

Modern Foreign Language Level IV

Course Description

In Level IV foreign language, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the foreign language. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues. They comprehend spoken and written texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use the foreign language to access information in other subject areas and to compare and contrast cultural elements in the countries where the language is spoken with their own.

Teachers are REQUIRED to use the assessment program that accompanies the textbooks as the MINIMUM baseline standard for evaluation of each chapter's objectives. The computer test bank and alternate assessments should not be used as the primary evaluation of student performance. Chapter objective checklists for each unit taught will be required paperwork and kept in each teacher's evaluation notebook. Evidence such as student work, integrate reports, and administrative observations may also be required at the time of post observation interviews and summative evaluations.

	<i>National Standards for Foreign Language</i>
COMMUNICATION <i>Communicate in Languages Other Than English</i>	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 <i>Gain Knowledge and Understanding of Other Cultures</i>	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 <i>Connect with Other Disciplines and Acquire Information</i>	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 <i>Develop Insight into the Nature of Language and Culture</i>	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 <i>Participate in Multilingual Communities at Home & Around the World</i>	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.

The Art of Storytelling			
20 55-minute class periods M-F / 11 90-minute class periods AB Block			
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>
<p>1.1 Interpersonal</p> <ul style="list-style-type: none"> Express likes, dislikes and typical activities of young people in the past and the present time. Describe self and other's actions in the past and present time. Distinguish between the uses of the preterit and imperfect tenses for describing the past. Tell stories, jokes and real life events. Ask, answer, collect information about self and others in the present and past time. Respond to aural and written prompts using appropriate register, syntax and grammar. <p>1.2 Interpretive</p> <ul style="list-style-type: none"> Read and listen to articles about storytelling and traditional story tellers and forms. Read and interpret articles from a major Hispanic newspaper. Read journalistic and literary selections for detailed comprehension and linguistic analysis. Read with diminishing use of a dictionary. Listen to dialogues and narratives of varied length for detailed information and linguistic analysis. Listen to and view a newscast from a Spanish language broadcast. Listen to a song by the Spanish singing group Celtas cortas. 	<p>1.3 Presentational</p> <ul style="list-style-type: none"> Write notes while listening to a lecture of up to ten minutes in length. Write journal entries, letters, email and other informal samples. Write a formal essay using pre-writing, editing and proper paragraph format and organization. Correctly and consistently conjugate verbs in all tenses and modes. Present summary information about the present tense, preterite tense, imperfect tense, subject pronouns and interrogative statements, the uses of the preterit vs. the uses of the imperfect. Write a narration of a past event. Present a narration of a past event. Present a (series) of joke(s) in Spanish. Write a summary of a favorite Fairy tale using the preterit and imperfect tenses correctly. Present biographical, historical and cultural information about important figures and ideas in Hispanic culture and society. 	<p>2.1 Practices and Perspectives</p> <ul style="list-style-type: none"> Identify and explain significance and use of several traditional narrative forms. Discuss the significance of the medieval troubadours. Describe the art of Paloma Hinojosa. Describe neo impressionism. Discuss the moral of a story. <p>2.2 Products and Perspectives</p> <ul style="list-style-type: none"> Identify and Explain the contributions of major hispanic figures or ideas in the plastic arts, architecture and film. Discuss and appreciate a song by Celtas Cortas. 	<p>3.1 Cross- Curricular</p> <ul style="list-style-type: none"> Use computer skills to create presentations, record interviews, create podcasts and compose/ send email. <p>3.2 Target Culture</p> <ul style="list-style-type: none"> Discuss the role of stories, story tellers, and storytelling. Identify traditional forms of storytelling. Explain the humor in spanish jokes. Describe artistic and musical works..
			<p>4.1 Language</p> <ul style="list-style-type: none"> Compare English and Spanish verb conjugations. Compare interrogative statements in Spanish and English. Compare formal and informal forms and their use in Spanish and English. Compare the simple past tenses of Spanish with that of English. Compare the differences between the English translations of certain verbs in the preterite and imperfect. <p>4.2 Culture</p> <ul style="list-style-type: none"> Discuss famous hispanic figures/ ideas and their contributions to the arts, sciences, etc. Compare the role and forms of storytelling in the US and in Hispanic cultures.
			<u>Communities</u>
			<p>5.1 Beyond the School</p> <ul style="list-style-type: none"> Document use of Spanish within the school community. <p>5.2 Lifelong Enrichment</p> <ul style="list-style-type: none"> Document use of Spanish during free time outside of school setting.

The Art of Storytelling 20 55-minute class periods M-F / 11 90-minute class periods AB Block			
<i>Essential Structures</i>	<i>Vocabulary Strands</i>	<i>Discrete Skills Assessments</i>	<i>Integrated Skills Assessments</i>
<ul style="list-style-type: none"> • Review forms of the present indicative (regular, irregular and stem change) • Review use of infinitive construction • Review interrogative statements and negative statements • Forms of preterit (regular, irregular and spelling change) • Uses of the preterit • Forms of the imperfect (regular and irregular) • Uses of the imperfect • Uses of the preterite and the imperfect in the same sentence/ narration. 	<ul style="list-style-type: none"> • Greetings, presentations and leave taking expressions • Computer and technology • Story telling, genre, descriptions, expressions and word families. • Difficult, idiomatic or easily confused expressions and words. • Various verbs and verbal constructions. 	<ul style="list-style-type: none"> • Vocabulary tests • Grammar tests • Technical writing (forms, punctuation, etc) 	<ul style="list-style-type: none"> • Chapter/ 9 week projects • Chapter/ periodic culminating tests. • Class participation • Oral presentation • Speaking, reading, listening comprehension and writing assignments.

2- Technology and progress			
20 55-minute class periods M-F / 11 90-minute class periods AB Block			
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>
<p>1.1 Interpersonal</p> <ul style="list-style-type: none"> Express likes, dislikes and typical activities of young people in the past, present and future time. Describe self and other's actions in the past, present, and future time. Express hopes and doubts about other people and their actions. Ask, answer, collect information about self and others in the present, past, and future time. Make predictions about the future. Discuss environmental issues facing the world. Respond to aural and written prompts using appropriate register, syntax and grammar. <p>1.2 Interpretive</p> <ul style="list-style-type: none"> Read about the fight against deforestation in Mexico. Read about Costa Rican ecological movements. Read about Biosfera 98. Read about the idea of a tele-democracy. Read a variety of genre for detailed comprehension and linguistic analysis. Read and interpret articles from a major Hispanic newspaper online. Read with diminishing use of a dictionary. 	<ul style="list-style-type: none"> Listen to dialogues and narratives of varied length for detailed information and linguistic analysis. Listen to and view newscasts from an hispanic broadcast.. <p>1.3 Presentational</p> <ul style="list-style-type: none"> Write notes while listening to a lecture of up to ten minutes in length. Write journal entries, letters, email and other informal samples. Write about environmental issues and industrial/ technological progress. Write a formal essay that expresses and supports an opinion. Correctly and consistently conjugate verbs in all tenses and modes. Present summary information about the future tense, the uses of ser, estar and haber, and the present subjunctive mode. 	<p>2.1 Practices and Perspectives</p> <ul style="list-style-type: none"> Discuss ecological movements in Mexico and Costa Rica. Discuss environmental issues and hispanic ecological groups. <p>2.2 Products and Perspectives</p> <ul style="list-style-type: none"> Interpret, describe and discuss a song by a musician or musical group. Interpret, describe and discuss the paintings of Antonio Bruni. Identify and Explain the contributions of major hispanic figures or ideas in the plastic arts, architecture and film. 	<p>3.1 Cross- Curricular</p> <ul style="list-style-type: none"> Use computer skills to create presentations, listen to / create podcasts, etc. <p>3.2 Target Culture</p> <ul style="list-style-type: none"> Discuss the goals of hispanic environmental groups. Describe the musical, literary and artistic works of representative authors, artists and musicians.
			<p>4.1 Language</p> <ul style="list-style-type: none"> Compare English and Spanish verb conjugations. Compare the differences between "to be" in English and Spanish. Compare the uses of the present subjunctive in English and Spanish. Compare the future tense in English and Spanish. <p>4.2 Culture</p> <ul style="list-style-type: none"> Compare US environmentalist movements and solutions with those of hispanic nations. Compare available technologies and use of technology in the US and hispanic nations.
			<u>Communities</u>
			<p>5.1 Beyond the School</p> <ul style="list-style-type: none"> Document use of Spanish within the school community. <p>5.2 Lifelong Enrichment</p> <ul style="list-style-type: none"> Document use of Spanish during free time outside of school setting.

2- Technology and progress			
20 55-minute class periods M-F / 11 90-minute class periods AB Block			
<i><u>Essential Structures</u></i>	<i><u>Vocabulary Strands</u></i>	<i><u>Discrete Skills Assessments</u></i>	<i><u>Integrated Skills Assessments</u></i>
<ul style="list-style-type: none"> • Uses and forms of ser, estar and haber • Tener idioms • Forms of the future tense • Probability and wonderment with the future tense. • Forms of the present subjunctive (regular, irregular, stem changing) • Uses of the present subjunctive in noun clauses. • Uses of passive se 	<ul style="list-style-type: none"> • Difficult, idiomatic or easily confused expressions and words. • Various verbs and verbal constructions. • World and Environmental issues. • Hopes, wishes, demands. • Descriptions, expressions and word families. 	<ul style="list-style-type: none"> • Vocabulary tests • Grammar tests • Technical writing (forms, punctuation, etc) 	<ul style="list-style-type: none"> • Chapter/ 9 week projects • Chapter/ periodic culminating tests. • Class participation • Oral presentation • Speaking, reading, listening comprehension and writing assignments.

3- Human Rights			
20 55-minute class periods M-F / 11 90-minute class periods AB Block			
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>
<p>1.1 Interpersonal</p> <ul style="list-style-type: none"> Express likes, dislikes and typical activities of people in the past, present, future and the conditional time. Describe self and other's actions in the past, present, future and the conditional time. Talk about human rights and human rights movements in the hispanic world. Talk about foreign policy. React and form opinion regarding issues of human rights. Make impersonal observations about other people and the actions using either the infinitive or the present subjunctive. Ask, answer, collect information about self and others in the past, present, future and the conditional time. Respond to aural and written prompts using appropriate register, syntax and grammar. <p>1.2 Interpretive</p> <ul style="list-style-type: none"> Read a variety genre for detailed comprehension and linguistic analysis. Read articles about Women's rights at the start of the third millenium; Nobel Prize winning peace activist Rigoberta Menchú; the apillera chilenas and the madres de la Plaza de Mayo. Read about Save the Children outreach program. Read and interpret articles from a major hispanic newspaper online. 	<ul style="list-style-type: none"> Read with diminishing use of a dictionary. Listen to dialogues and narratives of varied length for detailed information and linguistic analysis. Listen to and view newscasts from an Spanish language broadcast. View a movie dealing with human rights issues in Argentina during the 1980s. <p>1.3 Presentational</p> <ul style="list-style-type: none"> Write notes while listening to a lecture of up to ten minutes in length. Write journal entries, letters, email and other informal samples. Write a poem. Write a reaction essay. Correctly and consistently conjugate verbs in all tenses and modes. Present summary information about the use of the infinitive and the subjunctive after impersonal expressions; use and placement of object pronouns and the personal "a"; use of indirect verbs like Gustar. 	<p>2.1 Practices and Perspectives</p> <ul style="list-style-type: none"> Discuss hispanic groups and individuals who seek to improve human rights awareness and advocacy. Explain the importance of various figures/ ideas in the hispanic world. <p>2.2 Products and Perspectives</p> <ul style="list-style-type: none"> Interpret, describe and discuss a song by the musician Ramón Orlando. Interpret, describe and discuss the paintings of Carlos Alonso. Interpret, describe and discuss poems by Armando Valladares and Miguel Hernández. 	<p>3.1 Cross- Curricular</p> <ul style="list-style-type: none"> Use computer skills to create presentations, listen to and produce podcasts, etc. Research Hispanic human rights organizations. <p>3.2 Target Culture</p> <ul style="list-style-type: none"> Compare the musical, literary and artistic works of representative authors, artists and musicians. Compare social roles of fathers and sons with those of their US counterparts.
			<p>4.1 Language</p> <ul style="list-style-type: none"> Compare English and Spanish verb conjugations. Compare the use of the infinitive and subjunctive after impersonal expressions. Compare indirect verbal expressions with their English counterparts. Compare the use and forms of object pronouns with their English counterparts. <p>4.2 Culture</p> <ul style="list-style-type: none"> Compare the musical, literary and artistic works of representative authors, artists and musicians. Compare social roles of fathers and sons with those of their US counterparts.
			<u>Communities</u>
			<p>5.1 Beyond the School</p> <ul style="list-style-type: none"> Document use of Spanish within the school community. <p>5.2 Lifelong Enrichment</p> <ul style="list-style-type: none"> Document use of Spanish during free time outside of school setting.

3- Human Rights 20 55-minute class periods M-F / 11 90-minute class periods AB Block			
<i>Essential Structures</i>	<i>Vocabulary Strands</i>	<i>Discrete Skills Assessments</i>	<i>Integrated Skills Assessments</i>
<ul style="list-style-type: none"> • Forms and uses of the present subjunctive. • Use of impersonal expressions with infinitive or subjunctive. • Forms, combinations and placement of object pronouns. • Uses and omissions of the personal "a" • Indirect verbs like Gustar. 	<ul style="list-style-type: none"> • Human rights and issues. • Impersonal remarks • Descriptions, expressions and word families. • Difficult, idiomatic or easily confused expressions and words. • Various verbs and verbal constructions. 	<ul style="list-style-type: none"> • Vocabulary tests • Grammar tests • Technical writing (forms, punctuation, etc) 	<ul style="list-style-type: none"> • Chapter/ 9 week projects • Chapter/ periodic culminating tests. • Class participation • Oral presentation • Speaking, reading, listening comprehension and writing assignments.

5- Personal Relationships			
20 55-minute class periods M-F / 11 90-minute class periods AB Block			
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>
<p>1.1 Interpersonal</p> <ul style="list-style-type: none"> Express likes, dislikes and typical activities of people. Describe and compare self and other's. Ask, answer, collect information about self and others. Respond to aural and written prompts using appropriate register, syntax and grammar. Talk about family and relationships. Describe what has happened recently. Predict what will have happened and report what had happened. <p>1.2 Interpretive</p> <ul style="list-style-type: none"> Read about traditional and modern family organization. Read about non verbal communication; acts of charity and kindness; personal space; phobias; Pablo Picasso; María Izquierdo; marriages. Read and interpret articles from a major hispanic online- newspaper. Read journalistic and literary selections for detailed comprehension and linguistic analysis. Read with diminishing use of a dictionary. Listen to dialogues and narratives of varied length for detailed information and linguistic analysis. Listen to a song by a musical group or performer. 	<p>1.3 Presentational</p> <ul style="list-style-type: none"> Write notes while listening to a lecture of up to ten minutes in length. Write journal entries, letters, email and other informal samples. Write a formal essay using pre-writing, editing and proper paragraph format and organization. Write a love letter. Correctly and consistently conjugate verbs in all tenses and modes. Present information concerning using subjunctive or indicative with certain adjectival clauses; the future perfect; the pluperfect; the comparative and the superlative forms. 	<p>2.1 Practices and Perspectives</p> <ul style="list-style-type: none"> Explain family organization - modern and traditional. Identify acts of kindness and concern for one's neighbors. Identify cultural perspectives about motherhood. Identify curious marital arrangements. <p>2.2 Products and Perspectives</p> <ul style="list-style-type: none"> Discuss the literary and journalistic selections. Discuss personal relationships and family relationships. Discuss a painting by Picasso and a painting by María Izquierdo. 	<p>3.1 Cross- Curricular</p> <ul style="list-style-type: none"> Use computer skills to create presentations, listen to and produce podcasts, etc. <p>3.2 Target Culture</p> <ul style="list-style-type: none"> Interpret the role of family in hispanic cultures. Interpret the role and difficulties of some marriages in hispanic culture. Interpret the role of friendships and personal relationships in hispanic culture.
			<p>4.1 Language</p> <ul style="list-style-type: none"> Compare English and Spanish verb conjugations. Compare formal and informal forms and their use in Spanish and English. Compare the English and Spanish comparative and superlative forms. Compare the pluperfect and future perfect tenses in English and Spanish. Compare the use and syntactical requirements of certain adjective clauses in English and Spanish. <p>4.2 Culture</p> <ul style="list-style-type: none"> Compare family and personal relationships of hispanic cultures with the US. Compare modern and traditional family organization in US and hispanic cultures. Compare cultural attitudes toward acts of kindness and charity.
			<u>Communities</u>
			<p>5.1 Beyond the School</p> <ul style="list-style-type: none"> Document use of Spanish within the school community. <p>5.2 Lifelong Enrichment</p> <ul style="list-style-type: none"> Document use of Spanish during free time outside of school setting.

5- Personal Relationships			
20 55-minute class periods M-F / 11 90-minute class periods AB Block			
<i>Essential Structures</i>	<i>Vocabulary Strands</i>	<i>Discrete Skills Assessments</i>	<i>Integrated Skills Assessments</i>
<ul style="list-style-type: none"> • Forms and uses of the future perfect. • Forms and uses of the pluperfect. • Choosing between subjunctive or indicative with adjective clauses. • The comparative • The superlative 	<ul style="list-style-type: none"> • Personal and family relationships • Descriptions, expressions and word families. • Difficult, idiomatic or easily confused expressions and words. • Various verbs and verbal constructions. 	<ul style="list-style-type: none"> • Vocabulary tests • Grammar tests • Technical writing (forms, punctuation, etc) 	<ul style="list-style-type: none"> • Chapter/ 9 week projects • Chapter/ periodic culminating tests. • Class participation • Oral presentation • Speaking, reading, listening comprehension and writing assignments.

4- Individuals and personality 20 55-minute class periods M-F / 11 90-minute class periods AB Block				
<i>Communication</i>		<i>Culture</i>	<i>Connections</i>	<i>Comparisons</i>
<p>1.1 Interpersonal</p> <ul style="list-style-type: none"> Express likes, dislikes and typical activities. Talk about routines and personal habits, preferences. Ask, answer, collect information about self and others. Respond to aural and written prompts using appropriate register, syntax and grammar. Talk about what has happened. Describe people, things and situations. <p>1.2 Interpretive</p> <ul style="list-style-type: none"> Read a variety genre for detailed comprehension and linguistic analysis. Read about astrological personality and psychological personality tests. Read about eliminating stress and worry from your life. Read and interpret articles from a major hispanic newspaper online. Read with diminishing use of a dictionary. Listen to dialogues and narratives of varied length for detailed information and linguistic analysis. Listen to a song by the musical group or individual. 	<ul style="list-style-type: none"> 1.3 Presentational Write notes while listening to a lecture Write journal entries, letters, email. Write a formal essay using pre-writing, editing and proper paragraph format and organization. Write an autobiography. Correctly and consistently conjugate verbs in all tenses and modes. Present summary information about the present perfect tense, reflexive verbs and adjective noun agreement. 	<p>2.1 Practices and Perspectives</p> <ul style="list-style-type: none"> Discuss the role, results and attributes of personality tests. Discuss the themes of self image/ self esteem. Discuss ways to tell if someone is lying. Discuss ways to control you anger. <p>2.2 Products and Perspectives</p> <ul style="list-style-type: none"> Identify, discuss the self-portraits of Frida Kahlo. Interpret and discuss a song by a group or individual performer. Interpret and discuss literary and journalistic selections. 	<p>3.1 Cross- Curricular</p> <ul style="list-style-type: none"> Use computer skills to create presentations, listen to and produce podcasts, etc. <p>3.2 Target Culture</p> <ul style="list-style-type: none"> Describe the use of astrological signs in interpreting personality traits. Interpret and discuss inspirational quotes and setting of goals. Describe ways of being a sympathetic listener, speaker. Respond to aphorism "<i>Dime con quién andas y te diré quién eres.</i>" 	<p>4.1 Language</p> <ul style="list-style-type: none"> Compare English and Spanish verb conjugations. Compare the uses and meanings of adjectives and adjective noun agreement. Compare the present perfect tense in English and Spanish. Compare reflexive structure in Spanish and English. <p>4.2 Culture</p> <ul style="list-style-type: none"> Compare personality traits and the role of the individual between hispanic nations and the US. Compare personality tests and their results. Compare self image and esteem issues.
				<i>Communities</i>
				<p>5.1 Beyond the School</p> <ul style="list-style-type: none"> Document use of Spanish within the school community. <p>5.2 Lifelong Enrichment</p> <ul style="list-style-type: none"> Document use of Spanish during free time outside of school setting.

4- Individuals and personality 20 55-minute class periods M-F / 11 90-minute class periods AB Block			
<i>Essential Structures</i>	<i>Vocabulary Strands</i>	<i>Discrete Skills Assessments</i>	<i>Integrated Skills Assessments</i>
<ul style="list-style-type: none"> • The present perfect indicative • Reflexive verbs • Adjective / Noun agreement and placement. • Past participles as adjectives. 	<ul style="list-style-type: none"> • Personality and individuality. • Descriptions, expressions and word families. • Difficult, idiomatic or easily confused expressions and words. • Various verbs and verbal constructions. 	<ul style="list-style-type: none"> • Vocabulary tests • Grammar tests • Technical writing (forms, punctuation, etc) 	<ul style="list-style-type: none"> • Chapter/ 9 week projects • Chapter/ periodic culminating tests. • Class participation • Oral presentation • Speaking, reading, listening comprehension and writing assignments.

8- The Culinary Arts and Nutrition 20 55-minute class periods M-F / 11 90-minute class periods AB Block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal</p> <ul style="list-style-type: none"> Express likes, dislikes and typical activities Describe self and others. Ask, answer, collect information about self and others in the present and past time. Respond to aural and written prompts using appropriate register, syntax and grammar. Talk about trends and tastes in foods and recipes. Talk about hypothetical situations. Report what you/ others would do, or would have done. <p>1.2 Interpretive</p> <ul style="list-style-type: none"> Read about Mexico's culinary diversity; Spanish culinary diversity; myths and misconceptions concerning vitamins; recipes for managing stress; native agricultural products of the new world and those introduced to the new world by the Spanish. Read and interpret articles from a major Hispanic newspaper. Read journalistic and literary selections for detailed comprehension and linguistic analysis. Read with diminishing use of a dictionary. Listen to a song by a musical group or individual. Listen to dialogues and narratives of varied length for detailed information and linguistic analysis. 	<p>1.3 Presentational</p> <ul style="list-style-type: none"> Write notes while listening to a lecture of up to ten minutes in length. Write journal entries, letters, email and other informal samples. Write a formal essay using pre-writing, editing and proper paragraph format and organization. Write and present a favorite family recipe. Correctly and consistently conjugate verbs in all tenses and modes. Present summary information about the imperfect subjunctive; the conditional and the conditional perfect; the use of indicative and subjunctive to form "if" statements. 	<p>2.1 Practices and Perspectives</p> <ul style="list-style-type: none"> Identify and discuss cultural attitudes toward meals and foods in hispanic nations. <p>2.2 Products and Perspectives</p> <ul style="list-style-type: none"> Discuss the international exchange of foods that took place during the merging of European and American cultures. Discuss the diversity of foods and eating habits of hispanic cultures. Discuss a work of art by Salvador Dalí. Discuss literary and journalistic selections. 	<p>3.1 Cross- Curricular</p> <ul style="list-style-type: none"> Use computer skills to create presentations, listen to and produce podcasts, etc. Explore the history of Mexican and Spanish foods. Explore the uses and effects of vitamin supplements. <p>3.2 Target Culture</p>	<p>4.1 Language</p> <ul style="list-style-type: none"> Compare English and Spanish verb conjugations. Compare the conditional tense in English and Spanish Compare the conditional perfect tense in English and Spanish. Compare the imperfect subjunctive in Spanish and English. Compare the forms of hypothetical statements in Spanish and English. <p>4.2 Culture</p> <ul style="list-style-type: none"> Compare the role of foods and eating between hispanic cultures and the US. Compare culinary diversity of hispanic and US foods. Compare use of vitamins.
				<u>Communities</u>
				<p>5.1 Beyond the School</p> <ul style="list-style-type: none"> Document use of Spanish within the school community. <p>5.2 Lifelong Enrichment</p> <ul style="list-style-type: none"> Document use of Spanish during free time outside of school setting.

<p align="center">8- The Culinary Arts and Nutrition</p> <p align="center">20 55-minute class periods M-F / 11 90-minute class periods AB Block</p>			
<i>Essential Structures</i>	<i>Vocabulary Strands</i>	<i>Discrete Skills Assessments</i>	<i>Integrated Skills Assessments</i>
<ul style="list-style-type: none"> • Imperfect subjunctive • Conditional • Conditional perfect • If statements that use the subjunctive • If statements that employ the indicative • Pluperfect subjunctive 	<ul style="list-style-type: none"> • Foods, measurements, nutrition and culinary items. • Descriptions, expressions and word families. • Difficult, idiomatic or easily confused expressions and words. • Various verbs and verbal constructions. 	<ul style="list-style-type: none"> • Vocabulary tests • Grammar tests • Technical writing (forms, punctuation, etc) 	<ul style="list-style-type: none"> • Chapter/ 9 week projects • Chapter/ periodic culminating tests. • Class participation • Oral presentation • Speaking, reading, listening comprehension and writing assignments.