WLC 1.3.b.) (W.11-12.1)
- ❑ Conduct research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple

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sources on the subject, demonstrating understanding of healthcare issues under study. (WLC 1.3.a) (W.11-12.7)

Culture

Practices

- ☐ Interact according to the social and cultural patterns of behavior in a variety of formal or informal medical contexts. (WLC 2.1.a.)
- ☐ Analyze, and evaluate traditional and modern medical practices in Spanish-speaking cultures. (WLC 2.1.c.)
- ☐ Analyze, and evaluate how beliefs and attitudes influence the position of the countries studied on health care systems. (WLC 2.1.c.)

Products

- ☐ Identify traditional remedies, herbs, and medicinal products used in Spanish-speaking countries. (WLC 2.2.a)
- ☐ Analyze, and evaluate new technologies in healthcare and how they impact Spanish-speaking cultures. (WLC 2.2.b.)

Connections

Across Disciplines

- ☐ Use specialized language and structures in Spanish to increase knowledge of the health care field. (WLC 3.1.a.)

Added Perspectives

- ☐ Describe and analyze the perspectives gained from a wide variety of authentic sources from Spanish-speaking cultures. (WLC 3.1.a.)

Comparisons

Culture

- ☐ Compare health care systems in the United States with those in Spanish-speaking countries. (WLC 4.2.a.)

Communities

Practical Applications

- ☐ Research, describe, and present with target language proficiency available media (i.e., TV news broadcasts), print (i.e., library), and commercial establishments in the local and world community. (WLC 5.1.b.)

Personal Enrichment

- Research and create a multimedia presentation which facilitates an in-depth understanding of languages and cultures. (WLC 5.2.c)

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UNIT 3: *El amor*

Overview. In this unit, students explore different types of relationships (family, romantic, friend) they manifest themselves in their lives and the world. Students will compare relationship structures to those in other countries. Students will read and analyze a variety of Hispanic literature and the role love plays within each piece.

Essential Questions:

- What role do relationships play in our lives?
- What are different ways that affection is expressed?

Enduring Understandings:

- Relationships with friends and family will change over time.
- Affection can be manifested in a variety of ways.

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Communication

Interpersonal

- Ask and answer a variety of questions that elicit elaboration and substantiation of opinions about relationships. (WLC 1.1.a.)
- Express, defend, and provide complete explanation with substantive detail about personal preferences, feelings, and opinions in reference to relationships. (WLC 1.1.b.)

Interpretive Reading and Listening

- Explore and identify different types of relationships through literature and song. (WLC 1.2.a.)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RL.11-12.1)
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (RL.11-12.4)

Presentational Writing

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (WLC 1.3.b.) (W.11-12.2)
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (WLC 1.3.b.) (W.11-12.3)

Culture

Practices

- Interact according to the social and cultural patterns of behavior in the context of greetings and relationships. (WLC 2.1.a.)

Products

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- Discuss and analyze the relationship between objects and symbols of the cultures studied to the underlying beliefs and values of its people, as viewed through stories, songs, and poems. (WLC 2.2.a)

Connections

Across Disciplines

- Apply knowledge and skills gained in the target language to make connections to the use of literary devices. (WLC 3.1.b.)

Added Perspectives

- Describe and analyze the perspectives gained from a wide variety of authentic sources from Spanish-speaking cultures. (WLC 3.1.a.)

Comparisons

Language

- Compare the use of literary devices in English with those in Spanish. (WLC 4.2.e.)

Culture

- Compare the role of different different types of relationships (familial, romantic, and friendship) in the United States with those in Spanish-speaking countries. (WLC 4.2.a.)

Communities

Practical Applications

- Research, describe, and present with target language proficiency available media (i.e., TV news broadcasts), print (i.e., library), and commercial establishments in the local and world community. (WLC 5.1.b.)

Personal Enrichment

- Research and create a multimedia presentation that facilitates an in-depth understanding of languages and cultures. (WLC 5.2.c)

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UNIT 4: *¿Quiénes somos?*

Overview. In this unit, students explore how the fusion of cultures influences the development of national pride in the target culture and relate this process to their own culture. They first examine the role of “love of country” in the development of identity, both personal and public. Then, they take a look at the various cultures that formed Spain, Latin America, and the United States. Students explore how people preserve their culture while adopting the traditions and symbols of patriotism in a new country.

Essential Questions:

- What role does national identity play in one’s personal and public identity?
- How do different cultures interact to create a national and personal identity?

Enduring Understandings:

- Who we are is a result of many factors, including where we are from, where we are presently, and what we experience.
- Past decisions have an effect on the present and the future.

CURRICULUM STANDARDS / STUDENT OUTCOMES

Communication

Interpersonal

- Ask and answer a variety of questions that elicit elaboration and substantiation of opinions about the concept of national identity. (WLC 1.1.a.)
- Express, defend, and provide complete explanation with substantive detail about personal preferences, feelings, and opinions on the topic of national identity. (WLC 1.1.b.)

Interpretive Listening & Reading

- Demonstrate understanding of developmentally appropriate information gained through active listening and apply this information to new contexts. (WLC 1.2.c.)
- Use a variety of authentic resources, language experiences, and strategies to derive and negotiate meaning more independently. (WLC 1.2.a.)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.10-12.1)
- By the end of grades 11-12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.11-12.10)

Presentational Speaking

- Research and deliver a presentation that highlights aspects of patriotism. (WLC 1.3.a.)
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS-ELA, Speaking and Listening, Grade 11-12.4)

Presentational Writing

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- Write a narrative text to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (WLC 1.3.b.) (CCSS.W.11-12.3)

Culture

Practices

- Examine the role and importance of various events and activities or experiences within the cultures studied. (WLC 2.1.b.)

Products

- Discuss and analyze the relationship between objects and symbols of the cultures studied to the underlying beliefs and values of its people. (WLC 2.2.a.)
- Analyze, discuss, and evaluate the impact of the target cultures' historic and contemporary events on their own culture. (WLC 2.2.b.)

Connections

Across Disciplines

- Use specialized language and structures in Spanish to increase knowledge of other content areas. (WLC 3.1.a.)

Added Perspectives

- Describe and analyze the perspectives gained from a wide variety of authentic sources from the cultures studied. (WLC 3.2.a.)

Comparisons

Language

- Compare complex grammatical structures between Spanish and English. (WLC 4.1.a.)

Culture

- Interpret the form, meaning, and importance of perspectives, practices, and products in different cultures as compared to their own. (WLC 4.2.a.)

Communities

Practical Applications

- Research, describe, and present with target language proficiency available media sources pertaining to the topics under study. (WLC 5.1.b.)

Personal Enrichment

- Research activities sponsored by local, national, or international groups and communities (real/virtual) through which the target culture will be experienced in the target language. (WLC 5.2.c.)

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UNIT 5: *Somos ciudadanos globales*

Overview. In this unit, the students will explore the interconnectedness we experience in an increasingly globalized world. The unit begins by discussing products that are important to the students and human rights that are essential to all citizens of the world. Teachers are encouraged to connect their interests and areas of expertise to this theme. Suggested contexts include: fair trade, child labor, women's rights, immigration and economic issues. Students are also encouraged to examine the interconnectedness of environmental issues such as climate change.

Essential Questions:

- What does it mean to be a global citizen?
- How do my actions affect the rights, needs, and privileges of others around the world?

Enduring Understandings:

- There are basic human rights that all individuals deserve.
- Living in today's world means that one's actions have consequences beyond their borders.
- In the 21st Century, countries must work together to confront the political, economic and social challenges of a globalized world.

CURRICULUM STANDARDS / STUDENT OUTCOMES

Communication

Interpersonal

- Ask and answer a variety of questions that elicit elaboration and substantiation of opinions about the concept of global citizenship. (WLC 1.1.a.)
- Express, defend, and provide complete explanation with substantive detail about personal preferences, feelings, and opinions on the topic of global citizenship. (WLC 1.1.b.)

Interpretive Listening & Reading

- Demonstrate understanding of developmentally appropriate information gained through active listening and apply this information to new contexts. (WLC 1.2.c.)
- Use a variety of authentic resources, language experiences, and strategies to derive and negotiate meaning more independently. (WLC 1.2.a.)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.10-12.1)
- By the end of grades 11-12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.11-12.10)

Presentational Speaking

- Research and deliver a presentation on a product or practice that highlights global interconnectedness. (WLC 1.3.a.)
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS-ELA, Speaking and Listening, Grade 11-12.4)

Presentational Writing

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- Write informative/explanatory texts to examine and convey the impact various campaigns, programs or organizations have had on a global scale. (WLC 1.3.b.) (CCSS.W.11-12.2)

Culture

Practices

- Analyze, and evaluate how beliefs and attitudes influence the position of the countries studied on global issues. (WLC 2.1.c.)

Products

- Analyze, discuss, and evaluate the impact of the target cultures' historic and contemporary events on their own culture. (WLC 2.2.b.)

Connections

Across Disciplines

- Use specialized language and structures in Spanish to increase knowledge of other content areas. (WLC 3.1.a.)

Added Perspectives

- Identify attitudes toward global issues and compare their application among cultures. (WLC 3.2.b.)

Comparisons

Language

- Compare complex grammatical structures for the purpose of discussing globalization and its impact. (WLC 4.1.a.)

Culture

- Interpret the form, meaning, and importance of perspectives, practices, and products in different cultures as compared to their own. (WLC 4.2.a.)

Communities

Practical Applications

- Research, describe, and present with target language proficiency available media sources pertaining to the topics under study. (WLC 5.1.b.)

Personal Enrichment

- Research activities sponsored by local, national, or international groups and communities (real/virtual) through which the target culture will be experienced in the target language. (WLC 5.2.c.)