



# Southmoreland School District Spanish 4 Curriculum Overview

## **Spanish 4 Overview:**

The Level IV Spanish course consists of an intensive study of all points of the language and culture, which are developed through conversations, compositions and the study of history and literature. Sophisticated writing and speaking skills will be emphasized with authentic materials in the classroom as well as with research projects. Students are expected to communicate exclusively in the target language. Minimal direction will be provided in English.

## **Module Titles:**

- Module 1: Professional Interviews**
- Module 2: Technology**
- Module 3: Beauty and Aesthetics**
- Module 4: Free Time and Leisure Activities**
- Module 5: Media**
- Module 6: Hispanic Art and Architecture**

## **Module Overviews:**

### **Module 1:**

Students will be able to describe professions and corresponding characteristics, as well as express positive and negative emotions. Students will discuss their future professions in the target language. Students will use complex adjectives to describe different professional traits. Students will compose a formal essay stating which profession they would like to be and why using multiple verb tenses (past, present, future, and conditional). Students will explore LinkedIn and create a fake profile in the target language. Students will have a professional interview in the target language with the teacher. Students will perform an interview for class. Students will create a cover letter and resume in the target language. Students will be able to conjugate correctly to the subjunctive tense and use the subjunctive with impersonal expressions. Students will perform daily activities in an immersion setting.

### **Module 2:**

Students will be able to talk about personal items and different forms of technology in formal and informal settings. Students will compare and contrast social media use in Hispanic countries with their own country. Students will watch Hispanic news channels and reports on technology and then make an authentic comparison in the target language. Students will research and present an authentic article from a Hispanic



# Southmoreland School District

## Spanish 4 Curriculum Overview

publication related to technology. Students will complete a timed in class writing related to teens and technology use. Students will debate the benefits and downfalls of technology. Students will be able to express doubt and certainty using clauses in the present indicative and subjunctive. Students will perform daily activities in an immersion setting.

### **Module 3:**

Students will learn different beauty and aesthetic vocabulary. Students will use this vocabulary to discuss different aspects of beauty in their culture and make a meaningful comparison to Hispanic cultures. Students will discuss the changes in the “definition” of beauty throughout history while viewing several images. Students will present their definition of beauty and an image that best describes this definition. Students will read *People en español* and discuss the differences in beauty amongst different cultures. Students will discuss the importance of clothing in different social classes. Students will perform daily activities in an immersion setting.

### **Module 4:**

Students will be able to talk about more complex daily activities and after school events. Additional vocabulary will be given to enhance the lesson. Students will use the immediate future tense to discuss their plans. Students will interview classmates. Students will have various class discussions related to school clubs. Students will be able to use the conditional tense in formal and informal settings. Students will learn the imperfect subjunctive tense. Students will use the conditional and imperfect subjunctive tenses to create a chain of events story in the target language. Students will perform daily activities in an immersion setting.

### **Module 5:**

Students will be able to talk about the media and requests and recommendations. Students will complete a webquest searching for authentic information about Hispanic media outlets. Students will have conversations regarding the media and their opinions. Students will have a group discussion comparing and contrasting television programs in the target language. Students will compare and contrast Hispanic media with American. Students will watch and discuss a *telenovela*. Students will submit an audio diary on the cultural comparison. Students will select a *telenovela* style and then create a script and film the show. Students will perform daily activities in an immersion setting.

### **Module 6:**

Students will learn about different Hispanic artists. Students will select an artist and then compose a research essay on this artist in the target language. Students will then



# Southmoreland School District Spanish 4 Curriculum Overview

recreate a work of this artist and present it to the class in the target language. Students will answer questions from the teacher and their classmates on this artist/art. Students will learn about different architectural styles in Spain. Students will create a three dimensional model of a building or castle in Spain and present it to the class in the target language. Students will perform daily activities in an immersion setting.