



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Spanish 4 Grade Level(s): 11-12 Units of Credit: 1 Classification: Elective	Length of Course: 30 cycles Periods Per Cycle: 6 single Length of Period: 43 minutes Total Instructional Time: 129 hours
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Course Description

This course is designed to present the language in its natural order: listening, speaking, reading, and writing. It is designed to serve as a preparatory class for those students planning on pursuing Advanced Placement (AP) Spanish as a senior. The students will acquire vocabulary, and grammar while applying listening, speaking, reading, and writing skills to fundamental daily expressions of the target language. The students will identify and recognize cultural aspects of several places where the target language is spoken. The students will use both regular and irregular verbs to communicate in the present, past, imperfect, future, conditional, command forms, and subjunctive tenses of the target language. Proper pronunciation and intonation will also be stressed.

Instructional Strategies, Learning Practices, Activities, and Experiences

vText/eBook Maps Songs Vocabulary Technology	Communication Activities Games Discussion SuperSite Access Via Internet	Videos Listening Activities Question/Answer White Boards iPads
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Assessments

Self-Directed Class Activities Quizzes Class Participation	Group Activities Tests Verbal Communication Activities	Homework Projects Written Communication Activities
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Materials/Resources

Primary Source: <u>Revista 5th Ed</u> , Vista Higher Learning c.2018	Ancillary Source: <u>Revista 5th Ed. SuperSite</u> , Vista Higher Learning c.2018	Technology: Audio Recordings, Interactive Online Assessments, Authentic Videos, Online Partner Chats
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Adopted: 01/27/1988

Revised: 09/03/1991, 07/21/1999, 08/17/05, 5/21/18

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CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Spanish 3 Grammar Review</p> <p>Within the following contexts the students will be able to:</p> <ul style="list-style-type: none"> • Identify certain grammar tenses. • Conjugate verbs in certain tenses. • Use certain tenses to speak and write in Spanish. <p>Tenses to be reviewed and practiced:</p> <ul style="list-style-type: none"> • reflexives • negative words • preterit Ser and Ir • Gustar • preterit stem changers • double object pronouns • comparatives • superlatives • irregular preterit • qué vs cuál • imperfect • preterit vs imperfect • informal commands • por vs para+ 	<p><u>COMMUNICATION</u></p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Lección: ¿Realidad o fantasía? (Reality or Fantasy)</p> <p>Within the following contexts the students will be able to:</p> <ul style="list-style-type: none"> • Understand the main ideas of speech in a variety of contexts and topics. • Narrate and describe with details. • Communicate facts and talk casually about topics of current public and personal interest. • Demonstrate proficiency in reading and interpreting texts. • Write about a variety of topics. • Describe and narrate personal experiences using different styles and formats. • Demonstrate knowledge of cultural practices and historical events from the Spanish-speaking world. <p><u>Cortometraje/Short Film</u></p> <ul style="list-style-type: none"> • Talk about their childhood • Make predictions about a film • Demonstrate understanding of a film • Talk about landscapes • Talk about imagination and childhood dreams <ul style="list-style-type: none"> • <i>Lesson opener pp. 2–3</i> • <i>Cortometraje: Viaje a Marte</i> <ul style="list-style-type: none"> a. Preparación pp. 4–5 b. Watch <<Viaje a Marte>> c. En pantalla p. 7 d. Nota cultural p. 7 e. Análisis pp. 8–9 <p><u>Estructuras/Grammar Structures</u></p> <ul style="list-style-type: none"> • Review uses of the verbs Ser and Estar • Review uses of Prepositions <ul style="list-style-type: none"> • Read Estructuras 1.1: <ul style="list-style-type: none"> a. Los verbos ser y estar pp. 10–11 b. Práctica p. 11 • Read Estructuras 1.2: <ul style="list-style-type: none"> a. Las preposiciones pp. 12–13 b. Práctica p. 13 	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u> Interact with cultural competence and understanding.</p> <p>2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> <p>5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>Lecturas/Readings</u></p> <ul style="list-style-type: none"> • Discuss imagination • Understand the main idea of an essay • Talk about imagination • Compare stories • Role-play • Talk about the supernatural • Understand the main idea of a story • Talk about dreams and memories • Understand the main idea of a reading • Talk about grandparents and childhood memories • Debate what authors should write about • Ensayo: Celebración de la fantasía <ul style="list-style-type: none"> a. Preparación p. 14 b. Read p. 15 c. Análisis pp. 16–17 • Cuento: El otro círculo <ul style="list-style-type: none"> a. Preparación p. 18 b. Read pp. 19-22 c. Análisis pp. 23–24 • Experiencias: Los suyos <ul style="list-style-type: none"> a. Preparación p. 25 b. Read pp. 26-27 c. Análisis pp. 28–29 <p><u>Tira Cómica/Comic Strip</u></p> <ul style="list-style-type: none"> • Make predictions about a comic strip • Discuss a comic strip • Talk about a dream trip • Tira cómica: Viaje espacial <ul style="list-style-type: none"> a. Preparación p. 30 b. Read/View p. 31 c. Análisis p. 30 	

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>Composición/Essay</u></p> <ul style="list-style-type: none">• Demonstrate proficiency in writing through an essay of the paranormal and supernatural and your beliefs • ¿(Para)normal y (sobre)natural? p. 32<ul style="list-style-type: none">a. Planeab. Escribec. Comprueba y lee <p><u>Tertulia/Class Discussion</u></p> <ul style="list-style-type: none">• Discuss video games • Creadores de la realidad p. 33<ul style="list-style-type: none">a. Read introductionb. class prep-workc. Have class discussion	

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<p>Lección: Una cuestión de personalidad (A Question of Personality)</p> <p>Within the following contexts the students will be able to:</p> <ul style="list-style-type: none"> • Understand the main ideas of speech in a variety of contexts and topics. • Narrate and describe with details. • Communicate facts and talk casually about topics of current public and personal interest. • Demonstrate proficiency in reading and interpreting texts. • Write about a variety of topics. • Describe and narrate personal experiences using different styles and formats. • Demonstrate knowledge of cultural practices and historical events from the Spanish-speaking world. <p><u>Cortometraje/Short Film</u></p> <ul style="list-style-type: none"> • Talk about communication and customer service • Make predictions about a film • Understand the main idea of a film • Talk about cell phones • Talk about methods of persuasion • Lesson opener pp. 34-35 • Cortometraje: Diez minutos <ul style="list-style-type: none"> a. Preparación pp. 36-37 b. Watch "Diez minutos" c. En pantalla p. 39 d. Nota cultural p. 39 e. Análisis pp. 40-41 <p><u>Estructuras/Grammar Structures</u></p> <ul style="list-style-type: none"> • Review and practice the uses of the past tenses • Read Estructuras 2.1: <ul style="list-style-type: none"> a. Narración en el pasado I pp. 42-43 b. Práctica p. 43 • Read Estructuras 2.2: <ul style="list-style-type: none"> a. Narración en el pasado II pp. 44-45 b. Práctica p. 45 	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u> Interact with cultural competence and understanding.</p> <p>2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> <p>5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

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<p><u>Lecturas/Readings</u></p> <ul style="list-style-type: none"> • Describe points of view • Discuss the main idea of an article • Debate the definition of happiness • Give advice • Role-play • Talk about romance and courtship • Understand the main idea of a few stories • Talk about mirrors • Understand the main idea of a poem • Talk about physical appearance and personality • Artículo: Las cuatro fórmulas científicas de la felicidad <ul style="list-style-type: none"> a. Preparación p. 46 b. Read pp. 47-48 c. Análisis pp. 49-50 • Microcuentos: Tres microcuentos de Carmen Cecilia Suárez <ul style="list-style-type: none"> a. Preparación p. 51 b. Read pp. 52-53 c. Análisis p. 54 • Poema: La intrusa <ul style="list-style-type: none"> a. Preparación p. 55 b. Read pp. 56-57 c. Análisis pp. 58-59 <p><u>Tira Cómica/Comic Strip</u></p> <ul style="list-style-type: none"> • Describe their childhood • Discuss a comic strip • Tell what advice you'd give your childhood self • Talk about what you would ask your future self • Tira cómica: Yo le diría <ul style="list-style-type: none"> a. Preparación p. 60 b. Read/View p. 61 c. Análisis p. 60 	

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<p><u>Composición/Essay</u></p> <ul style="list-style-type: none"> • Demonstrate proficiency in writing through an essay about personal beliefs about astrology, chance, and common characteristics. • ¿Crees en los astros? p. 62 <ul style="list-style-type: none"> a. Planea b. Escribe c. Comprueba y lee <p><u>Tertulia/Class Discussion</u></p> <ul style="list-style-type: none"> • Discuss nature vs. Nurture • ¿Innato o adquirido? p. 63 <ul style="list-style-type: none"> a. Read introduction b. Class prep-work c. Have class discussion 	

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<p>Lección: La influencia de los medios (Influence of the Media)</p> <p>Within the following contexts the students will be able to:</p> <ul style="list-style-type: none"> • Understand the main ideas of speech in a variety of contexts and topics. • Narrate and describe with details. • Communicate facts and talk casually about topics of current public and personal interest. • Demonstrate proficiency in reading and interpreting texts. • Write about a variety of topics. • Describe and narrate personal experiences using different styles and formats. • Demonstrate knowledge of cultural practices and historical events from the Spanish-speaking world. <p><u>Cortometraje/Short Film</u></p> <ul style="list-style-type: none"> • Talk about what lasts and what doesn't last • Discuss prejudice • Make predictions about a film • Demonstrate comprehension of a film • Talk about refugees <ul style="list-style-type: none"> • Lesson opener pp. 64-65 • Cortometraje: Namnala <ul style="list-style-type: none"> a. Preparación pp. 66-67 b. Watch "Namnala" c. En pantalla p. 69 d. Nota cultural p. 69 e. Análisis pp. 70-71 <p><u>Estructuras/Grammar Structures</u></p> <ul style="list-style-type: none"> • Review the uses of DOPs, IOPs, and adjectives. • Write an e-mail and a description. <ul style="list-style-type: none"> • Read Estructuras 3.1: <ul style="list-style-type: none"> a. DOPs pp. 72-73 b. Práctica p. 73 • Read Estructuras 3.2: <ul style="list-style-type: none"> a. Adjetivos pp. 74-75 b. Práctica p. 75 	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u> Interact with cultural competence and understanding.</p> <p>2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> <p>5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

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<p><u>Lecturas/Readings</u></p> <ul style="list-style-type: none"> • Talk about actors and movies • Discuss an interview • Talk about the images of women • Write celebrity gossip • Role-play • Talk about technology • Discuss an opinion piece • Write and talk about technology • Talk about social networks • Discuss a story • Talk about pets • Talk about the Internet • Debate social networks and privacy • Entrevista: Zoe Saldana <ul style="list-style-type: none"> a. Preparación p. 76 b. Read pp. 77-78 c. Análisis pp. 79-80 • Opinión: Cara y cruz de las tecnologías de la información <ul style="list-style-type: none"> a. Preparación p. 81 b. Read pp. 82-83 c. Análisis p. 84-85 • Cuento: ¿Me agregás como amiga? de Hernán Casciari <ul style="list-style-type: none"> a. Preparación p. 86 b. Read pp. 87-89 c. Análisis pp. 90-91 <p><u>Tira Cómica/Comic Strip</u></p> <ul style="list-style-type: none"> • Talk about perspectives • Discuss a comic strip • Talk about the role of reading and humor • Tira cómica: Dos viñetas <ul style="list-style-type: none"> a. Preparación p. 92 b. Read/View p. 93 c. Análisis p. 92 	

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<p><u>Composición/Essay</u></p> <ul style="list-style-type: none">• Demonstrate proficiency in writing through a written movie critique.• Escribe una crítica del cine p. 94<ul style="list-style-type: none">a. Planeab. Escribec. Comprueba y lee <p><u>Tertulia/Class Discussion</u></p> <ul style="list-style-type: none">• Discuss trash TV• La telebasura a debate p. 95<ul style="list-style-type: none">a. Read introductionb. Class prep-workc. Have class discussion	

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<p>Lección: Las garras de poder (The Claws/Grasp of Power)</p> <p>Within the following contexts the students will be able to:</p> <ul style="list-style-type: none"> • Understand the main ideas of speech in a variety of contexts and topics. • Narrate and describe with details. • Communicate facts and talk casually about topics of current public and personal interest. • Demonstrate proficiency in reading and interpreting texts. • Write about a variety of topics. • Describe and narrate personal experiences using different styles and formats. • Demonstrate knowledge of cultural practices and historical events from the Spanish-speaking world. <p><u>Cortometraje/Short Film</u></p> <ul style="list-style-type: none"> • Discuss making decisions • Talk about employer-employee relations • Make predictions about a film • Discuss a film • Talk about sports boycotts • Describe soccer • Lesson opener pp. 96-97 • Cortometraje: ¿Quién es Echegoyen? <ul style="list-style-type: none"> a. Preparación pp. 98-99 b. Watch “¿Quién es Echegoyen?” c. En pantalla p. 101 d. Nota cultural p. 101 e. Análisis pp. 102-103 <p><u>Estructuras/Grammar Structures</u></p> <ul style="list-style-type: none"> • Review uses of El Subjuntivo • Introduce past Subjunctive • Review uses of relative pronouns • Read Estructuras 4.1: <ul style="list-style-type: none"> a. Subjuntivo I pp. 104-105 b. Práctica p. 105 • Read Estructuras 4.2: <ul style="list-style-type: none"> a. Pronombres Relativos pp. 106-107 b. Práctica p. 107 	<p><u>COMMUNICATION</u></p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u></p> <p>Interact with cultural competence and understanding.</p> <p>2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u></p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u></p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u></p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> <p>5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

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<p><u>Lecturas/Readings</u></p> <ul style="list-style-type: none"> • Talk about politics and current events • Discuss an opinion piece • Prepare a newscast • Talk about politics and the media • Talk about political protests and kidnappings • Discuss a letter • Talk about lies and injustice • Talk about being rich • Discuss a poem • Debate wealth and poverty • Role-play • Opinión: "La tortilla" <ul style="list-style-type: none"> a. Preparación p. 108 b. Read p. 109 c. Análisis pp. 110-111 • Experiencias: "Carta abierta a mi nieto" de Juan Gelman <ul style="list-style-type: none"> a. Preparación p. 112 b. Read pp. 113-114 c. Análisis p. 115-116 • Poema: "Oda a un millonario muerto" <ul style="list-style-type: none"> a. Preparación p. 117 b. Read pp. 118-119 c. Análisis pp. 120-121 <p><u>Tira Cómica/Comic Strip</u></p> <ul style="list-style-type: none"> • Make predictions about a comic strip • Talk about things you would like to change • Discuss a comic strip • Talk about injustice • Tira cómica: Inseguridad <ul style="list-style-type: none"> a. Preparación p. 122 b. Read/View p. 123 c. Análisis p. 122 	

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>Composición/Essay</u></p> <ul style="list-style-type: none">• Demonstrate proficiency in writing through a written letter to the president • Escribe una carta al presidente p. 124<ul style="list-style-type: none">a. Planeab. Escribec. Comprueba y lee <p><u>Tertulia/Class Discussion</u></p> <ul style="list-style-type: none">• Discuss multinational corporations • Las empresas multinacionales: ¿a favor o en contra? p. 125<ul style="list-style-type: none">a. Read introductionb. Class prep-workc. Have class discussion	

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Lección: Misterios del amor (Mysteries of Love)</p> <p>Within the following contexts the students will be able to:</p> <ul style="list-style-type: none"> • Understand the main ideas of speech in a variety of contexts and topics. • Narrate and describe with details. • Communicate facts and talk casually about topics of current public and personal interest. • Demonstrate proficiency in reading and interpreting texts. • Write about a variety of topics. • Describe and narrate personal experiences using different styles and formats. • Demonstrate knowledge of cultural practices and historical events from the Spanish-speaking world. <p><u>Cortometraje/Short Film</u></p> <ul style="list-style-type: none"> • Describe childhood friends • Discuss feelings • Compare dating and marriage now and in the past • Make predictions about a film • Demonstrate understanding of a film • Compare weddings • Define love and friendship <ol style="list-style-type: none"> 1. Lesson opener pp. 126-127 2. Cortometraje: Porsiemprejamón <ol style="list-style-type: none"> a. Preparación pp. 128-129 b. Watch “Porsiemprejamón” c. En pantalla p. 131 d. Nota cultural p. 131 e. Análisis pp. 132-133 <p><u>Estructuras/Grammar Structures</u></p> <ul style="list-style-type: none"> • Review uses of El Subjuntivo • Introduce present/past perfect subjunctive • Review uses of se • Introduce Passive Voice <ol style="list-style-type: none"> 1. Read Estructuras 5.1: <ol style="list-style-type: none"> a. Subjuntivo II pp. 134-135 b. Práctica p. 135 	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <ol style="list-style-type: none"> 1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication <p><u>CULTURES</u> Interact with cultural competence and understanding.</p> <ol style="list-style-type: none"> 2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <ol style="list-style-type: none"> 3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <ol style="list-style-type: none"> 4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> <ol style="list-style-type: none"> 5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning

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<p>2. Read Estructuras 5.2:</p> <ul style="list-style-type: none"> a. Usos de se I pp. 136-137 b. Práctica p. 137 <p><u>Lecturas/Readings</u></p> <ul style="list-style-type: none"> • Talk about romantic relationships • Give advice • Discuss an article • Talk about what is disposable • Discuss opinion piece • Talk about what lasts • Talk about love and movies • Discuss a story • Talk about breakups • Write a movie version of the story <ol style="list-style-type: none"> 1. Artículo: “¿Cuál es el límite del amor?” de Maite Nicuesa <ul style="list-style-type: none"> a. Preparación p. 138 b. Read p. 139 c. Análisis pp. 140-141 2. Opinión: “Lo que dure el amor” de Mex Urtizberea <ul style="list-style-type: none"> a. Preparación p. 142 b. Read pp. 143-144 c. Análisis p. 145-146 3. Cuento: “Cine y malabarismo” de Ángeles Mastretta <ul style="list-style-type: none"> a. Preparación p. 147 b. Read pp. 148-149 c. Análisis pp. 150-151 <p><u>Tira Cómica/Comic Strip</u></p> <ul style="list-style-type: none"> • Talk about love • Discuss comic strip • Role-play • Tira cómica: El amor es divertido <ul style="list-style-type: none"> a. Preparación p. 152 b. Read/View p. 153 c. Análisis p. 152 	

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>Composición/Essay</u></p> <ul style="list-style-type: none">• Demonstrate proficiency in writing through an essay stating your definitions of love • Exprésate sobre el amor p. 154<ul style="list-style-type: none">a. Planeab. Escribec. Comprueba y lee <p><u>Tertulia/Class Discussion</u></p> <ul style="list-style-type: none">• Discuss the mysteries of love • Las empresas multinacionales: Los misterios del amor p. 155<ul style="list-style-type: none">a. Read introductionb. Class prep-workc. Have class discussion	

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Lección: Modos de vivir (Lifestyles/Ways of Life)</p> <p>Within the following contexts the students will be able to:</p> <ul style="list-style-type: none"> • Understand the main ideas of speech in a variety of contexts and topics. • Narrate and describe with details. • Communicate facts and talk casually about topics of current public and personal interest. • Demonstrate proficiency in reading and interpreting texts. • Write about a variety of topics. • Describe and narrate personal experiences using different styles and formats. • Demonstrate knowledge of cultural practices and historical events from the Spanish-speaking world. <p><u>Cortometraje/Short Film</u></p> <ul style="list-style-type: none"> • Discuss bullying • Talk about improving relationships • Make predictions about a film • Discuss a film • Talk about directors • Discuss violence <ol style="list-style-type: none"> 1. Lesson opener pp. 156-157 2. Cortometraje: El sándwich de Mariana <ol style="list-style-type: none"> a. Preparación pp. 158-159 b. Watch “El sándwich de Mariana” c. En pantalla p. 161 d. Nota cultural p. 161 e. Análisis pp. 162-163 <p><u>Estructuras/Grammar Structures</u></p> <ul style="list-style-type: none"> • Review uses of conditional statements with si • Review uses of se <ol style="list-style-type: none"> 1. Read Estructuras 6.1: <ol style="list-style-type: none"> a. Oraciones condicionales con si pp. 164-165 b. Práctica p. 165 2. Read Estructuras 6.2: <ol style="list-style-type: none"> a. Usos de se II pp. 166-167 b. Práctica p. 167 	<p><u>COMMUNICATION</u></p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <ol style="list-style-type: none"> 1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication <p><u>CULTURES</u></p> <p>Interact with cultural competence and understanding.</p> <ol style="list-style-type: none"> 2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives <p><u>CONNECTIONS</u></p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <ol style="list-style-type: none"> 3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives <p><u>COMPARISONS</u></p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <ol style="list-style-type: none"> 4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons <p><u>COMMUNITIES</u></p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> <ol style="list-style-type: none"> 5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>Lecturas/Readings</u></p> <ul style="list-style-type: none"> • Debate the importance of speaking Spanish • Talk about the changing roles of women • Discuss a reading • Talk about taboos and social pressure • Conduct an interview • Talk about forms of address • Discuss an article • Describe family meals and celebrations • Talk about parent-child relationships • Express our wants • Discuss a story • Talk about crime and punishment • State obsessions <ol style="list-style-type: none"> 1. Experiencias: “Ni coja ni madre” de Rosa Montero <ol style="list-style-type: none"> a. Preparación p. 168 b. Read pp. 169-170 c. Análisis pp. 171-172 2. Artículo: “Padre, papá, papi” de Daniel Samper Pizano <ol style="list-style-type: none"> a. Preparación p. 173 b. Read pp. 174-175 c. Análisis pp. 176-177 3. Cuento: “Los merengues” de Julio Ramón Ribeyro <ol style="list-style-type: none"> a. Preparación p. 178 b. Read pp. 179-180 c. Análisis pp. 181-182 <p><u>Tira Cómica/Comic Strip</u></p> <ul style="list-style-type: none"> • Talk about cell phones • Discuss a comic strip • Write a comic strip <ul style="list-style-type: none"> • Tira cómica: Teléfono, una enfermedad celular <ol style="list-style-type: none"> a. Preparación p. 183 b. Read/View p. 184 c. Análisis p. 183 	

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>Composición/Essay</u></p> <ul style="list-style-type: none"> • Demonstrate proficiency in writing through an essay stating your “recipe” for happiness • Encuentra la receta de la felicidad p. 185 <ul style="list-style-type: none"> a. Planea b. Escribe c. Comprueba y lee <p><u>Tertulia/Class Discussion</u></p> <ul style="list-style-type: none"> • Discuss and debate immigration • ¿Cuáles son los efectos de la inmigración? p. 186 <ul style="list-style-type: none"> a. Read introduction b. Class prep-work c. Have class discussion 	