

**FOREIGN LANGUAGE DEPARTMENT**

**NILES TOWNSHIP HIGH SCHOOLS**

**DISTRICT 219**

**SKOKIE, ILLINOIS 60077**

**CURRICULUM GUIDE**

**SPANISH 4 Honors**

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This guide may be changed at any time at the sole discretion of the Board of Education and / or the Superintendent, whichever has appropriate jurisdiction, subject only to mandatory collective bargaining requirements.

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## **COURSEBOOK DESCRIPTION**

### **SPANISH 4 Honors**

Grade Weight: 5

Two semesters, two credits.

**PREREQUISITE:** Spanish 3 or Spanish 3 Honors

This accelerated course approximates mastery of all language skills. Students review fine points of grammar, using a review text. Oral resumes of articles from newspapers and magazines, dealing with the Spanish-speaking world, form the basis for discussions in Spanish. Each semester students read contemporary fiction to develop both an appreciation of literature and analytical skills. A conversation text is used to increase practical vocabulary on certain topics, such as travel, sports, shopping, recreation, etc. Throughout the year, tapes are used for listening comprehension. Oral proficiency activities enhance conversational skills.

## **TEXTS AND MATERIALS**

### **REQUIRED TEXTS:**

#### **Spanish 4 Honors**

Enfoques, Vista Higher Learning, 2004

Album, D.C. Heath, 1993.

## **EXPLANATORY NOTES**

### **1. RATIONALE AND EXPLANATION OF THIS CURRICULUM GUIDE**

This guide contains material that will be helpful to you as you teach Spanish 4 and / or Spanish 4 Honors. During the year, instructors teaching this course will meet to discuss how the implementation of the syllabus is progressing. If we find that changes need to be made, we will agree on those changes and implement them in all sections of the course during the following year.

### **2. OVERALL STRUCTURE OF THIS CURRICULUM GUIDE**

The guide consists of the following sections:

**TEXTS AND MATERIALS** – All required materials are listed in this section.

**LEARNING OUTCOMES** - Outcomes are listed by semester and are divided into the following language acquisition skills: listening, speaking, writing and reading.

**VOCABULARY, GRAMMAR, CULTURE AND TECHNOLOGY**

**BENCHMARKS AND CORRESPONDING ACTIVITIES:** Here the different components of the course are shown as to how they relate to the benchmarks of the Illinois standards. Corresponding pages for activities in the textbook are given.

**SAMPLE SYLLABUS** - A sample syllabus is given. Classwork and homework throughout the year integrates the texts, workbook and reading materials. The sample syllabus will help instructors who are new to the course approximate the amount and level of work that a typical student can accomplish on a nightly basis.

**SUMMARY CHART OF COURSE TOPICS** - This chart summarizes the topics taught in class and shows the divisions according to marking periods. Page numbers are given for easy reference. The readings in Enfoques are marked as "optional". There are two readings per chapter and the instructor should make a goal of having the students read at least one per chapter.

**4. PINNACLE CURRICULUM ASSESSMENT (PCA's) AND OUTCOMES** – The outcomes have been delineated by semester and will be tested in January and June.

**5. THE READING OUTCOME** - Please note that reading is an outcome for both semesters, and that students will be tested in this area both in January and June on the PCA. Course readings will be chosen from Album and Enfoques. The honors students will read additional readings from El Cuento Hispánico. There are additional readings in the Enfoques Student Activities Manual.

**6. CULTURE COMPENENT** – The teaching of culture will be based primarily on teacher prepared materials and required and optional literary works. The Enfoques textbook provides many readings rich in cultural information.

**7. LISTENING** – Videos, newscasts and Spanish speaking talk shows will be used in class to build and improve listening proficiency.

8. **SPEAKING** – The Foreign Language Department has agreed to make oral proficiency one of its goals and to that end, has adopted a set of oral proficiency outcomes for this course; they are listed in the **Guide**.
9. **WRITING** – Students will be required to write essays based on stories read in class, personal experiences, and current events. There are writing exercises provided in the Enfoques Student Activities Manual which the instructor may want to utilize. The honors students will also be writing nightly in a journal.
10. **VOCABULARY**– The **Curriculum Guide** contains a reference for the pages where the vocabulary taught can be found. Some of the vocabulary will be review for the students as the main textbook (**Enfoques**) is a different series than the one students used during the previous three years of study. In addition, the honors students will learn additional vocabulary to help improve their vocabulary and to prepare them to take A.P. Spanish in the future, if they so choose. .
11. **DUPLICATION OF MATERIAL FOUND IN THIS CURRICULUM GUIDE**  
Instructors should feel free to duplicate any portion of this document for distribution to students.

## **LEARNING OUTCOMES - SPANISH 4 Honors-1<sup>st</sup> Semester**

**I Over-arching Reading Target:** I can comprehend (at a literal level) a passage of prose-fiction or non-fiction, containing structures and vocabulary presented in the course.

- I can read and comprehend fiction and non-fiction selections (including authentic texts.)
- I can read and comprehend short fiction, e.g., short stories.

**II Over-arching Vocabulary Target:** I can recognize and use vocabulary contained in Enfoques.

- I can recognize and use vocabulary contained in chapter 1.
- I can recognize and use vocabulary contained in chapter 2.
- I can recognize and use vocabulary contained in chapter 3.
- I can recognize and use vocabulary contained in chapter 4.
- I can recognize and use vocabulary contained in chapter 5.
- I can recognize and use vocabulary contained in chapter 6.

**III Over-arching Verbs/ Usage Target:** I can recognize a variety of verbs.

- I can recognize and use progressive tenses.
- I can differentiate between por and para.
- I can differentiate between reflexive/nonreflexive verbs.
- I can recognize and use demonstratives, possessive adjectives and pronouns.
- I can differentiate between ser and estar.
- I can differentiate between preterite and imperfect.
- I can recognize and use gustar like verbs.
- I can recognize and use commands.
- I can recognize and use pronouns (direct/indirect object, reflexive, double, with and without commands).
- I can recognize and use present subjunctive forms with noun, adjective & adverbial clauses.
- I can recognize and use present subjunctive with impersonal expressions.
- I can recognize and use negative & positive expressions.
- I can recognize and use pero & sino.
- I can recognize and use future.
- I can recognize and use prepositions: a, hacia, con
- I can recognize and use adverbs.

**IV Over-arching Listening Target:** I can respond to comprehension questions based on a listening passage commensurate in difficulty with the outcomes of this course.

**V Over-arching Speaking Target:** I can participate actively in oral discourse, using strings of sentences that begin to resemble short, organized paragraphs rather than simple, disjointed sentences.

## **LEARNING OUTCOMES - SPANISH 4 Honors- 2<sup>nd</sup> Semester**

**I Over-arching Reading Target:** I can comprehend (at a literal level) a passage of prose-fiction or non-fiction, containing structures and vocabulary presented in the course.

- I can read and comprehend short fiction work(s).

**III Over-arching Vocabulary Target:** I can recognize and use vocabulary contained in Enfoques.

- I can recognize and use vocabulary contained in chapter 7.
- I can recognize and use vocabulary contained in chapter 8.
- I can recognize and use vocabulary contained in chapter 9.
- I can recognize and use vocabulary contained in chapter 10.
- I can recognize and use vocabulary contained in chapter 11.
- I can recognize and use vocabulary contained in chapter 12.

**III Over-arching Verbs/ Usage Target:** I can recognize a variety of verbs.

- I can recognize and use present and past perfect
- I can recognize and use diminutives and augmentatives
- I can recognize and use expressions of time with “hacer”.
- I can recognize and use conditional.
- I can recognize and use past subjunctive.
- I can recognize and use si clauses with simple and compound tenses.
- I can recognize and use transitional expressions.
- I can recognize and use present and past perfect subjunctive.
- I can recognize and use relative pronouns.
- I can recognize and use neuter “lo”.
- I can recognize and use future and conditional perfect.
- I can recognize and use passive voice.
- I can recognize and use passive “se”, impersonal “se” and “se” for unexpected events.
- I can recognize and use prepositions: de, desde, en, entre, hasta, sin.
- I can recognize and use past participle as adjective.
- I can differentiate between pedir/preguntar and saber/conocer.

**IV Over-arching Listening Target:** I can respond to comprehension questions based on a listening passage commensurate in difficulty with the outcomes of this course.

**V Over-arching Speaking Target:** I can participate actively in oral discourse, using strings of sentences that begin to resemble short, organized paragraphs rather than simple, disjointed sentences.



## **Addendum:**

**Speaking Target:** I can participate actively in oral discourse, using strings of sentences that begin to resemble short, organized paragraphs rather than simple, disjointed sentences.

- Responds in detail to personal questions regarding oneself, family classmates.
- Asks others for information about themselves, family, occupation, education, recreation, pastimes, et al.
- Describes the action (activities) depicted in a set of visual stimuli.
- Narrates and describes events using indicative tenses and subjunctive moods.
- Recounts a sequence of events that had happened to him/her or to someone else.
- Summarizes a movie, T.V. program, book, magazine article, et al.
- Discusses a familiar situation/topic (perhaps school related) and expresses an opinion in simple, factual terms.
- Discusses plans for a future event.
- Asks series of questions for a variety of purposes.
- Seeks factual information.
- Elicits the opinion of teacher and classmates.
- Clarifies the statements and opinions of teacher and classmates on a variety of topics ( e.g. literary analysis).
- Reports on or summarizes cultural information disseminated in class.
- Compares/contrasts cultural differences when given a specific concept from the instructor.

Spanish 4 Honors Vocabulary themes, benchmarks and activities:

<b>Theme</b>	<b>Benchmarks using Illinois standards</b>	<b>Pages with activities in text:</b>
Chapter 1 Las relaciones personales	28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids. 28.B.3a Respond to open-ended questions and initiate communication in various situations. 28.B.4a Engage in extended conversations in a variety of situations. 28.B.3b Produce language with improved pronunciation, intonation and inflection. 28.B.2c Comprehend gestures and body language often used in everyday interaction in the target language. 28.C.4a Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals. 28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages. 28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.	2-3, 4-5, 6-7, 29-30, 42-43, 44
Chapter 2 Las diversiones	All benchmarks from preceding section.	46-53, 55, 72, 73, 84
Chapter 3 La vida diaria	All benchmarks from preceding sections.	86-93, 95, 108, 121, 122-123, 124
Chapter 4 Los viajes	All benchmarks from preceding sections.	126-133, 135, 152, 163, 164
Chapter 5 La salud y el bienestar	All benchmarks from preceding sections.	166-173, 175, 192, 215, 214-215, 216
Chapter 6 La naturaleza	All benchmarks from preceding sections.	218-225, 227, 244, 255, 256
Chapter 7 La economía y el trabajo	All benchmarks from preceding sections.	258-265, 267, 280, 299, 300-301, 302
Chapter 8 La religión y la política	All benchmarks from preceding sections.	304-311, 313, 324, 345, 346
Chapter 9	All benchmarks from preceding sections.	348-355, 357, 372, 385, 386-

La cultura popular y los medios de comunicación		387, 388
Chapter 10 La literatura y el arte	All benchmarks from preceding sections.	390-397, 399, 410, 423, 424
Chapter 11 La tecnología y la ciencia	All benchmarks from preceding sections.	426-433, 435, 444, 455, 456-457, 458
Chapter 12 La historia y la civilización	All benchmarks from preceding sections.	460-467, 469, 482, 503, 504

Grammar themes, benchmarks, and activities  
Spanish 4 Honors

Theme	Benchmarks using Illinois standards	Activities in text and workbook
<p>Chapter 1</p> <p>a. present tense</p> <p>b. stem-changing present tense verbs</p> <p>c. ser / estar</p>	<p>28.A.1a Recognize basic language patterns.</p> <p>28.A.1b Respond appropriately to simple commands in the target language.</p> <p>28.A.2a Comprehend illustrated stories, audiovisual programs, or websites.</p> <p>28.A.2b Follow instructions in the target language, given one step at a time for a wide range of activities.</p> <p>28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources.</p> <p>28.B.1a Respond to and ask simple questions with prompts.</p> <p>28.B.1b Imitate pronunciation, intonation, and inflection, including sounds unique to the target language.</p> <p>28.B.2a Pose questions spontaneously in structured situations.</p> <p>28.B.2b Produce language using proper pronunciation, intonation, and inflection.</p> <p>28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song.</p> <p>28.C.1b Infer meaning of cognates from context.</p> <p>28.C.2a Comprehend written classroom directions, read simple passages, infer meaning of cognates, and recognize loan words.</p> <p>28.C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</p> <p>28.D.1a Copy/write words, phrases, and simple sentences.</p> <p>28.D.1b Describe people, activities, and objects from school and home.</p> <p>28.D.2a Write on familiar topics using appropriate grammar, punctuation, and capitalization.</p> <p>28.D.2b Present a simple written or oral report on familiar topics.</p> <p>28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids.</p> <p>28.B.3a Respond to open-ended questions and initiate communication in</p>	<p>Text: p. 18-19, 22-23, 26-27</p> <p>Workbook: p. 5-10</p>

	<p>various situations.</p> <p>28.B.4a Engage in extended conversations in a variety of situations.</p> <p>28.B.3b Produce language with improved pronunciation, intonation and inflection.</p> <p>28.B.2c Comprehend gestures and body language often used in everyday interaction in the target language.</p> <p>28.C.4a Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.</p> <p>28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</p> <p>28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion</p> <p>29.A.1 Use common forms of courtesy, greeting, and leave-takings appropriate to the time of day and relationship.</p> <p>28.A.3b Follow instructions in the target language as given in multi-step segments for assignments and activities in and out of the classroom.</p> <p>28.B.3a Respond to open ended questions and initiate communication in various situations.</p> <p>28.B.3b Produce language with improved pronunciation, intonation, and inflection.</p> <p>28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</p> <p>28.D.3c Present a simple, original poem or story based on a model.</p> <p>28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids.</p> <p>28.B.4b Express differences of meaning using proper pronunciation , intonation and inflection.</p> <p>28.B.4c Recognize and use nonverbal cues in various formal and informal settings.</p> <p>28.C.4a Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.</p> <p>28.C.4b Demonstrate understanding of written materials by organizing information and concepts (e.g., outlines, flow charts).</p> <p>28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.</p> <p>29.A.4 Demonstrate target language expressions and levels of formality (e.g., age, social status) appropriate for entry-level work and social</p>	
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	situations.	
Chapter 2 a. progressive forms b. object pronouns c. reflexive verbs d. gustar and similar verbs	All benchmarks from preceding section.	Text: p. 56-57, 60-61, 64-65, 68-69. Workbook: p. 15-22
Chapter 3 a. preterite b. imperfect c. preterite-imperfect d. adverbs	All benchmarks from preceding sections.	Text: p. 96-97, 100, 102-103, 106 Workbook: p. 29-36
Chapter 4 a. present / past perfect b. por / para c. formation of present subjunctive	All benchmarks from preceding sections.	Text: p. 136-137, 140-141, 148-149 Workbook: p. 43-50
Chapter 5 a. subjunctive - noun clauses b. subjunctive - adjective clauses c. subjunctive - adverbial clauses d. commands	All benchmarks from preceding sections.	Text: p. 176-189 Workbook: p. 55-62
Chapter 6 a. future	All benchmarks from preceding sections.	Text: p. 228-229, 232-233, 236-237, 240-241

b. conditional c. past subjunctive d. si clauses - simple tenses		Workbook: p. 69-76
Chapter 7 a. possessive adjectives and pronouns b. relative pronouns	All benchmarks from preceding sections.	Text: p. 270-271, 274-275 Workbook: p. 85-88
Chapter 8 a. passive voice b. constructions with Se c. pero, sino, sino que, etc.	All benchmarks from preceding sections.	Text: p. 314, 316-317 Workbook: p. 95-98

Chapter 9 a. infinitives b. present perfect subjunctive c. prepositions I d. choice and negation	All benchmarks from preceding sections.	Text: p. 358-359, 362-363, 366-367, 370 Workbook: p. 109-116
Chapter 10 a. future perfect / conditional perfect b. past perfect subjunctive c. si clauses - compound tenses	All benchmarks from preceding sections.	Text: p. 121-122, 123-124, 125-126 Workbook: p. 121-126
Chapter 11 *no grammar		
Chapter 12 a. prepositions III b. summary of the indicative c. summary of the subjunctive	All benchmarks from preceding sections.	Text: p. 470, 472-473, 476-479 Workbook: p. 147-152



Spanish 4 Honors Culture themes, benchmarks and activities

Theme	Benchmarks using Illinois standards	Pages with activities in textbook:
<p>Chapter 1</p> <ul style="list-style-type: none"> <li>a. México D.F.</li> <li>b. revistas en español</li> <li>c. Jennifer López</li> <li>d. Enrique Iglesias</li> <li>e. Sammy Sosa</li> <li>f. Celia Cruz</li> <li>g. Pablo Neruda</li> <li>h. Pablo Picasso</li> <li>i. José Martí</li> <li>j. Carmen Lomas Garza</li> <li>k. la Argentina</li> </ul>	<p>29.C.2b Identify sample literary works and their authors representative of the target language.</p> <p>29.B.2a Identify sample art works and their creators associated with areas where the target language is spoken.</p> <p>29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.</p> <p>29.E.3 Describe geographical aspects of areas where the target language is spoken.</p> <p>29.B.4b Compare and contrast selected art forms of areas where the target language is spoken.</p> <p>29.C.2a Read, retell and summarize selected literary works.</p> <p>30.A.2d Use the target language to participate in and /or describe games, dances and sports.</p> <p>29.C.1b Identify different types of literature (e.g., poetry, short stories, plays, legends) in the target language</p>	<p>p. 10, 11, 29, 32-35, 37-39, 42-43</p>
<p>Chapter 2</p> <ul style="list-style-type: none"> <li>a. Shakira</li> <li>b. Carlos Santana</li> <li>c. Maná</li> <li>d. Quino</li> <li>e. Mario Benedetti</li> <li>f. Types of Latin music</li> <li>g. Gloria Estefan</li> <li>h. Ricky Martin</li> <li>i. Celia Cruz</li> <li>j. Marc Anthony</li> </ul>	<p>All benchmarks from preceding section, and also:</p> <p>29.B.3a Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language.</p>	<p>p. 54, 63, 75-78, 79-82</p>
<p>Chapter 3</p> <ul style="list-style-type: none"> <li>a. El Corte Inglés</li> <li>b Shopping in the Spanish-speaking world</li> <li>c Meals in LatinAmerica and Spain</li> <li>d Antoinio Machado</li> </ul>	<p>All benchmarks from preceding sections and also:</p> <p>29.C.4c Comprehend main ideas from target language media in relation to everyday life.</p> <p>29.A.5 Analyze and interpret manners and customs within the social, academic and work environments of selected target</p>	<p>p. 94, 95, 110, 111-116, 117-120</p>

Theme	Benchmarks using Illinois standards	Pages with activities in textbook:
e Cuba f Jorge Ramos	language societies.	
Chapter 4 a. el ecoturismo en Venezuela b. Ecoturismo en el Amazonas c. Transportation in Latinamerica c. Cloistered convents in Spain d. Catalina de Erauso	All benchmarks from preceding sections and also:  29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.	p. 133, 134, 135, 155-157 and 159-162.
Chapter 5 a. History of Chocolate b. Hernán Cortés c. Moctezuma d. Isabel Allende e. Alejandro Leal f. Chile	All benchmarks from preceding sections and also:  29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.	p. 174, 194, 209-212, 214-215
Chapter 6 a. Galapagos islands b. Bolivia c. Frida Kahlo d. Augusto Monterroso e. Puerto Rico	All benchmarks from preceding sections.	p. 226, 227, 246, 247-249, 251-254

Chapter 7: a. Diego Rivera b. Pablo Picasso c. Gabriel García Márquez d. Carolina Herrera	All benchmarks from preceding sections.	p. 282, 283-294, 295-298
Chapter 8: a. Politics in Costa Rica b. Democracy in Spain c. Franco d. El rey Juan Carlos e. Isabel Allende f. escribanos públicos g. Rubén Blades	All benchmarks from preceding sections.	p. 312, 313, 327-337, 339-344
Chapter 9: a. Telenovelas modernas b. nuevos directores hispanos c. Carmen Maura d. Pedro Almodóvar	All benchmarks from preceding sections and also: 29.C.3c Create simple print and / or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites).	356-, 357, 379, 380-384, 385
Chapter 10: a. Fernando Botero b. Jorge Luis Borges c. Obregón, Varo and Sosabravo d. Mario Vargas Llosa e. Julio Cortázar f. Wifredo Lam g. Caribbean culture	All benchmarks from preceding sections.	397, 398, 399, 412, 413-416, 417-422, 423
Chapter 11: a. Internet en el mundo hispanohablante b. El petróleo como fuente de energía	All benchmarks from preceding sections and also: 29.C.5c Compare topics, types and styles of media communication in areas where the target language is spoken.	p. 434, 435, 446, 451-454, 455

c. Salvador Dalí d. Miguel Cervantes e. Jeff Bezos		
Chapter 12: a. La independencia de Hispanoamérica b. Culturas precolombinas c. National heroes in the Spanish-speaking world d. Malintzin	All benchmarks from preceding sections.	468, 469, 485-496, 497-502, 503

National Educational Technology Standards (NETS) and activities  
Spanish 4 Honors

NETS	<b>Activities: AP = audio program; VP = video program; CD ROM; IN = internet activities</b>
1. Basic operations and concepts: <ul style="list-style-type: none"> <li>• Students demonstrate a sound understanding of the nature and operation of technology systems.</li> <li>• Students are proficient in the use of technology.</li> </ul>	CD ROMJ; IN
2. Social, ethical, and human issues: <ul style="list-style-type: none"> <li>• Students understand the ethical, cultural, and societal issues related to technology.</li> <li>• Students practice responsible use of technology systems, information, and software.</li> <li>• Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</li> </ul>	CD ROM; IN
3. Technology Productivity Tools: <ul style="list-style-type: none"> <li>• Students use technology tools to enhance learning, increase productivity, and promote creativity.</li> <li>• Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.</li> </ul>	AP; VP; CD ROM; IN
4. Technology communications tools: <ul style="list-style-type: none"> <li>• Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</li> <li>• Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</li> </ul>	Student-created videos; IN
5. Technology research tools: <ul style="list-style-type: none"> <li>• Students use technology to locate, evaluate, and collect information from a variety of sources.</li> <li>• Students use technology tools to process data and report results.</li> <li>• Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.</li> </ul>	IN

6. Technology problem-solving and decision-making tools: <ul style="list-style-type: none"> <li>• Students use technology resources for solving problems &amp; making informed decisions.</li> <li>• Students employ technology in the development of strategies for solving problems in the real world.</li> </ul>	IN
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## **SAMPLE SYLLABUS:**

### **miércoles el 25 de agosto:**

-Texto: p. 2-3 (Leamos en voz alta)

-Preguntas de Comprensión

-Presentar el vocabulario que está al lado.

-Hablar con compañeros: ¿Qué hicieron en el verano?

- \*\*\*Tarea:
1. **Empieza a estudiar el vocabulario de página 3.**
  2. **Lee "México D.F.: una megametrópolis" en p. 10**
  3. **Completa la hoja de trabajo (dos lados)**
  4. **Honores: Estudia para la prueba de mañana sobre la tarea del verano (En la Ardiente Oscuridad - p.**

1-9)

### **jueves el 26 de agosto:**

-Puntos de participación: vocabulario nuevo

-Repaso de la tarea

-Hablar con el mismo compañero de ayer

-Presentar a los compañeros a la clase / Honores: Prueba

- \*\*\*Tarea:
1. **Lee "Revistas para todos los gustos" (p. 11)**
  2. **Completa la hoja de trabajo #2**
  3. **Honores: Le próxima prueba será el lunes, sobre el contenido de p. 10-23 y el vocabulario en p. 143-**

144 del paquete

### **viernes el 27 de agosto:**

-Honores: Hoy Uds. necesitan empezar a escribir en un cuaderno sobre lo que está pasando en tu vida. Escribe todos los días por lo menos ocho frases

al día. De vez en cuando Uds. me van a entregar sus cuadernos para que los lea yo y para que les dé una nota.

-Terminemos de presentar a los compañeros a la clase

-Repaso de la tarea

-Hablemos sobre las revistas que mencionan en la lectura y empecemos a hablar sobre *Facetas* y sobre los empleados (p. 6-7)

- \*\*\*Tarea:
1. **Lee la fotonovela p. 6-7**
  2. **Honores: Estudien para la segunda prueba sobre En la Ardiente Oscuridad.**

### **lunes el 30 de agosto**

-Presentar el vocabulario de p. 44 (primera columna)

-Hoja de vocabulario #3

-Escuchemos y leamos la fotonovela (p. 6-7)

-Veamos los verbos en p. 18-19 (las cajas amarillas)

-Hagamos p. 20 Práctica 3 / Prueba de honores

- \*\*\*Tarea:
1. **Lee p. 22-23 "Stem-Changing Verbs"**
  2. **Para entregar: Escoge 12 verbos y escribe 12 frases usando los verbos en p. 22-23 en el presente.**

### **martes el 31 de agosto:**

-Entregar la tarea

-Puntos de participación: primera columna de vocabulario en p. 44 y los verbos "stem-changers" en p. 22-23

-Presentare la segunda columna de vocabulairo

-p. 24-25 Prácticas 1-2-3-4

- \*\*\*Tarea:
1. **Hoja de trabajo #4**
  2. **Empieza a estudiar el vocabulario**

# First Semester/Spanish 4 Honors/Chapters 1-3

<b>Chapter in Enfoques:</b>	<b><u>MATERIAL TO BE COVERED</u></b>	<b><u>Text pgs. (Enfoques)</u></b>	<b><u>Workbook (Enfoques)</u></b>	<b><u>Video (Optional)</u></b>	<b><u>Readings in Enfoques:</u></b>
<b>Chapter 1</b>	Present tense: regular; stem-changing; irregular "yo"; irregular Ser & estar	14-15; 486	3-4	Facetas: ep.1	Ritmos: Bacilos, p.13
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# First Semester/Spanish 4 Honors/Chapters 4-6

<b>Chapter in Enfoques:</b>	<b><u>MATERIAL TO BE COVERED</u></b>	<b><u>Text pgs. (Enfoques)</u></b>	<b><u>Workbook (Enfoques)</u></b>	<b><u>Video (Optional)</u></b>	<b><u>Readings in Enfoques:</u></b>
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<b>Chapter in Enfoques:</b>	<b><u>MATERIAL TO BE COVERED</u></b>	<b><u>Text pgs. (Enfoques)</u></b>	<b><u>Workbook (Enfoques)</u></b>	<b><u>Video (Optional)</u></b>	<b><u>Readings in Enfoques:</u></b>
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