

PROGRAMA DE ESTUDIOS

CHINO HILLS HIGH SCHOOL - SR. GARCÍA - SYLLABUS FOR AP SPANISH 4



INTRODUCTION & COURSE OBJECTIVES

Welcome to AP Spanish 4! I'm Sr. García (he/him/él) and I will be your Spanish teacher for this year. The AP Spanish Language and Culture 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. AP Spanish Language and Culture 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

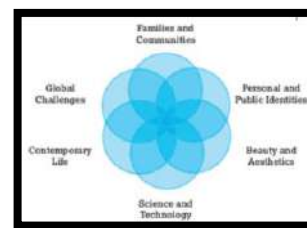
Student hours: Tuesdays and Thursdays 2:30 – 3:00 pm (by appointment). I am available during student hours to answer any questions you might have about the course, course material, or your grades. If you need help, please let me know.

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

COURSE PLANNER

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



BASIC UNIT DESIGN USING TEMAS

This communication-based thematic design and organization is based on TEMAS (Draggett, Parthena, Temas, Vista Higher Learning, 2020), a program from Vista Higher Learning, which is built on authentic resources that not only provide the major content of the Thematic Units and contexts within each, but which also present students with a plethora of cultural content through which to explore products, practices, and perspectives of the Spanish-speaking world. TEMAS is the primary resource or anchor for the course, very aligned and written in concert with the guidelines and explanations in the new Course and Exam Description. All units begin with *Preguntas esenciales* and are also structured to include six contextual lessons, each reflecting a recommended context of the course themes. By both starting and ending with the essential questions, backward design is easily accomplished, thinking first of what it is that I want the students to know and be able to communicate about, as we explore authentic materials with in Spanish-speaking cultures of the world in which we live in.

- *Products*: both tangible (clothing, food, a literary work, a monument) and intangible items (a law, an educational system) created by the target culture.
- *Practices*: customs, routines, and patterns of social interaction representative of the target culture.
- *Perspectives*: values, attitudes, and assumptions that underlie both practices and products but that are less evident to the observer.



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.

*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

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.

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.



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:

<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%
Classroom Participation	10%	D-	63-60%
		F	59-0%

Speaking and writing assessments will be using the following rubric:

	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>

In this course, we have weekly assessments that are given at least once or twice a week based on our schedule. Students will speak, write, read, and listen in Spanish in both classroom and real-life situations. All students will complete, and experience three

MAKE-UP WORK

If you are absent, it is your responsibility to make up any work that you have missed. All our class work is posted via Google Classroom. In the event of an unexpected absence, you can get any work you missed from our class website via Google Classroom. For each day that you have an excused absence, you have one day to make up a missed assessment or any classwork for full credit.

QUIZ RETAKES

If you did not receive a passing grade on a quiz during the semester, you may retake that ONE quiz and receive a maximum score of 75% within one week from receiving your score.

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 & 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. Copying or doing assignments passed the due date or during class time while during lecture is not permitted. Make sure you bring your work each day. Late assignments will not be accepted.

Presentations and speaking assessments: These are completed individually, in groups 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.



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: COMPARASIÓN DE VIDAS IMPACTANTES
- 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: VIAJE DE REALISMO MÁGICO
- 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: DIARIO GASTRONÓMICO
- 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 • Los 6 temas globales para AP Español 4 	<p>[13/agosto]:</p> <ul style="list-style-type: none"> • Programa de estudios / syllabus • Actividades en <i>Google Classroom</i> 	<p>[13/agosto]:</p> <p>Prueba No. 1 – ESCUCHAR</p>
2	<ul style="list-style-type: none"> • Los 6 temas globales para AP Español 4 • Libro de clase 	<p>[19/agosto]:</p> <ul style="list-style-type: none"> • Actividades de <i>Google Classroom</i> 	<p>[20/agosto]:</p> <p>Prueba No. 2 – LEER</p>
3	<ul style="list-style-type: none"> • Los 6 temas globales para AP Español 4 • Libro de clase 	<p>[24/agosto]:</p> <ul style="list-style-type: none"> • PROJECT: Proyecto de familia <p>[26/agosto]:</p> <ul style="list-style-type: none"> • Actividades de <i>Google Classroom</i> 	<p>[27/agosto]:</p> <p>Prueba No. 3 - HABLAR</p>
4	<ul style="list-style-type: none"> • Unidad 1: Las familias y las comunidades (pp. 2-69) • Libro de clase 	<p>[2/septiembre]:</p> <ul style="list-style-type: none"> • <i>Contexto 1</i>: Las comunidades educativas p. 4-16 • <i>Contexto 2</i>: Las redes sociales p. 17-30 • Actividades de <i>Google Classroom</i> 	<p>[3/septiembre]:</p> <p>Prueba No. 4 – ESCRIBIR</p>
5	<ul style="list-style-type: none"> • Unidad 1: Las familias y las comunidades (pp. 2-69) • Libro de clase 	<p>[9/septiembre]:</p> <ul style="list-style-type: none"> • <i>Contexto 2</i>: Las redes sociales p. 17-30 • <i>Léxico 1</i>: Vocabulario para describir p. 31 • <i>Léxico 2</i>: Expresiones de percepción sensorial p. 33 • Actividades de <i>Google Classroom</i> 	<p>[10/septiembre]:</p> <p>Prueba No. 5 – ESCUCHAR</p>
6	<ul style="list-style-type: none"> • Unidad 1: Las familias y las comunidades (pp. 2-69) • Libro de clase 	<p>[16/sept.]:</p> <ul style="list-style-type: none"> • <i>Contexto 3</i>: La geografía humana p. 35-47 • Actividades de <i>Google Classroom</i> 	<p>[17/septiembre]:</p> <p>Prueba No. 6 – LEER</p>
7	<ul style="list-style-type: none"> • Unidad 1: Las familias y las comunidades (pp. 2-69) • Libro de clase 	<p>[23/septiembre]:</p> <ul style="list-style-type: none"> • <i>Contexto 4</i>: Las tradiciones y los valores p. 48-61 • Gramática: Acentuación p. 62 • Gramática: Signos de puntuación p. 63 • Actividades de <i>Google Classroom</i> 	<p>[24/septiembre]:</p> <p>Prueba No. 7 – HABLAR</p>
8	<ul style="list-style-type: none"> • Unidad 1: Las familias y las comunidades (pp. 2-69) • Libro de clase 	<p>[30/septiembre]:</p> <ul style="list-style-type: none"> • <i>Contexto 5</i>: La ciudadanía global p. 64 • <i>Contexto 6</i>: La estructura de la familia p. 65 • Cinemática: Ella y yo p. 66 • Actividades de <i>Google Classroom</i> 	<p>[1/octubre]:</p> <p>Prueba No. 8 - ESCRIBIR</p>
9	<ul style="list-style-type: none"> • Unidad 2: La ciencia y la tecnología (pp.70-139) 	<p>[4/octubre]:</p> <ul style="list-style-type: none"> • <i>Contexto 1</i>: Tecnología, individuo y sociedad p. 72-84 • <i>Contexto 2</i>: El cuidado de la salud y la medicina p. 85-97 • Actividades de <i>Google Classroom</i> 	<p>[5/octubre]:</p> <p>EXAMEN – UNIDAD 1</p> <p>[8/octubre]:</p> <p>Prueba No. 9 – ESCUCHAR</p>
10	<ul style="list-style-type: none"> • Unidad 2: La ciencia y la tecnología (pp.70-139) • Libro de clase 	<p>[14/octubre]:</p> <ul style="list-style-type: none"> • <i>Contexto 2</i>: El cuidado de la salud y la medicina p. 85-97 • <i>Léxico 1</i>: Verbos comunes p. 98 • <i>Léxico 2</i>: Expresiones de tiempo p. 100 • Actividades de <i>Google Classroom</i> 	<p>[15/octubre]:</p> <p>Prueba No. 10 – LEER</p>



11	<ul style="list-style-type: none"> Unidad 2: La ciencia y la tecnología (pp.70-139) Libro de clase 	<p>[21/octubre]:</p> <ul style="list-style-type: none"> Contexto 3: La ciencia y la ética p. 102-114 Contexto 4: Los fenómenos naturales p. 115-127 Actividades de <i>Google Classroom</i> 	<p>[22/octubre]:</p> <p>Prueba No. 11 – HABLAR</p>
12	<ul style="list-style-type: none"> Unidad 2: La ciencia y la tecnología (pp.70-139) Libro de clase 	<p>[26/octubre]:</p> <ul style="list-style-type: none"> PROJECT: Día de los muertos <p>[28/octubre]:</p> <ul style="list-style-type: none"> Contexto 4: Los fenómenos naturales p. 115-127 Gramática: Acentuación: Casos especiales p. 128 Gramática: Signos de puntuación p. 130 Actividades de <i>Google Classroom</i> 	<p>[29/octubre]:</p> <p>Prueba No. 12 - ESCRIBIR</p>
13	<ul style="list-style-type: none"> Unidad 2: La ciencia y la tecnología (pp.70-139) Libro de clase 	<p>[4/noviembre]:</p> <ul style="list-style-type: none"> Contexto 5: El acceso a la tecnología p. 133 Contexto 6: Las innovaciones tecnológicas p. 134 Cinemática: Un atajo, un camino p. 136 Actividades de <i>Google Classroom</i> 	<p>[2/noviembre]:</p> <p>EXAMEN – UNIDAD 2</p> <p>[5/noviembre]:</p> <p>Prueba No. 13 - ESCUCHAR</p>
14	<ul style="list-style-type: none"> Unidad 3: La belleza y la estética (pp. 140-207) Libro de clase 	<p>[9/noviembre]</p> <ul style="list-style-type: none"> Contexto 1: Definiciones de la belleza p. 142-154 Contexto 2: La moda y el diseño p. 155-167 Actividades de <i>Google Classroom</i> 	<p>[10/noviembre]:</p> <p>Prueba No. 14 - LEER</p>
15	<ul style="list-style-type: none"> Unidad 3: La belleza y la estética (pp. 140-207) Libro de clase 	<p>[18/noviembre]</p> <ul style="list-style-type: none"> Contexto 2: La moda y el diseño p. 155-167 Léxico 1: Las conjunciones p. 168 Léxico 2: Gentilicios y topónimos p. 170 Contexto 3: El lenguaje y la literatura p. 172-184 Actividades de <i>Google Classroom</i> 	<p>[19/noviembre]:</p> <p>Prueba No. 15 - HABLAR</p>
16	<ul style="list-style-type: none"> Unidad 3: La belleza y la estética (pp. 140-207) Libro de clase 	<p>[2/diciembre]:</p> <ul style="list-style-type: none"> Actividades de <i>Google Classroom</i> 	<p>[3/diciembre]:</p> <p>Prueba No. 16 - ESCRIBIR</p>
17	<ul style="list-style-type: none"> Unidad 3: La belleza y la estética (pp. 140-207) 	<p>[9/diciembre]:</p> <ul style="list-style-type: none"> PROJECT: ¡Vamos a comer! Actividades de <i>Google Classroom</i> Actividades de <i>Google Classroom</i> 	<p>[10/diciembre]:</p> <p>EXAMEN – UNIDAD 3</p>
18	<ul style="list-style-type: none"> Repaso de unidades 1-3 	<p>[15-16/dic.]:</p> <ul style="list-style-type: none"> Actividades de <i>Google Classroom</i> 	<p>[15-16/dic.]:</p> <p>FINALES: Unidades 1 a 3</p>



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"> Unidad 3: La belleza y la estética (pp. 140-207) 	<p>[6/enero]:</p> <ul style="list-style-type: none"> Contexto 3: El lenguaje y la literatura p. 172-184 Actividades de <i>Google Classroom</i> 	<p>[7/enero]:</p> <p>Prueba No. 1 – ESCUCHAR</p>
2	<ul style="list-style-type: none"> Unidad 3: La belleza y la estética (pp. 140-207) 	<p>[13/enero]:</p> <ul style="list-style-type: none"> Contexto 3: El lenguaje y la literatura p. 172-184 Contexto 4: Las artes visuales y escénicas p. 185-198 Gramática: Las citas p. 199 Actividades de <i>Google Classroom</i> 	<p>[14/enero]:</p> <p>Prueba No. 2 – LEER</p>
3	<ul style="list-style-type: none"> Unidad 3: La belleza y la estética (pp. 140-207) 	<p>[20/enero]:</p> <ul style="list-style-type: none"> PROJECT: Proyecto de familia <p>[20/enero]:</p> <ul style="list-style-type: none"> Contexto 5: La arquitectura p. 201 Contexto 6: Definiciones de la creatividad p. 203 Cinemática: Arte precolombino p. 204 Actividades de <i>Google Classroom</i> 	<p>[21/enero]:</p> <p>Prueba No. 3 - HABLAR</p>
4	<ul style="list-style-type: none"> Unidad 4: La vida contemporánea (pp. 208-277) 	<p>[27/enero]:</p> <ul style="list-style-type: none"> Contexto 1: La educación y las carreras profesionales p. 212-222 Contexto 2: El entretenimiento y la diversión p. 223-235 Léxico 1: Expresiones de transición p. 236 Léxico 2: Los sufijos p. 238 Actividades de <i>Google Classroom</i> 	<p>[28/enero]:</p> <p>Prueba No. 4 – ESCRIBIR</p>
5	<ul style="list-style-type: none"> Unidad 4: La vida contemporánea (pp. 208-277) Libro de clase 	<p>[3/febrero]:</p> <ul style="list-style-type: none"> Contexto 3: Los viajes y el ocio p. 241-254 Contexto 4: Las relaciones personales p. 255-267 Gramática: Los números p. 268 Actividades de <i>Google Classroom</i> 	<p>[4/febrero]:</p> <p>Prueba No. 5 – ESCUCHAR</p>
6	<ul style="list-style-type: none"> Unidad 4: La vida contemporánea (pp. 208-277) Libro de clase 	<p>[10/febrero]:</p> <ul style="list-style-type: none"> Contexto 5: Los estilos de vida p. 272 Contexto 6: Las tradiciones y los valores sociales p. 273 Cinemática: Huevos fritos con chorizo y con patatas p. 274 Actividades de <i>Google Classroom</i> 	<p>[8/febrero]:</p> <p>EXAMEN – UNIDAD 4</p> <p>[11/febrero]:</p> <p>Prueba No. 6 – LEER</p>
7	<ul style="list-style-type: none"> Unidad 4: La vida contemporánea (pp. 208-277) Libro de clase 	<p>[17/febrero]:</p> <ul style="list-style-type: none"> Contexto 1: Los temas económicos p. 280-292 Actividades de <i>Google Classroom</i> 	<p>[18/febrero]:</p> <p>Prueba No. 7 – HABLAR</p>
8	<ul style="list-style-type: none"> Unidad 4: La vida contemporánea (pp. 208-277) Libro de clase 	<p>[24/febrero]:</p> <ul style="list-style-type: none"> Contexto 2: Los temas del medioambiente p. 293-305 Actividades de <i>Google Classroom</i> 	<p>[25/febrero]:</p> <p>Prueba No. 8 - ESCRIBIR</p>
9	<ul style="list-style-type: none"> Unidad 5: Los desafíos mundiales (pp. 278-246) Semana de Disney 	<p>[3/marzo]:</p> <ul style="list-style-type: none"> Léxico 1: Cognados falsos p. 306 Léxico 2: Los prefijos p. 308 Léxico 3: Verbos seguidos de preposición p. 310 Contexto 3: La población y la demografía p. 313-325 Actividades de <i>Google Classroom</i> 	<p>[4/marzo]:</p> <p>Prueba No. 9 – ESCUCHAR</p>



10	<ul style="list-style-type: none"> Unidad 5: Los desafíos mundiales (pp. 278-246) Semana de Celia Cruz Película 	[10/marzo]: <ul style="list-style-type: none"> Contexto 3: La población y la demografía p. 313-325 Contexto 4: El bienestar social p. 326-338 Actividades de <i>Google Classroom</i> 	[11/marzo]: Prueba No. 10 – LEER
11	<ul style="list-style-type: none"> Unidad 5: Los desafíos mundiales (pp. 278-246) Libro de clase 	[17/marzo]: <ul style="list-style-type: none"> Contexto 4: El bienestar social p. 326-338 Gramática: Palabras compuestas p. 339 Actividades de <i>Google Classroom</i> 	[18/marzo]: Prueba No. 11 – HABLAR
12	<ul style="list-style-type: none"> Unidad 5: Los desafíos mundiales (pp. 278-246) Libro de clase 	[24/marzo]: <ul style="list-style-type: none"> PROJECT: _____ [24/marzo]: <ul style="list-style-type: none"> Contexto 5: El pensamiento filosófico y la religión p. 341 Contexto 6: La conciencia social p. 342 Cinemática: Pecera: Un cortometraje del océano p. 343 Actividades de <i>Google Classroom</i> 	[22/marzo]: EXAMEN – UNIDAD 5 [25/marzo]: Prueba No. 12 - ESCRIBIR
13	<ul style="list-style-type: none"> Unidad 5: Los desafíos mundiales (pp. 278-246) Libro de clase 	[7/abril]: <ul style="list-style-type: none"> Contexto 1: La enajenación y la asimilación p. 350-362 Actividades de <i>Google Classroom</i> 	[8/abril]: Prueba No. 13 - ESCUCHAR
14	<ul style="list-style-type: none"> Unidad 6: Las identidades personales y públicas (pp. 348-417) Libro de clase 	[13/abril]: <ul style="list-style-type: none"> Contexto 2: La autoestima p. 363-375 Actividades de <i>Google Classroom</i> 	[14/abril]: Prueba No. 14 - LEER
15	<ul style="list-style-type: none"> Unidad 6: Las identidades personales y públicas (pp. 348-417) Libro de clase 	[21/abril]: <ul style="list-style-type: none"> Léxico 1: Verbos y expresiones para indicar cambios p. 376 Léxico 2: El lenguaje académico p. 379 Léxico 3: Los anglicismos p. 382 Contexto 3: La identidad nacional y la identidad étnica p. 384-396 Actividades de <i>Google Classroom</i> 	[22/abril]: Prueba No. 15 - HABLAR
16	<ul style="list-style-type: none"> Unidad 6: Las identidades personales y públicas (pp. 348-417) Libro de clase 	[28/abril]: <ul style="list-style-type: none"> Contexto 3: La identidad nacional y la identidad étnica p. 384-396 Contexto 4: Los intereses personales p. 397-409 Actividades de <i>Google Classroom</i> 	[29/abril]: Prueba No. 16 - ESCRIBIR
17	<ul style="list-style-type: none"> Unidad 6: Las identidades personales y públicas (pp. 348-417) Libro de clase 	[5/mayo]: <ul style="list-style-type: none"> PROJECT: ¡Vamos a comer! Contexto 4: Los intereses personales p. 397-409 Gramática: Notas y referencias bibliográficas p. 410 Actividades de <i>Google Classroom</i> 	[6/mayo]: Prueba No. 17 - ESCUCHAR
18	<ul style="list-style-type: none"> Unidad 6: Las identidades personales y públicas (pp. 348-417) 	[12-13/mayo]: <ul style="list-style-type: none"> Contexto 5: Las creencias personales p. 412 Contexto 6: Los héroes y los personajes históricos p. 413 Cinemática: El espía p. 414 Actividades de <i>Google Classroom</i> 	[10/mayo]: Prueba No. 18 - LEER [12-13/mayo] FINALES: Seniors
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> 	NO HAY PRUEBAS NI EXÁMENES
20	<ul style="list-style-type: none"> Película Repaso de Unidades 1-6 	[25-26/mayo]: <ul style="list-style-type: none"> Actividades de <i>Google Classroom</i> 	[25-26/mayo]: FINALES: Freshmen, Sophomores y Juniors



FALL / EL OTOÑO

Use the textbook to refer to the following topics:

Tema 1: Las familias y las comunidades

Contexto 1: Las comunidades educativas p. 4-16
Contexto 2: Las redes sociales p. 17-30
Léxico 1: Vocabulario para describir p. 31
Léxico 2: Expresiones de percepción sensorial p. 33
Contexto 3: La geografía humana p. 35-47
Contexto 4: Las tradiciones y los valores p. 48-61
Gramática: Acentuación p. 62
Gramática: Signos de puntuación p.63
Contexto 5: La ciudadanía global p. 64
Contexto 6: La estructura de la familia p. 65
Cinemática: Ella y yo p. 66

Tema 2: La ciencia y la tecnología

Contexto 1: Tecnología, individuo y sociedad p. 72-84
Contexto 2: El cuidado de la salud y la medicina p. 85-97
Léxico 1: Verbos comunes p. 98
Léxico 2: Expresiones de tiempo p. 100
Contexto 3: La ciencia y la ética p. 102-114
Contexto 4: Los fenómenos naturales p. 115-127
Gramática: Acentuación: Casos especiales p. 128
Gramática: Signos de puntuación p. 130
Contexto 5: El acceso a la tecnología p. 133
Contexto 6: Las innovaciones tecnológicas p. 134
Cinemática: Un atajo, un camino p. 136

Tema 3: La belleza y la estética

Contexto 1: Definiciones de la belleza p. 142-154
Contexto 2: La moda y el diseño p. 155-167
Léxico 1: Las conjunciones p. 168
Léxico 2: Gentilicios y topónimos p. 170
Contexto 3: El lenguaje y la literatura p. 172-184
Contexto 4: Las artes visuales y escénicas p. 185-198
Gramática: Las citas p. 199
Contexto 5: La arquitectura p. 201
Contexto 6: Definiciones de la creatividad p. 203
Cinemática: Arte precolombino p. 204

SPRING / LA PRIMAVERA

Use the textbook to refer to the following topics:

Tema 4: La vida contemporánea

Contexto 1: La educación y las carreras profesionales p. 210-222
Contexto 2: El entretenimiento y la diversión p. 223-235
Léxico 1: Expresiones de transición p. 236
Léxico 2: Los sufijos p. 238
Contexto 3: Los viajes y el ocio p. 241-254
Contexto 4: Las relaciones personales p. 255-267
Gramática: Los números p. 268
Contexto 5: Los estilos de vida p. 272
Contexto 6: Las tradiciones y los valores sociales p. 273
Cinemática: Huevos fritos con chorizo y con patatas p. 274

Tema 5: Los desafíos mundiales

Contexto 1: Los temas económicos p. 280-292
Contexto 2: Los temas del medioambiente p. 293-305
Léxico 1: Cognados falsos p. 306
Léxico 2: Los prefijos p. 308
Léxico 3: Verbos seguidos de preposición p. 310
Contexto 3: La población y la demografía p. 313-325
Contexto 4: El bienestar social p. 326-338
Gramática: Palabras compuestas p. 339
Contexto 5: El pensamiento filosófico y la religión p. 341
Contexto 6: La conciencia social p. 342
Cinemática: Pecera: Un cortometraje del océano p. 343

Tema 6: Las identidades personales y públicas

Contexto 1: La enajenación y la asimilación p. 350-362
Contexto 2: La autoestima p. 363-375
Léxico 1: Verbos y expresiones para indicar cambios p. 376
Léxico 2: El lenguaje académico p. 379
Léxico 3: Los anglicismos p. 382
Contexto 3: La identidad nacional y la identidad étnica p. 384-396
Contexto 4: Los intereses personales p. 397-409
Gramática: Notas y referencias bibliográficas p. 410
Contexto 5: Las creencias personales p. 412
Contexto 6: Los héroes y los personajes históricos p. 413
Cinemática: El espía p. 414

