

1/16/14 EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: Spanish IV
Topic: Unit 1 – el arte

Days:
Grade Level: 10 - 12

Key Learning Students will learn about the life and works of six major Spanish/Hispanic. This unit includes an overview/review of key concepts covered at previous levels of Spanish.



Unit Essential Question What do I know about El Greco, Velázquez, Goya, Picasso, Dalí and Kahlo?

Concept Recognize major works of art in the Spanish speaking world.	Concept Relate to the class information about an artist from the Spanish speaking world (not covered in class) using proper grammatical structures.	Concept
Standards: 1.1, 1.2 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2	Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2	Standards:
↓	↓	↓
Lesson Essential Question What does each artist represent in their works which is relative to the time period when he/she lived?	Lesson Essential Question What artist am I interested in sharing his/her works and life with my classmates?	Lesson Essential Question
↓	↓	↓
Vocabulary Vocabulary dealing with the art world.	Vocabulary	Vocabulary

Additional Information/Resources: textbook, handouts, on-line activities, dvd's with grammar explanations.

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: Spanish IV
Topic: Unit 2 – el humorismo

Days:
Grade Level: 10 - 12

Key Learning. Students will use affirmative and negative commands. Students will gain appreciation for the use of humor in the Spanish speaking world.



Unit Essential Question How do I tell someone to do or to not do something? Am I able to be humorous in Spanish?

Concept Forming and using the imperative.	Concept Reading in Spanish for understanding.	Concept
Standards: 1.1, 1.3, 4.1	Standards: 1.1, 1.2, 2.1, 3.2, 4.1, 4.2, 5.1, 5.2	Standards:
↓	↓	↓
Lesson Essential Question What are the rules for forming affirmative and negative commands?	Lesson Essential Question How do I use context clues to help me with reading comprehension in Spanish?	Lesson Essential Question
↓	↓	↓
Vocabulary	Vocabulary Vocabulary pertaining to reading selections.	Vocabulary

Additional Information/Resources: textbook, handouts, on-line activities, dvd's with grammar explanations.		
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Course/Subject: Spanish IV
Topic: Unit 3 – el heroísmo

Days:
Grade Level: 10 - 12

Key Learning. Students will be able to form and correctly use the present subjunctive.



Unit Essential Question What is the subjunctive mood and when is it used?

Concept Forming the present subjunctive	Concept When to use the subjunctive in a dependent clause	Concept
Standards: 1.1, 2.1, 3.1, 3.2, 4.1,	Standards: 1.1, 2.1, 3.1, 3.2, 4.1, 5.1, 5.2	Standards:
↓	↓	↓
Lesson Essential Question What are the rules for forming the present subjunctive?	Lesson Essential Question Under what circumstances must the subjunctive be used?	Lesson Essential Question
↓	↓	↓
Vocabulary	Vocabulary Verbs of volition, verbs of emotion.	Vocabulary

Additional Information/Resources: textbook, handouts, on-line activities, dvd's with grammar explanations.

1/16/14 EASTERN LEBANON COUNTY SCHOOL DISTRICT
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Course/Subject: Spanish IV
Topic: Unit 4 – El indio

Days:
Grade Level: 10 - 12

Key Learning Students will correctly use the preterite and imperfect tenses in an ongoing narrative.



Unit Essential Question How do I relate past occurrences using the preterite and imperfect indicative?

Concept Time expressions which signal the use of the preterite or imperfect tense.	Concept Verbs which change meaning or convey a different idea in preterite versus imperfect.	Concept Reading in Spanish for understanding.
Standards: 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1, 5.2	Standards: 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1, 5.2	Standards: 1.1, 1.2, 2.1, 3.1, 3.2. 4.1, 4.2, 5.1, 5.2
↓	↓	↓
Lesson Essential Question What time expressions signal the use of the preterite versus the imperfect?	Lesson Essential Question What verbs change meaning in the preterite tense?	Lesson Essential Question How do I use context clues to aide my comprehension of written Spanish?
↓	↓	↓
Vocabulary Time expressions relating to the past	Vocabulary Common verbs that change meaning in the preterite.	Vocabulary Vocabulary relating to reading selections.

Additional Information/Resources: textbook, handouts, on-line activities, dvd's with grammar explanations.

1/16/14 EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: Spanish IV
Topic: Unit 5 - los tiempos compuestos

Days:
Grade Level: 10 - 12

Key Learning. Students will gain an understanding of the use of por versus para. Students will use compound tenses.



Unit Essential Question How is “for” expressed? What are the perfect tenses?

Concept por vs. para	Concept Using haber + past participle to form the present perfect and pluperfect tenses.	Concept
Standards: 1.2, 2.1, 3.2, 3.2, 4.1,	Standards: 1.1, 1.2, 2.1, 3.2, 3.2, 4.1, 5.1, 5.2	Standards:
↓	↓	↓
Lesson Essential Question When do I use por and when do I use para to express “for”?	Lesson Essential Question How do I relate what has happened vs what had happened?	Lesson Essential Question
↓	↓	↓
Vocabulary	Vocabulary Irregular past participles	Vocabulary

Concept	Concept	Concept
Standards:	Standards:	Standards:
↓	↓	↓
Lesson Essential Question	Lesson Essential Question	Lesson Essential Question
↓	↓	↓
Vocabulary	Vocabulary	Vocabulary

Additional Information/Resources: textbook, handouts, on-line activities, dvd’s with grammar explanations.

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Course/Subject: Spanish IV
Topic: Unit 6 – el future y el condicional

Days:
Grade Level: 10 - 12

Key Learning. Students will use the future, conditional, future perfect and conditional perfect tenses correctly.



Unit Essential Question How do I relate what will happen vs what will have happened and what would happen vs. what would have happened? How do I use past participles as adjectives?

Concept Future tense	Concept Conditional tense	Concept Future Perfect tense
Standards: 1:1, 1:2, 1:3, 3:1, 3:2, 4:1, 5:1	Standards: 1:1, 1:2, 1:3, 3:1, 3:2, 4:1, 5:1	Standards: 1:1, 1:2, 1:3, 3:1, 3:2, 4:1, 5:1
↓	↓	↓
Lesson Essential Question How do I express what will happen in the future?	Lesson Essential Question How do I express what would happen?	Lesson Essential Question How do I express what will have occurred by a certain time?
↓	↓	↓
Vocabulary Expressions of future time.	Vocabulary	Vocabulary

Concept Conditional perfect tense	Concept	Concept
Standards: 1:1, 1:2, 1:3, 3:1, 3:2, 4:1, 5:1	Standards:	Standards:
↓	↓	↓
Lesson Essential Question How do I express what would have occurred?	Lesson Essential Question	Lesson Essential Question
↓	↓	↓
Vocabulary	Vocabulary	Vocabulary

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Course/Subject: Spanish IV
Topic: Unit 7 – el subjuntivo en total

Days:
Grade Level: 10 - 12

Key Learning. Students will learn the formation of the past and past perfect tenses in the subjunctive. They will also master the sequence of tense rules in order to use the present and past subjunctive correctly.



Unit Essential Question How do I talk about hypothetical situations?

Concept Formation of the past tense of the subjunctive.	Concept Sequence of tense rules.	Concept Using the subjunctive in “if clauses”
Standards: 1:1, 1:2, 1:3, 3:1, 3:2, 4:1, 5:1	Standards: 1:1, 1:2, 1:3, 3:1, 3:2, 4:1, 5:1	Standards: 1:1, 1:2, 1:3, 3:1, 3:2, 4:1, 5:1
↓	↓	↓
Lesson Essential Question How is the preterite tense used to form the past tense of the subjunctive?	Lesson Essential Question When is the present tense of the subjunctive used and when is the past tense of the subjunctive used?	Lesson Essential Question What is the rule for using the subjunctive when discussing what would happen “if”?
↓	↓	↓
Vocabulary	Vocabulary	Vocabulary

Concept Appreciation of poetry in Spanish.	Concept	Concept
Standards: 1:1, 1:2, 1:3, 3:1, 3:2, 4:1, 4:2, 5:1, 5:2	Standards:	Standards:
↓	↓	↓
Lesson Essential Question How is the meaning of a poetic work conveyed while preserving the essence when translating from Spanish to English?	Lesson Essential Question	Lesson Essential Question
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Vocabulary Vocabulary relating to readings	Vocabulary	Vocabulary
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