

Spanish IV: Course Year-at-a-Glance & Syllabus

Course: Spanish IV (Advanced / Honors)

Textbook: McGraw Hill *¡Así se dice! Level 4* (ISBN: 9780076757961)

Curriculum Standard: Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English (LOTE) — Level IV

Part I: Year-at-a-Glance (YAG)

This 6-six-week instructional calendar provides an overview of the thematic units, grammar, quick-reference resources, and Texas standards (TEKS) covered throughout the academic year.

6-Week Period	¡Así se dice! 4 Units & Themes	Core Grammar & "Quick Book" Reference Focus	TEKS Alignment
1st Six Weeks	Unidad 1: Viajes y Transportes • Air travel, airport operations, and international tourism • Cultural focus: Modern transit in Hispanic urban centers	• Present & Past Subjunctive (Review & Advanced Trigger Clauses) • <i>Quick Book Reference:</i> Verb Conjugation & Subjunctive Mood Matrix	114.39.c.1 (Interpersonal) 114.39.c.2 (Interpretive) 114.39.c.4 (Cultures)
2nd Six Weeks	Unidad 2: Gastronomía y Vida Sana • Regional cuisine, culinary traditions, wellness, and fitness • Cultural focus: Culinary arts of Spain and Latin America	• Perfect Tenses (Present Perfect, Pluperfect, Future Perfect Subjunctive) • Direct/Indirect Object Pronoun Placement with Compound Verbs • <i>Quick Book Reference:</i> Idiomatic Expressions &	114.39.c.1 (Interpersonal) 114.39.c.3 (Presentational) 114.39.c.5 (Connections)

		Transition Words	
3rd Six Weeks	Unidad 3: Las Bellas Artes y la Arquitectura • Visual arts, sculpture, museum culture, architectural styles • Cultural focus: Masterworks from Prado, Frida Kahlo, Gaudí	• Imperfect Subjunctive & Conditional Clause (<i>Si</i> Clauses) • Passive Voice (<i>Ser</i> + Past Participle vs. Passive <i>Se</i>) • <i>Quick Book Reference</i>: Art Criticism & Descriptive Vocabulary Guide	114.39.c.2 (Interpretive) 114.39.c.4 (Cultures) 114.39.c.6 (Comparisons)
4th Six Weeks	Unidad 4: El Mundo Laboral y la Tecnología • Careers, global business, workplace ethics, future tech trends • Cultural focus: Emerging markets and tech hubs in Latin America	• Future & Conditional Tenses (Probability & Hypothetical Statements) • Relative Pronouns (<i>el que, el cual, cuyo, donde</i>) • <i>Quick Book Reference</i>: Professional Writing & Resume (CV) Builder	114.39.c.1 (Interpersonal) 114.39.c.3 (Presentational) 114.39.c.7 (Communities)
5th Six Weeks	Unidad 5: Ecología, Medio Ambiente y Ciencia • Conservation, natural resources, climate change,	• Subjunctive vs. Indicative in Adverbial & Adjective Clauses • Sequence of Tenses (<i>Secuencia de Tiempos</i>)	114.39.c.2 (Interpretive) 114.39.c.5 (Connections) 114.39.c.6 (Comparisons)

	scientific advances • Cultural focus: Ecotourism in Costa Rica and the Amazon Basin	• <i>Quick Book Reference:</i> Scientific Argumentation & Debating Framework	
6th Six Weeks	Unidad 6: Mitos, Leyendas, Historia y Literatura • Pre-Columbian civilizations, folklore, short literary works • Cultural focus: <i>El Cid</i> , Leyenda de La Llorona, Magical Realism	• Literary Analysis Structures & Advanced Stylistic Devices • Synthesis of Complex Syntax in Written & Spoken Discourse • <i>Quick Book Reference:</i> Literary Terms & AP-Style Analysis Cheat Sheet	114.39.c.3 (Presentational) 114.39.c.4 (Cultures) 114.39.c.7 (Communities)

Part II: Course Syllabus

Course Description

Spanish IV is an advanced course designed to refine students' communicative competence across the three modes of communication: **Interpersonal** (two-way conversation), **Interpretive** (reading/listening comprehension), and **Presentational** (speaking/writing to an audience). Using McGraw Hill's *¡Así se dice! Level 4*, students will explore deep cultural themes, analyze authentic literature, expand high-register vocabulary, and master complex grammatical structures.

Course Learning Objectives

By the end of this course, students will be able to:

1. Initiate, sustain, and conclude discussions on complex global, cultural, and abstract topics in Spanish.
2. Synthesize information from authentic print, audio, and visual media (articles, podcasts, interviews, literary selections).
3. Draft well-structured essays and deliver polished oral presentations using advanced syntax, appropriate transition words, and precise vocabulary.

4. Demonstrate cultural empathy and analytical understanding of the diverse traditions, histories, and perspectives of the Spanish-speaking world.

Required Materials

- **Main Textbook:** McGraw Hill *¡Así se dice! Level 4* (ISBN: 9780076757961) — Physical or Digital Access
- **Quick Books / Reference Guides:** *Spanish IV Grammar & Vocabulary Quick Reference Packet* (Provided in class / digitally)
- **Binder/Notebook:** 1.5-inch 3-ring binder with 5 dividers (Vocab, Grammar, Reading/Writing, Speaking/Culture, Quick Books)
- **Standard Classroom Tools:** Blue/black pens, highlighters, notebook paper, school-issued device.

Grading & Assessment Policy

Grades are determined on a percentage scale consistent with district grading guidelines:

Grade Category	Weight	Description
Summative Assessments	60%	Unit exams, formal essays, polished presentations, major projects, literary analyses.
Formative Assessments	NA	Quizzes, listening/reading comprehension checks, recorded speaking tasks, draft writing.
Daily Practice & Engagement	40%	Homework, "Quick Book" reference checks, class participation, bellringers, warm-ups.

Grading Scale

- **A:** 90% – 100%
- **B:** 80% – 89%
- **C:** 70% – 79%
- **F:** Below 70% (Failing)

Classroom Expectations & Guidelines

1. **Target Language Immersion:** Spanish IV is conducted primarily in Spanish (90%+ target language standard). Students are expected to make a consistent, honest effort to speak Spanish daily.

2. **Preparedness:** Bring textbook, binder, and fully charged device to class every day.
3. **Respect & Collaboration:** Honor diverse perspectives during cultural discussions and foster a supportive environment for language practice.
4. **Academic Integrity:** All written work must reflect the student's original effort. Unapproved use of online translation engines (e.g., Google Translate for full essays) or AI generation tools is considered academic dishonesty and will result in a zero and parent notification.

Late Work & Makeup Policy

- **Absences:** Students have a period equal to the number of days missed to turn in makeup work following an excused absence.
- **Late Submissions:** Unexcused late assignments will receive a 10% deduction per day, up to a maximum of 3 school days. After 3 days, work will not be accepted for full credit.

Student & Parent Communication Acknowledgement & Signature

Please review this syllabus with your parent/guardian, sign below, and return this section to the teacher by [Insert Date].

Student Name (Printed): _____

Student Signature: _____ **Date:** _____

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ **Date:** _____

Parent Email / Phone: _____