

# Spanish IV Curriculum

Me



el español

# ¡Muchas gracias!



Thank you for supporting the Spanish program!  
The new Spanish 3 curriculum is a success!

- Enthusiasm and love of learning
- Improved listening comprehension
- Confidence and desire to speak Spanish
- Ability to stay in the target language throughout the entire class
- Ability to make connections within the language

# How is the *Spanish 3* curriculum more advanced?

Students who have completed the “new” Spanish 3 curriculum will have a strong knowledge of:

- Future
- Formal & Informal Commands
- *Preterite* vs. *Imperfect* past tenses
- Double Object Pronouns
- Thematic Vocabulary

# The new Spanish 4 curriculum



# How is *this* curriculum more advanced?

This strong background knowledge allows for the new Spanish 4 curriculum to:

- **Introduce the subjunctive mood sooner, providing the students the opportunity to master additional uses of the subjunctive mood.**
- **Introduce several new grammatical structures not previously taught at this level: future perfect tense, possessive adjectives and pronouns, and nosotros commands.**

# Additionally...

1. Continuous **mixing of multiple verb tenses**
2. Increased time spent on **reading authentic materials**
3. Increased time spent on **formal and informal writing**
4. Deeper exploration of various **cultural products, practices, and perspectives**
5. Continue to increase **Spanish fluency**



# Units



## 1. Who Am I?

- Vocabulary: Physical attributes, personality characteristics, likes/dislikes.
- Grammar: **Review**: Present, imperfect & future tenses.  
Direct and indirect pronouns.  
**New**: Possessive adjectives & pronouns.
- Culture: Artwork and lives of Frida Kahlo & Pablo Picasso.

## 2. Family History



→ Vocabulary: Life events- history & numbers

→ Grammar: Review & Master: *preterite* vs. *imperfect*.  
Introduce additional uses of POR/PARA

→ Culture: - Día de los muertos: altar presentations  
- Sonia Sotomayor



# **3. Study Abroad:**

**Adapting to other cultures and other ways of life**



At the beginning of the unit students will research and choose a study abroad program in a Spanish speaking country. Each student will then explore the following themes through the lens of their city and program.

# 3. Study Abroad: Adapting to other cultures and other ways of life



## A. Preparing for your experience

- Vocabulary: preparations & airport
- Grammar: **New**: Present perfect “What have I done to prepare”?  
Compare 3 past tenses

## B. Giving and following directions in a city.



- Vocabulary: Asking and giving directions
- Grammar: **Review**: all informal and formal commands  
**New**: prepositions and adverbs
- Culture: Places in Madrid, reading city & subway maps

## C. Activities in a foreign city

- Vocabulary: describing activity and customs
- Grammar: Introduction to subjunctive
- Culture: Customs & San Fermín Festival



## 4. Friendship



→ Vocabulary: Friendship & Disagreements

→ Grammar: **New**: More uses of Subjunctive;  
Nosotros commands

→ Culture: Cuba (current events)

Movie: “Viva cuba”

José Martí - “Cultivo una rosa blanca”

# 5. What Will the Future Bring?

- **How will my life change?**

- Vocabulary: Personal Future
- Grammar: **Review**: Future tense

**New**: Future Perfect, Subjunctive or future



- **How will the world change?**

- Vocabulary: Scientific & Technological Advances
- Grammar: **New**: *If* vs. *when* future statements
- Culture: Innovation in the Spanish-speaking world



## 6. What Would You Do?: Hypothetical situations



- Vocabulary: Student generated vocabulary
- Grammar: **New**: Hypothetical “if statements”, imperfect subjunctive & conditional verb tenses
- Culture: Poem by Jorge Luis Borges- “Instantes”



# Questions?

