

POMPANO BEACH HIGH SCHOOL
COURSE SYLLABUS
Spanish III Honors
2016 - 2017

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COURSE DESCRIPTION:

Spanish III provides mastery and expansion of skills acquired by the students in Spanish II. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Florida Next Generation World Languages Standards

Standard 1:

Interpretive Listening: *The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.*

Standard 2:

Interpretive Reading: *The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.*

Standard 3:

Interpersonal Communication: *The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.*

Standard 4:

Presentational Speaking: *The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.*

Standard 5:

Presentational Writing: *The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.*

Standard 6:

Culture: *The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.*

Standard 7:

Connections: *The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.*

Standard 8:

Comparisons: *The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.*

Standard 9:

Communities: *The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.*

REQUIRED CLASS MATERIALS:

- *Text and Workbook: Español Santillana High School 3 (Santillana USA) \$83.95 Supplied by school.*
- *Three ring binder*
- *Planner: Keep it up to date –*
- *Spiral Notebook (No loose papers please) Class work / Homework must be done on the notebook, not in loose paper*
- *Dictionary access: * English-Spanish / Spanish-English*
- *Black, blue, red pens, #2 pencils,*
- *2 different color hi-liters*
- *Stack of index cards*

GRADES / EVALUATION

- *Your grade is assigned based on a total earned points / total possible number of points.*
- *NO pop quizzes and NO grades are dropped. You may not retake tests. Be prepared on these days*
- *Students will be assessed with a content-specific pre - and post - test to determine skill level.*
- *Class participation points will be given daily to students who are on task and who bring in required materials. If you use your class time to do work other than what is assigned, are inattentive, put your head down on the desk during class, you will lose these “daily work” points. You should bring your materials to class every day or you may lose all or part of your daily points. Failure to have the required material will result in a zero for any work done in class on that day. The student active participation, completion of the daily activities in accordance with published objectives, individual performance, and group collaboration is evaluated daily. Students will be evaluated weekly by means of: classwork, quizzes, oral proficiency participation as well as projects. Quizzes are given on a weekly basis. Please refer to pacing guide.*

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|---------------------|-------------------|
| • <i>A = 90-100</i> | <i>B+ = 87-89</i> |
| • <i>B: = 80-86</i> | <i>C+ = 77-79</i> |
| • <i>C = 70-76</i> | <i>D+ = 67-69</i> |
| • <i>D = 60-66</i> | <i>F = 0-59</i> |

Lost Textbooks: When a student loses a textbook, he/she should notify the Mrs. Garsh in the Counseling Office.

CLASSROOM BEHAVIOR: *You are expected to adhere to the Broward County Schools Code of Conduct, as well as the rules and procedures established in our classroom. Our class rules are:*

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- Upon arriving, go to your assigned seat, be prepared with the required materials and immediately begin the start-up assignment on the board.
- There is to be no conversation once second bell rings; simply begin working on the daily start-up assignment.
- Remain seated unless excused by your instructor.
- Backpacks are not to be used as pillows or headdresses.
- Students are asked to be attentive and to participate in class; class participation is part of grade.
- Please do not ask for a pass during the first and last ten minutes of class.
- Also, no passes will be issued while instructor is teaching a lesson.
- Students must adhere to the dress code as outlined in the Code of Student Conduct.
- Tardy students must submit a tardy pass upon entering the classroom.
- Please beware that electronic devices need to be turned off and kept out of view.
- Such devices can only be used with instructor announcement for learning purpose only.
- Failure to abide will result in device being confiscated by security personnel.
No warnings given.
- Failure to abide by class rules regarding phone and/or electronic device(s) when asked by a teacher is considered a defiance of authority and it will result in disciplinary action.
- No late work accepted.
- Assignments without a name and or I.D. will not be graded.
- Grades reflect student effort. Students are responsible for keeping up to date in regards to grade.
- Instructor will not be approached regarding bumping a grade. This is unethical.
- Demonstrating respect during Pledge of Allegiance is expected of all. If a student opts out, parent needs to submit written request to school.
- Students are to clean up their area before leaving.
- Teacher dismisses students, not the bell.

CONSEQUENCES:

First Offense:	Warning
Second Offense:	Parent Contact
Third Offense:	Detention/Administration Referral

Circumstances such as using the phone, getting a drink of water, and/or going to the restroom is not ordinarily considered an emergency. All students who are permitted to leave class must use their agenda as their pass for permission to go to the restroom, office, guidance, media center, clinic, etc. Passes must be properly completed. Please note, as per administration policy, students are not allowed out of the classroom the first 10 minutes or last 10 minutes of each block

Students wishing to make an appointment to see their counselor must do so before school, during lunch, or after school as per Counseling office director. Students may also see their counselors during lunch period without an appointment.

Make-up Work

Make up work is allowed for full credit and grade for excused absences within the two day limit, not including the day of return. Previously assigned work is due the day of return.

Make –up work for unexcused absences will receive a 10% reduction in grade for homework.

Unexcused absences will receive the lowest passing grade for tests and projects that meets standards of proficiency.

CHEATING:

Please be advised that students who cheat will face the following consequences:

1. *0% for their work.*
2. *Parent conference/referral to administration.*

Examples of cheating offenses:

- * having a cheat sheet * copying from another student's test or homework assignment*
- * talking during a quiz and/or test * plagiarism * text messaging answers during a quiz and/or test.*
- * downloading information from the internet during a quiz and/or test from an unauthorized electronic device such as a cell phone, I-pod, etc.*

“Pompano Beach High School prides itself on preparing students for the rigors of college. It is therefore imperative that students do their own work so that they learn content accurately. The faculty expects academic integrity; therefore, students must abide by the PBHS Honor Code when they complete assignments, tests, quizzes, projects, and all other work, both in class and out. Every violation of the Honor Code will result in an immediate referral to administration.”

Honor Code - Academic Dishonesty**Major Cheating**

Includes, but is not limited to:

- *Plagiarism: a written assignment with an excerpt taken word for word from another source without attribution, or a written assignment with ideas taken from another source without attribution.*
- *Crib sheets, cheat sheets, using electronic devices to get or give answers on a formal assessment (including texting between classes)*
- *Giving or receiving answers before, during, or after a formal assessment*
- *Copying from another student during a formal assessment*
- *Possession, transmission and/or use of a stolen test and/or answer key; regardless of how the test and/or answer key were “stolen”*
- *Submission of a project/portfolio that was not entirely completed by the student.*
- *Blatant copying and pasting from Internet translation sites for use in projects and presentations.*

Consequences for major cheating:

- *Zero on the assignment with a note in Pinnacle*
- *Parent contact*
- *Referral (via Virtual) to administrator for "Cheating Major" for consequence described in the secondary discipline matrix.*

Minor Cheating

Includes, but is not limited to:

- *Copying homework/classwork*
- *Allowing another student to copy homework/classwork*
- *Blatant copying and pasting from Internet translation sites for the purpose of completing assignments.*

Consequences for cheating:

- *Zero on the assignment with note in Pinnacle*
- *Parent contact*
- *Referral (via Virtual) to administrator for "Class/School Rules violation" for consequences described on the Secondary Discipline Matrix.*

Any student giving information will be considered equally as guilty of cheating as a student receiving information.

ATTENDANCE: *Coming to class everyday on time is required. Participation requires your presence, and your participation is part of your grade. If you are absent / tardy to any class session, it is your responsibility to ensure that it is excused as soon as possible. Students are allowed to make up work due to either excused or unexcused absences provided they follow proper procedures as per Code of Conduct. Students have two days to turn in their due work per absence. This does not include the first day returning to class.*

It is recommended that students record names and phone numbers of at least two other class members in order to be prepared for the next class.

TARDINESS

Tardiness is disruptive to the learning environment and can have a negative impact on student achievement. As per administration, students are to report to their next class once the bell rings. Failure to do so can result in being marked absent from class. Students are not to be delayed by previous teacher for any reason, unless contact has been made between teachers. No exceptions. Habitual tardiness is defined by Broward County Schools as: a consistent/repeated failure (five (5) or more times in a marking period) to be in place of instruction at the assigned time.

BULLYING POLICY

School Board of Broward County has adopted a strong anti-bullying policy that prohibits any form of bullying in our schools. This includes cyber-bullying, defined as the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to email, blogs, social websites (e.g., Facebook), chat rooms, and instant messaging. Strict consequences will be applied in documented bullying incidents. Students are to approach an adult and report such behavior.

READ/TDQ TEXT DIRECTED QUESTIONS

Students are to carry a novel of their choice for reading. Student will not be permitted out of class to check a book out. At PBHS, students will participate in Text Directed Questions, during this time, teacher assigns a particular reading and students are then asked to answer questions posed by teacher.

PARENTAL NOTIFICATION: Parent/teacher communication is essential to academic success. If at any time a parent has any questions or concerns about her/his child's performance or behavior, please feel free to contact me using the information provided on this syllabus. Also, no child will fail this course without the parent or guardian having first been informed in advance, in order to provide an opportunity for academic performance to improve. From time to time students will be advised to print out a grade sheet and get a parent signature, this activity will receive a grade. Parent-teacher conferences are to be set up by parent contacting the Counseling Office. Teachers are notified when a conference has been scheduled.

ALL GRADES, INCLUDING STUDENT'S ACADEMIC PROGRESS, ARE AVAILABLE FOR VIEWING ON PINNACLE.

Student and parent are to assume responsibility in keeping up to date on grades on a weekly manner. To access, please visit WWW.POMPANOBEACHHIGH.COM, click on the pinnacle viewer link.

The instructor is available for tutoring on WEDNESDAYS from 3:25 - 4:00 in room 309. Please let your instructor know if you are planning to attend. If your instructor is not available, feel free to approach any other World Language Department teacher. National Honor Society also offers tutoring after school Monday and Wednesday in the Media Center. Please check bulletin boards, Counseling Office, Media Center.

Please keep this document in the last section of your binder for easy reference !!!!

Pompano Beach High School
World Languages: Spanish III
Pacing Guide 2016 – 2017

Quarter 1: August 22 - October 20	
Objectives	Major Concepts
<p>Preliminary Unit: Un paso más To talk about current actions and situations.</p> <ul style="list-style-type: none"> • To describe routines. • To talk about past actions. • To tell someone to do something. • To ask and answer questions appropriately. • To use regular and irregular verbs properly. • To compare and contrast information. • To initiate and engage in meaningful conversations. • To distinguish between true and false statements. • To describe a class schedule. • To talk about travel and vacation destinations. • To talk about past experiences. • To give suggestions or advice. <p>Unit 1 ¿Cómo eres? To describe people's physical characteristics and personality traits.</p> <ul style="list-style-type: none"> • To express states of being and feelings. • To provide personal information. • To make comparisons and use superlatives. • To talk about past actions. <p>To describe family relationships.</p> <ul style="list-style-type: none"> • To express ownership with possessive adjectives and pronouns. • To narrate and describe in the past. • To talk about life stages and events in a biography. • To identify main ideas and significant details in a variety of texts. <p>To write descriptive, narrative, or informative texts.</p> <ul style="list-style-type: none"> • To know and apply the different stages of the writing process: planning, writing, revising, and sharing. <p>To explore cultural aspects of the Latin American</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • The school. • Everyday actions. • Free-time activities. • Travel vocabulary. • Healthy habits. <p>Grammar</p> <ul style="list-style-type: none"> • The present tense. • The present progressive. • Regular verbs in the past tense. • Irregular verbs in the past tense. • Informal and formal commands. • Interrogatives. <p>Vocabulary. Vida personal y social</p> <ul style="list-style-type: none"> • Useful expressions to organize a text, to give instructions, to express personal likes and interests, to ask for confirmation, and to express wishes. • Review: Words for personal information and family relationships, and words to describe people. • Physical characteristics and personality traits. • Family relationships and marital status. • Life stages and events, rites and celebrations, and religions. <p>Grammar</p> <ul style="list-style-type: none"> • The verbs <i>ser</i> and <i>estar</i>. • Comparisons and superlatives. • The imperfect and the past progressive tenses. • To express ownership with possessive adjectives and pronouns. • The preterite and the imperfect tenses. • Time expressions to narrate in the past.

<p>population.</p> <p>Unit 2: Entre amigos To express feelings.</p> <ul style="list-style-type: none"> • To talk about personal relationships. • To learn and use pronouns for direct and indirect objects. • To learn pronominal reflexive and reciprocal verbs. • To express wishes, likes, and preferences. • To introduce people. <p>To extend an invitation and to respond to an invitation.</p> <ul style="list-style-type: none"> • To conduct telephone calls. 	<p>Culture</p> <ul style="list-style-type: none"> • <i>Mafalda</i> by the cartoonist Quino. • Comic strips in Hispanic culture. • <i>Don Quijote</i>. • Spanish court painters: Diego Velázquez and Francisco de Goya. • <i>Estereotipos familiares</i>. • <i>Fiestas familiares</i>. • Traditional Hispanic legends. • Esmeralda Santiago: <i>Cuando era puertorriqueña</i>. • <i>Leyendas de Guatemala</i>. • A legend of the origin of the Inca Empire. • Latin American population. <p>Vocabulary. Vida social</p> <ul style="list-style-type: none"> • Useful expressions to express likes and preferences, to evaluate things, and to express a hypothesis. • Review: Words for family and personal relationships, for introducing people, and for hobbies, leisure activities, and entertainment. • Personal relationships. • Introductions. • Expressions used to invite, accept, and decline an invitation. • Telephone calls.
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Quarter 2: October 24 – January 12	
Objectives	Major Concepts
<p>Unit 2 cont.</p> <p>To express necessity or obligation.</p> <ul style="list-style-type: none"> • To talk about future actions. • To write a love or friendship card, an invitation, or a descriptive electronic message. • To identify main ideas and significant details in a variety of texts. <p>To know and apply the different stages of the writing process: planning, writing, revising, and sharing.</p> <p>To explore cultural aspects of traditional Latin American and Spanish festivities.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Direct object and indirect object pronouns. • Pronominal reflexive and reciprocal verbs. • To express wishes, likes, and preferences: The verbs <i>gustar</i>, <i>encantar</i>, <i>apetecer</i>, and <i>importar</i>; and the subjunctive mood. • Non-reflexive pronominal verbs. • To express necessity or obligation using <i>deber</i>, <i>tener que</i>, <i>haber que</i> + infinitive. • To talk about the future. <p>Culture</p> <ul style="list-style-type: none"> • <i>La leyenda de san Jordi</i>. • Social networks. • <i>Gustavo Adolfo Bécquer</i>. • <i>El juego de pelota</i>.

Unit 3: Tus cosas

To identify articles of clothing.

- To describe clothing and traditional costumes of Latin American populations.
- To talk about recent events.
- To describe the appearance and location of objects.
- To use the impersonal pronoun *se*.
To use indefinite adjectives and pronouns properly.
- To talk about past experiences.
- To describe past actions using the past perfect.
- To identify and describe domestic tasks and jobs.
- To identify main ideas and significant details in a variety of texts.
- To write descriptive, narrative, or informative texts.
- To know and apply the different stages of the writing process: planning, writing, revising, and sharing.

Unit 4: Vida sana

To identify traditional dishes and foods of the Spanish-speaking world.

- To talk about nutrition.
- To identify personal hygiene practices.
- To name parts of the body.
- To state affirmative and negative commands.
- To use the conditional verb tense properly.
To use different verbs that express a change.

- Physical contact among Hispanics.
- *El pueblo mixteco*.
- *Juegos precolombinos*.
- *El baile en el mundo latino*.
- *El lenguaje SMS*.
- *Juan Luis Guerra*: A singer from the Dominican Republic.
- Traditional Latin American and Spanish festivities.

Vocabulary. El vestido y la vivienda

- Useful expressions to ask for favors, and to ask for and offer help.
- Review: Words for clothing, footwear, and accessories, material, places in the home, and items in the home.
- Articles of clothing, fabric, and fit.
- Color, texture, and makeup of clothing and objects.
- Domestic chores and jobs.

Grammar

- The past participle.
- To talk about recent events:
The present perfect tense.
- Indefinite adjectives and pronouns.
- The use of the impersonal pronoun *se*.
- The past perfect tense.
- Demonstrative adjectives and pronouns.

Culture

- Traditional and regional Latin American costumes.
- Latin American fashion and style.
- Recycling with clothing.
- Cultural symbols: The *wiphala*.
- *El mercado de Otavalo (Ecuador)*.
- Colonial farms in Latin America.
- Hotels and tourism in Latin American countries.
- Flamenco dance and music.
- Superstitions.
- The Andalusian patio in Cordoba, Spain.
- Colonial architecture and cities in Latin America.

Vocabulary. La alimentación y la salud

- Useful expressions to show surprise, to ask about someone's ability to do something, and to explain one's own ability to do something.
- Review: Words for food flavors and preparation, and personal hygiene products and practices.
- Food and nutrition.

<ul style="list-style-type: none"> • To make value statements. • To give advice and make recommendations. • To identify main ideas and significant details in a variety of texts. • To write descriptive, narrative, or informative texts. <p>To know and apply the different stages of the writing process: plan, write, revise, and share.</p> <p>To explore cultural aspects of food and dishes in Hispanic countries.</p> <p>To discuss historical landmarks and tourist locations in Latin American countries.</p>	<ul style="list-style-type: none"> • Healthy habits and personal hygiene objects and products. • The doctor’s office, parts of the body, and medical specialists. <p>Grammar</p> <ul style="list-style-type: none"> • Affirmative and negative commands. • Verbs that express change of state. • The prepositions <i>para</i> and <i>por</i>. • To make value statements. • The conditional tense. • To give advice or make recommendations. <p>Culture</p> <ul style="list-style-type: none"> • Traditional Latin dishes. <i>La ropa vieja</i>. • Agriculture and staple foods used in Hispanic countries. <i>La quinua</i>. • Traditional Latin American recipes and food preparation. • Tourist sites and resorts in Latin American countries. • Cities and geographic locations in Latin America. Punta del Este. • Medicinal and therapeutic practices in Hispanic countries. • <i>El Hospital de Jesús</i>. • <i>El marcapasos</i>. • The Aztec legend about the origin of corn.
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Quarter 3: January 16 – March 23	
Objectives	Major Concepts
<p>Unit 5: ¿Trabajas?</p> <p>To identify different professions.</p> <ul style="list-style-type: none"> • To talk about abilities and qualifications of professionals and workers. • To discuss employment opportunities and volunteerism. • To express certainty and doubt. • To talk about past actions. • To refer to something that is unknown. • To describe someone or something. • To talk about the gender of nouns. <p>To express feelings and emotions.</p> <ul style="list-style-type: none"> • To express an obstacle or difficulty. • To identify main ideas and significant details in a variety of texts. <p>To write descriptive, narrative, or informative texts.</p>	<p>Vocabulary. El trabajo</p> <ul style="list-style-type: none"> • Useful expressions to tell ability or inability to do something, to encourage or to console someone, and to express agreement or disagreement. • Review: Words for professions and employment locations. • Professions and employment positions. • Jobs and technology, attributes of different professionals, and actions performed by professionals. • Volunteerism and community service. <p>Grammar</p> <ul style="list-style-type: none"> • To express certainty and doubt. • The imperfect subjunctive. • To give details: The relative pronoun <i>que</i>. • Noun gender. • To express feelings or emotions.

- To know and apply the different stages of the writing process: planning, writing, revising, and sharing.
- To discuss historical and influential figures from Latin American countries.

Unit 6: Tus aficiones

To state opinions.

- To identify different leisure activities.
- To use expressions of courtesy in Spanish.
- To state the probability or purpose of an action.
- To identify traditional and popular sports and pastimes.
To describe cultural events and sporting competitions.
- To quote someone directly or indirectly.
- To indicate location or origin.
- To plan a trip or excursion.
- To identify main ideas and significant details in a variety of texts.
To write descriptive, narrative, or informative texts.
- To know and apply the different stages of the writing process: planning, writing, revising, and sharing.
- To explore cultural aspects of traditional sports in Spain and Latin America.

- To express difficulty.

Culture

- César Chávez and other Hispanic civil rights leaders.
- *El Día del Trabajo*.
- *Astronautas hispanos*.
- Mass communication used in Hispanic communities: *El Diario La Prensa* and television in Spanish.
- Successful Hispanic professionals: María Elena Salinas.
- Organizations and individuals that assist people in Hispanic communities.
- *Turismo sostenible*.
- Human rights and environmental concerns in Hispanic communities:
Frente de Defensa de la Amazonía.
- Universities in Hispanic countries.

Vocabulary. El tiempo libre y los viajes

- Useful expressions to show doubt and skepticism, and to express agreement or disagreement.
- Review: Words for sports, travel, and modes of transportation.
- Leisure time and entertainment performances.
Film genres.
- Sports and competitions.
- Trips and accommodations, the airport, and traveling by plane.

Grammar

- To express opinion.
- To use expressions of courtesy.
- To express probability of an action.
- To express purpose.
- Indirect speech.
- To express location.

Culture

- *El Festival de Cine de San Sebastián*.
- Watching foreign movies.
- A culture night: *La Noche en Blanco*.
- Hispanic actors and movie directors, and Spanish-language films.
- The pre-Hispanic Moche culture.

	<ul style="list-style-type: none"> • The best places for water sports in Latin America: <i>La Libertad</i>, El Salvador. • History of the Pan American Games. • The Ruta Quetzal cultural and adventure program. • <i>Hoteles con encanto</i>. • <i>El Hotel de Sal (Bolivia)</i>. • Literary texts by Hispanic authors: <i>Galletitas</i>, by Jorge Bucay. • Popular and traditional sports among Spanish-speaking populations.
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Quarter 4: March 27 – June 8	
Objectives	Major Concepts
<p>Unit 7: Por el planeta</p> <p>To learn about nature and the environment.</p> <ul style="list-style-type: none"> • To describe the behavior of some insects and animals. • To discuss efforts to preserve and protect the environment. • To state actions if certain conditions are met. • To describe cultural and environmental celebrations in Hispanic communities. <p>To discuss concepts related to meteorology and astronomy.</p> <ul style="list-style-type: none"> • To express the time or sequence of events. • To discuss commerce in Hispanic countries. • To identify natural disasters and natural resources. • To express cause and effect. <p>To identify some protected ecological areas on Earth.</p> <ul style="list-style-type: none"> • To identify main ideas and significant details in a variety of texts. • To engage in meaningful conversations. • To know and apply the different stages of the writing process: planning, writing, revising, and sharing. 	<p>Vocabulary. Mundo físico</p> <ul style="list-style-type: none"> • Useful expressions to show how to do something, to express desires or wants, and to ask for something in a courteous manner. • Review: Words for geographical features, weather, nature, and the universe. • Nature and the environment, and fauna. • Weather and meteorology, and the universe and astronomy. • Natural disasters and natural resources, natural elements, and economic activities. <p>Grammar</p> <ul style="list-style-type: none"> • To form and use conditional sentences and to express real or likely conditions. • To express unlikely or hypothetical and impossible or contrary-to-fact conditions. • To express time or sequence of events. • The present perfect subjunctive. • To express cause and consequence. • The personal preposition <i>a</i>. <p>Culture</p> <ul style="list-style-type: none"> • Protected natural areas: <i>Reserva Especial de la Biosfera</i>. • <i>La región de Magallanes (Chile)</i>. • National symbols. • Seasonal celebrations and festivals: The <i>Noche de san Juan</i>, the Inti Raymi and other festivals of the Sun. • Fair trade activities in some Hispanic countries. • <i>La industria en Chile</i>. • Products manufactured in Hispanic

<p>Unit 8: En sociedad</p> <p>To describe and narrate in the past.</p> <ul style="list-style-type: none"> • To give factual statements in the indicative. • To express wishes, opinions, and values. • To use the passive voice. • To differentiate between definite and indefinite articles. • To use the subjunctive mood. • To learn about the history of some Hispanic cities and countries. <p>To learn about the history and culture of ancient civilizations in Latin America.</p> <ul style="list-style-type: none"> • To discuss the political systems in some Hispanic countries. • To learn about the goals and practices of some multinational organizations. • To describe and compare national symbols. • To discuss the practices and products of multicultural populations. <p>To learn about ways Hispanic populations celebrate and preserve their cultures.</p> <ul style="list-style-type: none"> • To identify main ideas and significant details in a variety of texts. • To engage in meaningful conversations. • To know and apply the different stages of the writing process: planning, writing, revising, and sharing. 	<p>countries and the most important handicrafts fair in Latin America.</p> <ul style="list-style-type: none"> • A short story by the Guatemalan writer Augusto Monterroso. • Unique ecological areas in Latin American countries. <p>Vocabulary. Historia, política y sociedad</p> <ul style="list-style-type: none"> • Useful expressions to ask for wants and preferences, to express indifference or lack of preference, and to express resignation. • Review: Words for politics, society, history, and civilizations. • Historical figures, historical events, ancient civilizations, and archaeology. • Politics and government, posts and titles, and ideologies. • Society and community. <p>Grammar</p> <ul style="list-style-type: none"> • The passive voice. • To talk about past actions and situations. • To talk about the different stages of an action. • To talk about factual events: The indicative mood. • Definite and indefinite articles. • Uses of the subjunctive mood. <p>Culture</p> <ul style="list-style-type: none"> • History and culture of the Mayan civilization. Mayan archaeological treasures. • UNESCO World Heritage Sites. • <i>La Organización de los Estados Americanos (OEA)</i>. • The meaning of national flags. • Women political leaders in Hispanic countries. • <i>La Orquesta Sinfónica Juvenil de las Américas</i>. • Multicultural populations and celebrations. • <i>El Museo del Barrio (Nueva York)</i>. • A poem by Nicolás Guillén (Cuba). • <i>Una ciudad con historia: Barcelona</i>. • History of Hispanic cities and countries.
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