

Spanish IV Syllabus

2011-2012

Mrs. Martin-Orozco

Course Description:

In this course, students will be given a thorough review of grammatical concepts learned in the previous three years of study. Through readings of short stories, poetry and articles as well as in the viewing of films, the student will be exposed to themes topical in the present day Spanish-speaking world. Students will also learn about the art, literature and history of Spain and Latin America. Refinement of written and oral skills is achieved through expository compositions, oral presentations and class discussions. The use of Spanish for active communication is emphasized.

Academic Content Standards:

The primary goal of the foreign language department is to help the students attain proficiency in the skills of listening, speaking, reading and writing the target language. Upon the completion of four years of language study, each student will:

1. Express herself in the target language with native-like pronunciation using a variety of everyday vocabulary.
2. Understand native speakers from a wide variety of countries where the language is spoken
3. Write coherent paragraphs, letters, and essays using a variety of vocabulary and correct grammatical structures.
4. Read and comprehend written material including textbooks, short stories, poetry, magazines, newspapers, and multi-media materials.
5. Understand traditional ideas and perspectives, institutions, literary and artistic expressions, and other components of the target culture.

Bench Marks and Performance Standards:

A student who has successfully completed a level IV course will:

- Use the target language to express one's point of view through the exchange of personal feelings. (Content Standard #1)
- Use appropriate vocabulary to exchange information about current or past events (e. g., information from newspapers or magazine articles; programs on television, radio, or video). (Content Standard #1)
- Use appropriate vocabulary (e. g., literary terms such as setting, character, plot, conflict, resolution, theme) to express personal reactions and feelings about authentic literary texts (poems, plays, short stories). (Content Standard #1)

- Understand the main ideas and significant details of extended discussions, lectures, formal presentations, and various forms of media (e.g., radio or television programs, movies) that are appropriate at this developmental level. (Content Standard #2)
- Understand all forms and styles of speech. (Content Standard #2)
- Understand idiomatic expressions, subtleties, and genre specific vocabulary. (Content Standard #2)
- Summarize in writing the content of various texts (magazine or newspaper articles, short stories, plays, poems, short novels. (Content Standard #3)
- Express herself in formal and informal writing. Be able to do research papers. (Content Standard #3)
- Be able to present a point of view. (Content Standard #3)
- Understand and interpret a variety of written materials including literary texts, novels, poetry, and plays. Be able to analyze the plot, characters, conflicts and resolutions exposed in the text. (Content Standard #4)
- Demonstrate an understanding of information and concepts presented in written form on a variety of topics (Content Standard #4)
- Demonstrate a working knowledge of world geography. (i.e. locates on a world map countries where the target language is spoken; names and locates significant geographical features of countries where the language is spoken). (Content Standard #5)
- Identify and analyze cultural practices of native speakers. (Content Standard #5)
- Research and expand her knowledge of important historical and contemporary figures of Spain and Latin America. (Content Standard #5)
- Read and analyze literary works of the target culture. (Content Standard #5)

Texts: Imagina, español sin barreras, Blanco, Tocaimaza-Hatch., Vista Higher Learning, Boston, MA., 2011 (Textbook, Workbook and Website access code)

Additional readings, lectures and films will supplement the course when appropriate.

Classroom Policies and Student Evaluation

Grading Policy

Quarter grades are based on the following:

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| ➤ Participation and Attendance | 15% |
| ➤ Daily Work | 15% |
| a. classwork (oral exercises, dictations, readings) | |

- b. homework
- Quizzes, Recordings, and Projects 30%
- Tests and Compositions 40%

Semester grades are based on the following:

- Quarter 1 40%
- Quarter 2 40%
- Final Exam 20%

Participation and Attendance

Active classroom participation is essential to this class. It is expected that each student will make every effort to express herself in Spanish. Participation in discussions and asking questions all count toward your participation grade. Each student will be expected to come to class with all of her books and ready to work. Frequent absences (more than three absences each semester would be considered excessive) or coming unprepared to class will not only affect your grade in a negative manner but will prevent you from practicing Spanish on a daily basis.

Daily Work

In addition to homework, there will be a variety of activities that will be done in class. Not all activities are graded; however, you should always be prepared to hand in your work. All assignments/activities should be written neatly in pen. If you are absent from class, it is your responsibility to inquire about what you missed. You may then turn in the missed assignment the following day.

Oral Presentations/ Recordings

Each student presents at least one oral (not read) report each quarter. Topics and due dates will be announced during the semester. I will inform you if a written report is to accompany the oral report.

Writing Samples and Compositions

There will be ample opportunities for students to practice writing in Spanish (journal entries, letters, summaries, expository compositions). Some compositions will be timed and written in class. All compositions will be graded on form and content.

Tests and Quizzes

Tests will always be announced at least three days in advance. Occasionally, I will give unannounced quizzes. There are no make-ups for missed quizzes. However, at the end of each semester, I will not count your lowest quiz score. If you are absent the day that a test is given, you will be expected to take the test the day you return. It will be your responsibility to contact me about making up the exam. If you should miss any other test, you will be permitted to make up the test the day you return; however, there may be a penalty for a second make up.

Semester Exam

Semester exams are cumulative.

Materials

- 3 Ring Binder or notebook
- Black or blue pen
- Red pen or marker

Office Hours

I will be available every Monday after school. This is a great time to stop by and ask questions if you would like some extra help. This is also a good time to get or turn in make up work. If you cannot meet during this time, you can schedule an appointment with me.

Sé que tendremos un año exitoso. . . hacer es poder.

Plan de estudio

Primer Semestre:

<u>Semanas</u>	<u>Unidades y Actividades</u>
Semanas 1-3	Lección 1: Sentir y vivir El presente del indicativo; ser y estar; adjetivos; los verbos como gustar
Semanas 4-6	Lección 2: Vivir en la ciudad El imperfecto; el pretérito; el gerundio
Semanas 7-9	Lección 3: La influencia de los medios El presente del subjuntivo; mandatos; los complementos directos e indirectos; adjetivos y pronombres
Semanas 10-12	Lección 4: Generaciones en movimiento El subjuntivo a continuación; los verbos reflexivos; por y para
Semanas 13-15	Lección 5: Las riquezas naturales El futuro; el condicional; pronombres relativos

EXAMENES FINALES: 17, 18, & 19 de enero del 2012

Segundo Semestre:

<u>Semanas</u>	<u>Unidades y Actividades</u>
Semanas 1-3	Capítulo 6: El valor de las ideas Otros usos del subjuntivo; el imperfecto del subjuntivo; adverbios
Semanas 4-6	Capítulo 7: Perspectivas laborales El presente perfecto; El presente perfecto del subjuntivo; los usos de se
Semanas 7-9	Capítulo 8: Ciencia y tecnología El pluscuamperfecto; el pluscuamperfecto del subjuntivo; el infinitivo
Semanas 10-12	Capítulo 9: Escapar y divertirse El futuro perfecto; el condicional perfecto; clausulas con si
Semanas 13-15	Capítulo 10: Herencia y destino Las palabras afirmativas y negativas; la voz pasiva; pero o sino

EXAMENES FINALES: 1, 4 & 5 de junio del 2012