

PROGRAMA DE ESTUDIOS

CHINO HILLS HIGH SCHOOL - SR. GARCÍA - SYLLABUS FOR SPANISH 3H



INTRODUCTION & COURSE OBJECTIVES

Welcome to Spanish 3H! I'm Sr. García (he/him/él) and I will be your Spanish teacher for this year. The Spanish 3H course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive (Reading and Listening), Interpersonal (Speaking and Writing), and Presentational (Oral and Written Presentations). Students learn about culture using authentic materials that are representative of the Spanish-speaking world. Materials include a variety of different media, e.g., journalistic, and literary works, podcasts, interviews, movies, charts, and graphs. Spanish 3H is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and as such, is an immersion experience requiring almost exclusive use of Spanish, a requirement which class participation grades reflect.

INSTRUCTOR INFORMATION

Instructor: Abraham García, M.A / email: abraham_garcia@chino.k12.ca.us / phone: (909) 606-7540 x5104

Student hours: Tuesdays and Thursdays 2:30 – 3:00 pm (by appointment). I am available during student hours to answer any questions you might have about the course, course material, or your grades. If you need help, please let me know.

Disclaimer: This syllabus, its contents, and tentative schedule are subject to change at any time

SHOW YOUR HUSKY PRIDE BY BEING SUCCESSFUL IN THIS CLASS

Be Respectful! Be Responsible! Be Safe! My goal is to provide a positive and inclusive environment for you to learn Spanish. To do this, I have established class community policies. Those who do not abide by these policies will follow Chino Hill High School's discipline policy to correct any inappropriate behavior.

Inclusiveness: Chino Valley Unified supports ALL students without regard to race, ethnicity, religion, national origin, immigration status, age, gender identity, sexual orientation, socioeconomic status, or disability. I am committed to upholding these ideals in my classroom as well on campus, to the best of my abilities. I am here to advocate for your inclusiveness, safety, and academic & professional growth. If you face discrimination or aggression inside or outside this class, I encourage you to come to me and I will help you to identify resources and determine a plan of action. Additionally, my classroom is Safe Place, and I am a Safe Place Ally.

1. Be Respectful!

- A. Speak Spanish: If you need to use English, you must ask permission by saying, «¿Me permite hablar inglés?»
- B. Cell Phones: Keep your phones in your backpacks as class begins unless stated otherwise. Be respectful to me and your classmates! Do not be distracted by other technologies when you are supposed to be engaged in class.
- C. Classroom etiquette: Use academic vocabulary in the classroom. The use of profanity is strictly prohibited.
- D. Dress code: Always wear proper school attire stated in your student handbook.
- E. Surroundings: Be respectful towards everyone and their belongings in the classroom.
- F. Food and Drink: There is no food or drink (except for water) allowed in the classroom.

2. Be responsible!

- A. Grades: Do your best to get all the points. Study your notebook, use vocabulary flashcards using a phone up (such as Quizlet) and review material using Google Classroom.
- B. Attendance: Class will start promptly at the beginning of each period. Please arrive on time. If you do not attend class regularly, it is extremely unlikely you will be successful in this class. All students are expected to attend class regularly. In the event an absence is unavoidable, you are responsible for notifying me.
- C. Materials: Bring highlighters, a dark pen or pencil, a red pen, coloring pencils/crayons and a composition notebook (notebooks with bound pages) to class.



- D. Notebooks: Complete your class work in your composition notebooks on time. These activities should be organized by date, highlighted, and turned in each week via Google Classroom.
- E. Notes: Reviewing your notes the day after class will help you to retain the information.
- F. Plagiarism: Plagiarism is not allowed. Presenting someone else’s written material as your own is a form of cheating called “plagiarism.” Turning in a writing assignment copied from another source, or that is written by someone other than yourself, will result in a zero for that assignment. Copying even a portion of a sentence is considered plagiarism.
- G. Google Classroom: Use this to check announcements, presentation slides and assignments on days you were absent.

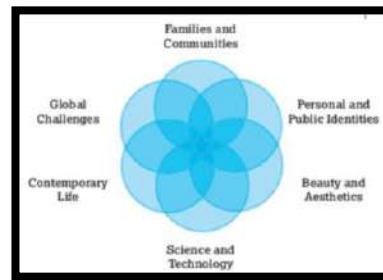
3. Be safe!

- A. Rules: Follow all of Chino Hill High School’s code of conduct by following your student handbook.
- B. Intoxication: Student success is my top priority. It is unacceptable to be intoxicated or under the influence during class sessions. Doing so will not contribute to your academic success! Additionally, it is illegal, by California state law and District policy, to have alcohol, marijuana, or other drugs on campus and it is prohibited to drive while under the influence, there is no acceptable excuse for on-campus intoxication.
- C. Anyone suspected of being under the influence of drugs or alcohol will be escorted to administration. There is a zero-tolerance policy for intoxication during class. Signs of intoxication, may include (but are not limited to) slurred speech, sleeping in class, odor of alcohol or marijuana, red or glassy eyes, stumbling.

COURSE PLANNER & STUDENT LEARNING OUTCOMES

The course is divided into six *Thematic Units* which are further based on recommended contexts and guided by essential questions: families and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. Corresponding cultural elements are integrated into the study of the units, and activities are directed with those cultural connections in mind. AP themes to be covered include:

1. *La belleza y la estética*
2. *La vida contemporánea*
3. *Las familias y las comunidades*
4. *Los desafíos mundiales*
5. *Las identidades personales y públicas*
6. *La ciencia y la tecnología*



ASSESSMENTS & CLASSROOM GRADING

In this course, we have weekly assessments that are given at least once a week based on our schedule. Students will speak, write, read, and listen in Spanish in both classroom and real-life situations. Everyone will complete three separate assessments based on the Interpersonal (Speaking and Writing tasks), Interpretive (Reading and Listening tasks), and Presentational (Oral and Written Presentations) modes of communication throughout each unit:

Speaking and writing assessments will be using the following rubric:

<u>Assessments</u>		<u>Grading Scale</u>	
Listening Quizzes	15%	A	100-94%
Reading Quizzes	15%	A-	93-90%
Speaking Quizzes	15%	B+	89-87%
Writing Quizzes	15%	B	86-84%
		B-	83-80%
		C+	79-77%
<u>Classroom Engagement</u>		C	76-74%
Classwork/Notebook	10%	C-	73-70%
Presentations	10%	D+	69- 67%
Projects	10%	D	66-64%
Classwork Participation	10%	D-	63-60%
		F	59-0%

	Exceeds Expectations: 5	Meets Expectations: 4	Approaches Expectations: 3	Below Expectations: 2
Comprehensibility: How well does the audience understand me?	<i>I can be easily understood, and the message is clear.</i>	<i>I can be understood, and the message is mostly clear.</i>	<i>I can be somewhat understood, and message is partially clear.</i>	<i>The message is not clear in the target language.</i>
Vocabulary Use and Mechanics: How extensive and applicable is my vocabulary?	<i>I consistently use extensive vocabulary to complete the task.</i>	<i>I use adequate vocabulary to complete the task.</i>	<i>I use limited and/or repetitive vocabulary and used some English.</i>	<i>Language is very repetitive and used English.</i>
Language Control and Mechanics: How accurate are my grammatical structures and overall mechanics?	<i>I correctly use grammatical structures appropriate to the task and errors do not interfere. I make little or no errors in spelling, capitalization, and punctuation.</i>	<i>I use grammatical structures appropriate to the task some of the time and some errors interfere, making occasional grammatical errors.</i>	<i>I rarely use grammatical structures appropriate to the task and errors frequently interfere. I make frequent grammatical errors.</i>	<i>I do not use grammatical structures appropriate, and I make little or no attempt to use correct spelling, capitalization and punctuation.</i>
Communication Strategies: How well do I respond to the prompt?	<i>I respond fully and appropriately to all or almost all parts of the prompt and it's organized and relevant.</i>	<i>I respond adequately to most parts of the prompt and my response is generally organized.</i>	<i>I respond inadequately to some parts of the prompt and is somewhat organized and/or relevant.</i>	<i>I respond inadequately to most parts of the prompt and is disorganized and/or irrelevant.</i>



EARN THE SEAL OF BILITERACY!

The State Seal of Biliteracy is a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript. More information can be found on the official web page at <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

Show English proficiency by completing:

- Completing all English language arts (ELA) graduation requirements with a 2.0 grade point average (GPA) or above
- Passing the ELA California Assessment of Student Performance and Progress at the "standard met" level or above.
- If students are English Language Learners, they must demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC) and meet all other requirements.

Show Second Language proficiency by done at least one of the following:

- Completing a four-year high school course of study in the language with a 3.0 GPA or above and demonstrating oral proficiency in the language.
- Passing an Advanced Placement (AP) exam with a three or above.
- Passing an International Baccalaureate (IB) exam with a four or above.
- Passing an SAT II foreign language exam with a 600 or above.
- Or passing the AVANT Exam that meets the rigor of an AP exam and AP class and challenges all modalities of communication in the language.

ASSIGNMENTS, ASSESSMENTS & WEEKLY NOTEBOOK CHECKS

Quizzes: Assessments include the integration of the modes of communication. These are announced and are listed below under "Tentative Schedule". Students should visit with me before a quiz if they need extra help. Students must read and reflect on the feedback provided by the teacher, as it is there to help improve language proficiency and avoid the same errors on future quizzes.

Participation: Based on exclusive use of Spanish and ease of use. (The teacher uses the target language almost exclusively in class and encourages students to do likewise.) Speaking the language increases fluidity and accuracy. Risk-taking is rewarded. The goal is communication, not grammar. The use of English inhibits learning, weakens the process, and loses points.

Notebooks: Each notebook check is worth 10 points. Students are responsible for maintaining a composition notebook to organize classwork, notes, corrected quizzes, and writing assessments. Students must complete all classwork in these composition notebooks. Any work that isn't finished is to be completed at home. Weekly notebook checks are done during the week following the tentative schedule below, or via Google Classroom. All classwork must be completed for that week including the assignments listed below in the tentative schedule. Copying or doing assignments passed the due date or during class time while I am checking work will not be worth any credit. Make sure you bring your work each day. Late assignments will not be accepted.

Presentations and speaking assessments: These are completed individually or in group using the Flipgrid app or live presentations.

Essays and writing assessments: Throughout the course, students write a variety of essays using authentic listening and reading sources, such as documentaries, news reports, interviews, and newspaper and magazine articles and are scored using the AP scoring guidelines. Students will also examine different types of texts, interpret them, and then use them as models with which to write their own.

News reports: Each student is responsible for reading and briefly summarizing orally the content of two of the following: news article, editorial, letter to the editor, and/or TV news broadcast per marking period for the class from a current, authentic source.

DISCIPLINE

Misbehavior, class disruptions, failure to turn in completed classwork, or breaking any of the above classroom norms will result in a phone call home to the parent/guardian. If any misbehaviors or disruptions continue, students will be escorted to administration.

PHOTOGRAPHY & CLASSROOM RECORDINGS

Classes will be recorded 1-2 times in the school year to contribute to either our student teacher for the semester, or my teaching portfolio and to record a few projects and presentations. This is entirely voluntary, and students are welcome to opt out in video work by stating this below.

FEATURED FILMES

Students will watch selected movies and scenes from films rated between G – R. These films will be edited for an appropriate classroom atmosphere and related to our curriculum. If requested, students have the option of an alternate assignment in a different room in lieu of watching any selected film shown in class.



RESOURCES

Your Professor (Me): Please contact me if you have any questions or issues. Outside of class, I am available during student hours, by appointment, or email. I am here to promote and advocate for your person and academic well-being.

Google Classroom: Here is where you will be where you find all course resources: Syllabus, daily lessons, assignments, book PDFs, videos, songs, handouts, and readings/articles. Daily presentations will be becoming available in Google Classroom. Additionally, you find all class announcements, discussions, online study sessions/instruction, student hours. Therefore, you should check Google Classroom regularly. If you cannot find the code on Aeries, contact me as soon as possible.

Tutoring Center: Students are encouraged to come see me during student hours after school (Tuesdays and Thursdays) to answer any questions or help with any assignment. Also, tutoring is available for multiple school subjects including Math, Science, Spanish and English during lunch. More information will become available via Google Classroom.

Disabled Students Programs & Individualized Educational Plan (IEPs): If you are already registered with an IEP/504 plan and/or require accommodations, please let me know as soon as possible so that I can assist you in a timely manner.

Free Health and Mental Health Services: Chino Hills High School is committed to supporting the physical and mental health and wellbeing of all our students. If you or another student you know needs support, please let me, your counselor, the Health and Wellness Center or contact CVUSD Department of Health Services at (909) 628-1201 ext. 8918 for further assistance.

Food Security: CVUSD also tries to provide food and other necessities to the community who are in need. More information available at <https://www.chino.k12.ca.us/Page/30615>.

Authentic Resources: Use the following authentic resources and websites to help explore the context from the perspective of various Spanish-speaking communities of the world.

AUTHENTIC TV NEWS BROADCASTS

Univision Al Punto
Univisión Primer Impacto
Noticias Univisión 41
Corporación Radiotelevisión Española -
www.rtve.es

AUTHENTIC NEWSPAPERS

El País - www.elpais.com
El Mundo - www.elmundo.es
Prensa Escrita - www.prensaescrita.com/
Latin American Network Information Center -
<http://lanic.utexas.edu/la/region/news/indexesp.html>

AUTHENTIC MAGAZINES

Américas. Organization of American States,
Washington, D.C
Vanidades.
Muy Interesante.

WEBSITES

Audiria - www.audiria.com
BBC Mundo - www.bbc.co.uk/languages/spanish
Nuevos Horizontes - www.nuevoshorizontes.org
Univisión - www.univision.com
Tierra América - www.tierramerica.info

ACADEMIC HONESTY AND INTEGRITY POLICY

Learning a new language is most efficient when it is collaborative. You are strongly encouraged to work together in class and to study together outside of class. Get to know everyone in this class. Sharing your work or helping someone else on an exam is cheating. Using any unauthorized materials on any exam is also cheating. Cheating during any assessment results in a zero to all parties involved. Also, if you are talking during a reading, writing, or listening assessment, it will be assumed that you are cheating, and you will receive a zero on the exam. Visible notes, open books, electronics during an exam are not allowed unless authorized by the instructor.

Our school policy defines cheating as...

- Obtaining information from another student during an examination.
- Communicating information to another student during an examination.
- Knowingly allowing another student to copy one's work.
- Offering another person's work as one's own.
- Taking an examination for another student or having someone take an examination for oneself.
- Sharing answers for a take-home examination unless specifically authorized by the instructor.
- Using unauthorized material during an examination.
- Altering a graded examination or assignment and returning it for additional credit.
- Having another person or a company do the research and/or writing of an assigned paper or report.
- Collusion: when any student knowingly or intentionally helps another student perform an act of academic dishonesty.

If you are caught cheating in any way, you will receive a zero on that work (assignment, notebook, or exam) and you will forfeit any chance to make up the lost points.



OTOÑO 2022

PRIMAVERA 2023

AGOSTO

12 / agosto - Prueba No. 1 – Escuchar
 19 / agosto - Prueba No. 2 – Escuchar
 23 / agosto – PROYECTO: VAMOS DE VACACIONES
 26 / agosto - Prueba No. 3 – Leer

SEPTIEMBRE

2 / septiembre - Prueba No. 4 – Escribir
 9 / septiembre - Prueba No. 5 – Hablar
 16 / septiembre - Prueba No. 6 – Países y capitales (Leer)
 23 / septiembre - Prueba No. 7 – Escuchar
 30 / septiembre - Prueba No. 8 – Escribir

OCTUBRE

7 / octubre - Prueba No. 9 – Escuchar
 14 / octubre - Prueba No. 10 – Hablar
 21 / octubre - Prueba No. 11 – Leer
 26 / octubre – PROYECTO: DÍA DE MUERTOS
 28 / octubre - Prueba No. 12 – Escribir

NOVIEMBRE

4 / noviembre - Prueba No. 13 – Hablar
 10 / noviembre - Prueba No. 14 – Leer
 18 / noviembre - Prueba No. 15 – Escuchar

DICIEMBRE

2 / diciembre - Prueba No. 16 – Escribir
 7 / diciembre – PROYECTO: NOTICIEROS
 9 / diciembre - Prueba No. 17 – Leer
 14-15 / diciembre - Presentación Final (Hablar)

ENERO

6 / enero - Prueba No. 1 – Escuchar
 13 / enero - Prueba No. 2 – Leer
 20 / enero - Prueba No. 3 – Hablar
 25 / enero – PROYECTO: ENFERMEDADES
 27 / enero - Prueba No. 4 – Escribir

FEBRERO

3 / febrero - Prueba No. 5 – Escuchar
 10 / febrero - Prueba No. 6 – Leer
 17 / febrero - Prueba No. 7 – Hablar
 24 / febrero - Prueba No. 8 – Escribir

MARZO

3 / marzo - Prueba No. 9 – Escuchar
 10 / marzo - Prueba No. 10 – Leer
 15 / marzo – PROYECTO: EL VIAJE DEL REALISMO MÁGICO
 17 / marzo - Prueba No. 11 – Hablar
 24 / marzo - Prueba No. 12 – Escribir

ABRIL

6 / abril - Prueba No. 13 – Escuchar
 14 / abril - Prueba No. 14 – Leer
 21 / abril - Prueba No. 15 – Hablar
 28 / abril - Prueba No. 16 – Escribir

MAYO

5 / mayo - Prueba No. 17 – Escuchar
 10 / mayo – PROYECTO FINAL
 12 / mayo - Prueba No. 18 – Leer
 12 / mayo - Presentación Final (Hablar) – Seniors
 24-25 / mayo - Presentación Final (Hablar) – Fresh/Soph/Jun.

SYLLABUS ACKNOWLEDGMENT

I understand and have read the class syllabus. I agree with the procedures outlined in Sr. García’s class. (Please indicate in the comments below if you do not authorize for your child to be photographed/recorded or to view curriculum-related films, or with any other questions or concerns you may have).

Student’s Name: _____ Student’s Signature: _____ Period: _____

Parent’s name(s): _____ Parent’s signature(s): _____ Date: _____

Cell/House Phone: _____ Work/Alternate Phone: _____ Parent’s email: _____

Comments/Concerns (optional):



TENTATIVE SCHEDULE FOR FALL / HORARIO DE TAREAS PARA EL OTOÑO 2021-22

SEMANA / WEEK	TEMA / TOPIC	REVISIONES DE CUADERNOS/ NOTEBOOK CHECKS	PRUEBAS Y EXÁMENES / QUIZZES AND TESTS
1	<ul style="list-style-type: none"> • Introducciones • Repaso de vocabulario 	[13/agosto]: <ul style="list-style-type: none"> • Programa de estudios / syllabus • Actividades en <i>Google Classroom</i> 	[13/agosto]: Prueba No. 1 – ESCUCHAR
2	<ul style="list-style-type: none"> • Lección 1: Las relaciones personales (pp. 1-40) • Cultura: Las relaciones personales p. 13 • Vocabulario p. 40 	[19/agosto]: <ul style="list-style-type: none"> • Act. 1-6 pp. 2-5 • Act. 1-4 p. 12 • Actividades de <i>Google Classroom</i> 	[20/agosto]: Prueba No. 2 – LEER
3	<ul style="list-style-type: none"> • Lección 1: Las relaciones personales (pp. 1-40) • Libro de clase • Gramática: tiempo presente p. 14 • Gramática: ser/estar p. 18 • Vocabulario p. 40 	[24/agosto]: <ul style="list-style-type: none"> • PROJECT: ¡Vamos de vacaciones! [26/agosto]: <ul style="list-style-type: none"> • Act. 1-6 pp. 16-17 • Act. 1-3 pp. 20-21 • Actividades de <i>Google Classroom</i> 	[27/agosto]: Prueba No. 3 – HABLAR
4	<ul style="list-style-type: none"> • Lección 1: Las relaciones personales (pp. 1-40) • Libro de clase • Gramática: ser/estar p. 18 • Gramática: formas progresivas p. 22 • Vocabulario p. 40 	[2/septiembre]: <ul style="list-style-type: none"> • Act. 1-3 pp. 20-21 • Act. 1-4 pp. 24-25 • Actividades de <i>Google Classroom</i> 	[3/septiembre]: Prueba No. 4 – ESCRIBIR
5	<ul style="list-style-type: none"> • Lección 1: Las relaciones personales (pp. 1-40) • Libro de clase • Literatura: Poema 20 p. 31 • Cultura: Sonia Sotomayor p. 35 • Vocabulario p. 40 	[9/septiembre]: <ul style="list-style-type: none"> • Cinemática/Act. 1-2. p. 26 • Act. 1-4 p. 29 • Act. 1-4 p. 34 • Actividades de <i>Google Classroom</i> 	[8/septiembre]: EXAMEN – LECCIÓN 1 [10/septiembre]: Prueba No. 5 – ESCUCHAR
6	<ul style="list-style-type: none"> • Lección 2: Las diversiones (pp. 41-80) • Libro de clase Cultura: El cine mexicano p. 53 • Vocabulario p. 80 	[16/sept.]: <ul style="list-style-type: none"> • Act. 1-7 pp. 43-45 • Act. 1-4 p. 52 • Actividades de <i>Google Classroom</i> 	[17/septiembre]: Prueba No. 6 – LEER
7	<ul style="list-style-type: none"> • Lección 2: Las diversiones (pp. 41-80) • Libro de clase • Gramática: pronombres del objeto p. 54 • Gramática: verbos reflexivos p. 62 • Vocabulario p. 80 	[23/septiembre]: <ul style="list-style-type: none"> • Act. 1-7 pp. 56-57 • Actividades de <i>Google Classroom</i> 	[24/septiembre]: Prueba No. 7 – HABLAR
8	<ul style="list-style-type: none"> • Lección 2: Las diversiones (pp. 41-80) • Libro de clase • Gramática: pronombres del objeto p. 54 • Gramática: verbos reflexivos p. 62 • Vocabulario p. 80 	[30/septiembre]: <ul style="list-style-type: none"> • Act. 1-6 pp. 60-61 • Act. 1-4 pp. 64-65 • Actividades de <i>Google Classroom</i> 	[1/octubre]: Prueba No. 8 - ESCRIBIR
9	<ul style="list-style-type: none"> • Lección 2: Las diversiones (pp. 41-80) • Cultura: El toreo p. 75 • Vocabulario p. 80 	[4/octubre]: <ul style="list-style-type: none"> • Cinemática/Act. 1-2 p. 66 • Act. 1-4 p. 69 • Literature: Poema • Act. 1-4 p. 74 • Act. 1-5 p. 78 • Actividades de <i>Google Classroom</i> 	[5/octubre]: EXAMEN – LECCIÓN 2 [8/octubre]: Prueba No. 9 – ESCUCHAR



10	<ul style="list-style-type: none"> • Lección 3: La vida diaria (pp. 81-120) • Libro de clase • <i>Cultura: De compras por Barcelona p. 93</i> • <i>Vocabulario p. 120</i> 	[14/octubre]: <ul style="list-style-type: none"> • Act. 1-6 pp. 83-85 • Act. 1-4 p. 92 • Actividades de <i>Google Classroom</i> 	[15/octubre]: Prueba No. 10 – LEER
11	<ul style="list-style-type: none"> • Lección 3: La vida diaria (pp. 81-120) • Libro de clase • <i>Gramática: tiempo pretérito p. 94</i> • <i>Gramática: tiempo imperfecto p. 98</i> • <i>Vocabulario p. 120</i> 	[21/octubre]: <ul style="list-style-type: none"> • Act. 1-6 pp. 96-97 • Act. 1-6 p. 100-101 • Actividades de <i>Google Classroom</i> 	[22/octubre]: Prueba No. 11 – HABLAR
12	<ul style="list-style-type: none"> • Lección 3: La vida diaria (pp. 81-120) • Libro de clase • <i>Gramática: pretérito vs. imperfecto p. 102</i> • <i>Vocabulario p. 120</i> 	[26/octubre]: <ul style="list-style-type: none"> • PROJECT: Día de los muertos [28/octubre]: <ul style="list-style-type: none"> • Act. 1-5 p. 104-5 • Cinemática/Act. 1-2 p. 106 • Act. 1-6 p. 109 • Actividades de <i>Google Classroom</i> 	[29/octubre]: Prueba No. 12 - ESCRIBIR
13	<ul style="list-style-type: none"> • Lección 3: La vida diaria (pp. 81-120) • Libro de clase • <i>Cultura: El arte de la vida diaria p. 115</i> • <i>Vocabulario p. 120</i> 	[4/noviembre]: <ul style="list-style-type: none"> • Literatura/Act. 1-5 p. 114 • Act. 1-3 p. 118 • Actividades de <i>Google Classroom</i> 	[2/noviembre]: EXAMEN – UNIDAD 2 [5/noviembre]: Prueba No. 13 - ESCUCHAR
14	<ul style="list-style-type: none"> • Lección 4: La salud y el bienestar (pp. 121-162) • Libro de clase • <i>Cultura: Las farmacias p. 133</i> • <i>Gramática: el subjuntivo p. 134</i> • <i>Vocabulario p. 162</i> 	[9/noviembre] <ul style="list-style-type: none"> • Act. 1-7 pp. 123-125 • Act. 1-3 p. 132 • Actividades de <i>Google Classroom</i> 	[10/noviembre]: Prueba No. 14 - LEER
15	<ul style="list-style-type: none"> • Lección 4: La salud y el bienestar (pp. 121-162) • Libro de clase • <i>Gramática: el subjuntivo p. 134</i> • <i>Gramática: mandatos (commands) p. 140</i> 	[18/noviembre] <ul style="list-style-type: none"> • Act. 1-7 pp. 137-139 • Act. 1-6 pp. 142-143 • Actividades de <i>Google Classroom</i> 	[19/noviembre]: Prueba No. 15 - HABLAR
16	<ul style="list-style-type: none"> • Lección 4: La salud y el bienestar (pp. 121-162) • Libro de clase • <i>Gramática: el subjuntivo p. 134</i> • <i>Gramática: por y para p. 144</i> • <i>Vocabulario p. 162</i> 	[2/diciembre]: <ul style="list-style-type: none"> • Act. 1-7 pp. 137-139 • Act. 1-6 pp. 146-147 • Actividades de <i>Google Classroom</i> 	[3/diciembre]: Prueba No. 16 - ESCRIBIR
17	<ul style="list-style-type: none"> • Lección 4: La salud y el bienestar (pp. 121-162) • <i>Gramática: el subjuntivo p. 134</i> • <i>Cultura: Colombia gana la guerra a una vieja enfermedad</i> • <i>Vocabulario p. 162</i> 	[7/diciembre]: <ul style="list-style-type: none"> • PROJECT: Noticias [9/diciembre]: <ul style="list-style-type: none"> • Cinemática/Act. 1-3 p. 148 • Literatura/Act. 1-5 p. 156 • Cultura/Act. 1-5 p. 160 • Actividades de <i>Google Classroom</i> 	[10/diciembre]: EXAMEN – UNIDAD 3
18	<ul style="list-style-type: none"> • Repaso de lecciones 1-4 	[15-16/dic.]: <ul style="list-style-type: none"> • Actividades de <i>Google Classroom</i> 	[15-16/dic.]: FINALES: Lecciones 1-4



TENTATIVE SCHEDULE FOR SPRING / HORARIO DE TAREAS PARA LA PRIMAVERA 2021-22

SEMANA / WEEK	TEMA / TOPIC	REVISIONES DE CUADERNOS / NOTEBOOK CHECKS	PRUEBAS Y EXÁMENES / QUIZZES AND TESTS
1	<ul style="list-style-type: none"> Lección 4: La salud y el bienestar (pp. 121-162) Libro de clase 	<p>[6/enero]:</p> <ul style="list-style-type: none"> Gramática: mandatos (commands) p. 140 Actividades de Google Classroom 	<p>[7/enero]:</p> <p>Prueba No. 1 – ESCUCHAR</p>
2	<ul style="list-style-type: none"> Lección 4: La salud y el bienestar (pp. 121-162) Libro de clase 	<p>[13/enero]:</p> <ul style="list-style-type: none"> Gramática: por y para p. 144 Actividades de Google Classroom 	<p>[14/enero]:</p> <p>Prueba No. 2 – LEER</p>
3	<ul style="list-style-type: none"> Lección 5: Los viajes (pp. 163-202) Libro de clase 	<p>[20/enero]:</p> <ul style="list-style-type: none"> PROJECT: _____ <p>[20/enero]:</p> <ul style="list-style-type: none"> Cultura: Colombia gana la guerra a una vieja enfermedad Gramática: comparatives and superlatives p. 176 Gramática: neg., aff., and indef. exp. p. 180 Gramática: subjunctive in adj. clauses p. 184 Vocabulario p. 202 Actividades de Google Classroom 	<p>[21/enero]:</p> <p>Prueba No. 3 - HABLAR</p>
4	<ul style="list-style-type: none"> Lección 5: Los viajes (pp. 163-202) Libro de clase 	<p>[27/enero]:</p> <ul style="list-style-type: none"> Cultura: La ruta del café p. 173 Gramática: subjunctive in adj. clauses p. 184 Literatura: La luz es como el agua p. 192 Vocabulario p. 202 Actividades de Google Classroom 	<p>[28/enero]:</p> <p>Prueba No. 4 – ESCRIBIR</p>
5	<ul style="list-style-type: none"> Lección 5: Los viajes (pp. 163-202) Libro de clase 	<p>[3/febrero]:</p> <ul style="list-style-type: none"> Cultura: La ruta maya p. 198 Vocabulario p. 202 Actividades de Google Classroom 	<p>[1/febrero]:</p> <p>EXAMEN – LECCIÓN 5</p> <p>[4/febrero]:</p> <p>Prueba No. 5 – ESCUCHAR</p>
6	<ul style="list-style-type: none"> Lección 5: Los viajes (pp. 163-202) Libro de clase 	<p>[10/febrero]:</p> <ul style="list-style-type: none"> Cultura: Los bosques del mar p. 212 Vocabulario p. 242 Actividades de Google Classroom 	<p>[11/febrero]:</p> <p>Prueba No. 6 – LEER</p>
7	<ul style="list-style-type: none"> Lección 6: La naturaleza (pp. 203-242) Libro de clase 	<p>[17/febrero]:</p> <ul style="list-style-type: none"> Gramática: the future tense p. 216 Gramática: the subj. in adverbial clauses p. 220 Vocabulario p. 242 Actividades de Google Classroom 	<p>[18/febrero]:</p> <p>Prueba No. 7 – HABLAR</p>
8	<ul style="list-style-type: none"> Lección 6: La naturaleza (pp. 203-242) Libro de clase 	<p>[24/febrero]:</p> <ul style="list-style-type: none"> Gramática: the future tense p. 216 Gramática: preposiciones: a/hacia/con p. 224 Vocabulario p. 242 Actividades de Google Classroom 	<p>[25/febrero]:</p> <p>Prueba No. 8 - ESCRIBIR</p>
9	<ul style="list-style-type: none"> Lección 6: La naturaleza (pp. 203-242) Semana de Disney 	<p>[3/marzo]:</p> <ul style="list-style-type: none"> Literatura: El eclipse p. 233 Vocabulario p. 242 Actividades de Google Classroom 	<p>[4/marzo]:</p> <p>Prueba No. 9 – ESCUCHAR</p>



10	<ul style="list-style-type: none"> Lección 6: La naturaleza (pp. 203-242) Semana de Celia Cruz Película 	<p>[10/marzo]:</p> <ul style="list-style-type: none"> <i>Cultura: La conservación de Vieques p. 238</i> <i>Vocabulario p. 242</i> Actividades de <i>Google Classroom</i> 	<p>[8/marzo]: EXAMEN – LECCIÓN 6</p> <p>[11/marzo]: Prueba No. 10 – LEER</p>
11	<ul style="list-style-type: none"> Lección 7: La tecnología y la ciencia (pp. 243-280) Libro de clase 	<p>[17/marzo]:</p> <ul style="list-style-type: none"> <i>Cultura: Argentina: Tierra de animadores p. 252</i> <i>Vocabulario p. 280</i> Actividades de <i>Google Classroom</i> 	<p>[18/marzo]: Prueba No. 11 – HABLAR</p>
12	<ul style="list-style-type: none"> Lección 7: La tecnología y la ciencia (pp. 243-280) Libro de clase 	<p>[24/marzo]:</p> <ul style="list-style-type: none"> PROJECT: _____ <p>[24/marzo]:</p> <ul style="list-style-type: none"> <i>Gramática: the present & past perfect p. 258 - 261</i> <i>Vocabulario p. 280</i> Actividades de <i>Google Classroom</i> 	<p>[25/marzo]: Prueba No. 12 - ESCRIBIR</p>
13	<ul style="list-style-type: none"> Lección 7: La tecnología y la ciencia (pp. 243-280) Libro de clase 	<p>[7/abril]:</p> <ul style="list-style-type: none"> <i>Gramática: the present & past perfect p. 258 - 261</i> <i>Gramática: diminutives and augmentatives p. 262</i> <i>Vocabulario p. 280</i> Actividades de <i>Google Classroom</i> 	<p>[8/abril]: Prueba No. 13 - ESCUCHAR</p>
14	<ul style="list-style-type: none"> Lección 7: La tecnología y la ciencia (pp. 243-280) Libro de clase 	<p>[13/abril]:</p> <ul style="list-style-type: none"> <i>Literatura: Ese bobo del móvil p. 272</i> <i>Cultura: El arte en la blogosfera p. 276</i> <i>Vocabulario p. 280</i> Actividades de <i>Google Classroom</i> 	<p>[12/abril]: EXAMEN – LECCIÓN 7</p> <p>[14/abril]: Prueba No. 14 - LEER</p>
15	<ul style="list-style-type: none"> Lección 7: La tecnología y la ciencia (pp. 243-280) Libro de clase 	<p>[21/abril]:</p> <ul style="list-style-type: none"> <i>Cultura: Las telenovelas p. 290</i> <i>Vocabulario p. 322</i> Actividades de <i>Google Classroom</i> 	<p>[22/abril]: Prueba No. 15 - HABLAR</p>
16	<ul style="list-style-type: none"> Lección 8: La economía y el trabajo (pp. 281-322) Libro de clase 	<p>[28/abril]:</p> <ul style="list-style-type: none"> <i>Gramática: the conditional p. 296</i> <i>Gramática: the past subjunctive p. 298</i> <i>Vocabulario p. 322</i> Actividades de <i>Google Classroom</i> 	<p>[29/abril]: Prueba No. 16 - ESCRIBIR</p>
17	<ul style="list-style-type: none"> Lección 8: La economía y el trabajo (pp. 281-322) Libro de clase 	<p>[5/mayo]:</p> <ul style="list-style-type: none"> PROJECT: ¡Vamos a comer! <i>Gramática: the conditional p. 296</i> <i>Gramática: the past subjunctive p. 298</i> <i>Gramática: Si clauses with simple tenses</i> <i>Vocabulario p. 322</i> Actividades de <i>Google Classroom</i> 	<p>[6/mayo]: Prueba No. 17 - ESCUCHAR</p>
18	<ul style="list-style-type: none"> Lección 8: La economía y el trabajo (pp. 281-322) 	<p>[12-13/mayo]:</p> <ul style="list-style-type: none"> <i>Literatura: La abeja haragana p. 312</i> <i>Vocabulario p. 322</i> Actividades de <i>Google Classroom</i> 	<p>[10/mayo]: Prueba No. 18 - LEER</p> <p>[12-13/mayo] FINALES: Seniors</p>
19	<ul style="list-style-type: none"> Película Repaso de Unidades 1-6 	<ul style="list-style-type: none"> Actividades de <i>Google Classroom</i> 	<p>NO HAY PRUEBAS NI EXÁMENES</p>
20	<ul style="list-style-type: none"> Película Repaso de Unidades 1-6 	<p>[25-26/mayo]:</p> <ul style="list-style-type: none"> Actividades de <i>Google Classroom</i> 	<p>[25-26/mayo]: FINALES: Freshmen, Sophomores y Juniors</p>



FALL / EL OTOÑO

Use the textbook to refer to the following topics:

Capítulo 1: Las relaciones personales

Cultura: Las relaciones personales p. 13
Gramática: tiempo presente p. 14
Gramática: ser/estar p. 18
Gramática: formas progresivas p. 22
Literatura: Poema 20 p. 31
Cultura: Sonia Sotomayor p. 35
Vocabulario p. 40

Capítulo 2: Las diversiones

Cultura: El cine mexicano p. 53
Gramática: pronombres del objeto p. 54
Gramática: gustar y verbos similares p. 58
Gramática: verbos reflexivos p. 62
Cultura: El toreo p. 75
Vocabulario p. 80
Novela: Frida

Capítulo 3: La vida diaria

Cultura: De compras por Barcelona p. 93
Gramática: tiempo pretérito p. 94
Gramática: tiempo imperfecto p. 98
Gramática: pretérito vs. imperfecto p. 102
Cultura: El arte de la vida diaria p. 115
Vocabulario p. 120
Cultura: Día de los muertos
Novela: La Llorona

Capítulo 4: La salud y el bienestar

Cultura: Las farmacias p. 133
Gramática: el subjuntivo p. 134
Gramática: mandatos (commands) p. 140
Gramática: por y para p. 144
Vocabulario p. 162
Cultura: Las posadas
Novela: Leyendas

SPRING / LA PRIMAVERA

Use the textbook to refer to the following topics:

Capítulo 5: Los viajes

Cultura: La ruta del café p. 173
Gramática: comparatives and superlatives p. 176
Gramática: neg., aff., and indef. exp. p. 180
Gramática: subjunctive in adj. clauses p. 184
Literatura: La luz es como el agua p. 192
Cultura: La ruta maya p. 198
Vocabulario p. 202

Capítulo 6: La naturaleza

Cultura: Los bosques del mar p. 212
Gramática: the future tense p. 216
Gramática: the subj. in adverbial clauses p. 220
Gramática: preposiciones: a/hacia/con p. 224
Literatura: El eclipse p. 233
Cultura: La conservación de Vieques p. 238
Vocabulario p. 242
Novela: MS-13: Vida y muerte

Capítulo 7: La tecnología y la ciencia

Cultura: Argentina: Tierra de animadores p. 252
Gramática: the present & past perfect p. 258 - 261
Gramática: diminutives and augmentatives p. 262
Literatura: Ese bobo del móvil p. 272
Cultura: El arte en la blogosfera p. 276
Vocabulario p. 280

Capítulo 8: La economía y el trabajo

Cultura: Las telenovelas p. 290
Gramática: the conditional p. 296
Gramática: the past subjunctive p. 298
Gramática: Si clauses with simple tenses
Literatura: La abeja haragana
Vocabulario p. 322

