

POMPANO BEACH HIGH SCHOOL
SPANISH IV HONORS
COURSE SYLLABUS 2016- 2017

INSTRUCTOR: *Sra. Ketty Hill*

E-MAIL: *ketty.hill@browardschools.com (preferred)*

Phone: *754-322 - 2000*

COURSE DESCRIPTION: *The purpose of this course is to enable to develop, maintain, and enhance proficiency in the target language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish III. Students are exposed to a variety of Spanish literary genres, authors, and technical styles from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.*

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 4 (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 final 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:*

- *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 IV
Pacing Guide 2016 – 2017**

Quarter 1: August 22 - October 20

Objectives

Major Concepts

Preliminary Unit: Llegamos a la meta

To talk about current actions.

To talk about actions completed in the past.

To describe actions in the past.

To talk about future actions.

To describe actions in the past.

Learn about activities young people do in their Leisure time.

Understand the similarities and difference between some aspects of grammar in English and in Spanish.

Unit 1: Nos relacionamos

To describe people's physical characteristics and personality traits.

- To express likes, interests, feelings, and emotions.

To use descriptive adjectives correctly.

- To express habitual actions.

- To talk about the postal service.

To learn pronominal verbs.

- To learn reflexive and reciprocal verbs.

- To talk about actions in progress.

- To talk about different means of communication.

To express quantity.

- To identify main ideas and significant

Vocabulary

Daily routines.

Free-time activities.

Archeology and civilizations.

Travel vocabulary.

Professions and work.

Natural resources and the environment.

Healthy habits.

Grammar

The present tense.

The preterite tense.

The imperfect tense.

The future tense.

Informal and formal affirmative

Vocabulary

Useful expressions used to greet people, to say goodbye, and to express good wishes when ending a conversation.

- Review: Words for physical characteristics, personality traits, and personal relationships.
- Physical characteristics and personality traits.
- Post office and mail.
- Means of communication.

Grammar

Descriptive adjectives: position and meaning.

- Pronominal verbs.
- Reflexive and reciprocal verbs.
- To describe actions in progress in the past, present, or future.

details in a variety of texts.

To write a wide variety of texts, including –a personal letter or e-mail.

- To know and apply the different stages of the writing process: planning, writing, revising, and sharing.
- To explore variations of the Spanish language.

- To express quantity using indefinite adjectives or pronouns, adverbs of quantity, and other expressions.

Culture

- The Mexican tradition of *piñatas*.
- Emotive language in Hispanic countries.
- Mariachi music.
- *Las mañanitas*.
- The Peruvian *chasquis*.
- Juan Rulfo.
- *La carta a los Reyes Magos*.
- The Gomeran whistle.
- *¿Prensa digital o prensa en papel?*
- Social networks in Spanish.
- Julio Cortázar.

Unit 2: Nos cuidamos

To talk about foods.

- To communicate in a restaurant setting.
- To use the impersonal pronoun *se*.
- To use pronouns for direct and indirect objects.
- To talk about health.
- To talk about illnesses, medical conditions, and practices in the emergency room.

To learn verbs with prepositions.

- To use definite or indefinite articles or to use no article.
- To talk about changes and states.
- To express physical conditions and moods.
- To form and use sentences in the passive voice.

Vocabulary. Alimentación y salud

Useful expressions used to say that a meal is delicious, that you do not want to eat more, and that someone eats a lot.

- Review: Words for food, health, moods, illnesses and symptoms, the doctor's office, and medical specialists.
- In the restaurant.
- Emergency room. Illnesses and symptoms, and medical specialists.
- Physical conditions and moods. The life cycle.

Grammar

- Impersonal constructions. The pronoun *se*.
- Direct object and indirect object pronouns.
- Verbs with prepositions.
- Articles.
- The passive voice.
- The verbs *ser* and *estar*.

Culture

- The ritual of preparing and drinking *mate*.
- *Las tapas españolas*.

- *Inca Kola*.
- The Colombian scientist, Manuel Patarroyo.
- Drugstore hours in Hispanic countries.
- Journalistic language in Hispanic newspapers.
- Traditional wedding celebrations in Mexico.
- The Inca rite of passage ceremony.
- Latin American family structure.
- Health-care systems in Hispanic countries.

Quarter 2: October 24 – January 12

Objectives	Major Concepts
<p>To identify main ideas and significant details in a variety of texts.</p> <ul style="list-style-type: none"> • To write a wide variety of texts, including a travel guide. • To know and apply the different stages of the writing process: planning, writing, revising, and sharing. • To explore health-care systems in Hispanic countries. 	<p>Culture</p> <ul style="list-style-type: none"> • The ritual of preparing and drinking <i>mate</i>. • <i>Las tapas españolas</i>. • <i>Inca Kola</i>. • The Colombian scientist, Manuel Patarroyo. • Drugstore hours in Hispanic countries. • Journalistic language in Hispanic newspapers. • Traditional wedding celebrations in Mexico. • The Inca rite of passage ceremony. • Latin American family structure. • Health-care systems in Hispanic countries.

Quarter 3: January 16 – March 23

Objectives	Major Concepts
<p>Unit 3: Trabajamos</p> <p>To talk about past actions.</p> <ul style="list-style-type: none"> • To describe school activities. • To use past participles. • To learn the uses of the present perfect and past perfect tenses. • To connect future actions. 	<p>Vocabulary. Educación, economía y trabajo</p> <ul style="list-style-type: none"> • Useful expressions used to talk about school and work, to say you do not remember something, to say someone works hard, and to cheer someone up. • Review: Words for school, school subjects, the computer, employment, professions, job positions, and qualities.

- To talk about banking, trade, and other economic activities.
To add information about a noun using adjective clauses.
- To form and use the future perfect tense.
- To talk about job searches and applications.
- To express wishes.
- To state actions if certain conditions are met.
To identify main ideas and significant details in a variety of texts.
- To write a wide variety of texts, including a *résumé*.
- To know and apply the different stages of the writing process: planning, writing, revising, and sharing.
- To explore Latin American economies

Unit 4: Nos divertimos

To express probability.

- To talk about leisure activities and entertainment.
- To express frequency.
- To learn the uses of the future and the conditional tenses to express conjecture or probability.
To use the present perfect subjunctive in dependent clauses
To learn the use of indicative and subjunctive moods in the sequence of verbal tenses.
- To describe different means of traveling.

- School. Math symbols and punctuation marks.
- Economic resources and activities. The bank.
- Work and professions.

Grammar

- The past participle.
- The present perfect tense and the past perfect tense.
- Relative pronouns.
- The future perfect tense.
- To express wishes.
- To express condition.

Culture

- The school calendar and curriculum in Hispanic countries.
- The cost of university education in Hispanic countries.
- *La Ciudad de las Artes y las Ciencias de Valencia*.
- The *salar de Uyuni* in Bolivia.
- *La Comunidad Andina de Naciones*.
- *Las monedas nacionales*.
- The Panama Canal as an engineering wonder in the world.
- *Conciliar la vida laboral y familiar*.
- Latin American economies.
- Hispanic companies in the world.

Vocabulary. El ocio y los viajes

- Useful expressions to talk about free time, to tell how something went, and to talk about an entertainment performance.
- Review of known vocabulary about leisure time and entertainment events, trips, and cars.
- Leisure time and entertainment performances.
Sports and free time. Board games.
- Trips. In the car. Trains and planes.
- Travel accommodations. Camping. Weather.

Grammar

- To express frequency.
- To express probability (I). Expressions with the indicative or the subjunctive, and *deber de* 1

<ul style="list-style-type: none"> • To talk about different types of travel accommodations. • To talk about the weather. • To express cause. • To express consequence. <p>To identify main ideas and significant details in a variety of texts.</p> <ul style="list-style-type: none"> • To write a wide variety of texts, including a travel story. <p>To know and apply the different stages of the writing process: planning, writing, revising, and sharing.</p> <ul style="list-style-type: none"> • To explore tourist attractions in Latin America. 	<p>infinitive.</p> <ul style="list-style-type: none"> • To express probability (II). The future and the conditional tenses. • The present perfect subjunctive. • To express cause. • To express consequence. <p>Culture</p> <ul style="list-style-type: none"> • Cuban traditional <i>trova</i> music and the <i>nueva trova</i>, or New Cuban Song. • Traditional games and toys among Spanish-speaking populations. • Extreme sports in Nicaragua. • The Ecuadorian Trans-Andean Railway and the <i>Nariz del Diablo</i> train. • <i>El AVE (España)</i>. • <i>La Red Española de Albergues Juveniles</i>. • <i>La Organización Mundial del Turismo</i>. • Lake Titicaca. • The Colombian writer Gabriel García Márquez. • Tourist attractions in Latin America.
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Quarter 4: March 27 – June 8	
Objectives	Major Concepts
<p>Unit 5: Participamos</p> <p>To talk about historical events and figures.</p> <ul style="list-style-type: none"> • To express order or position in a series. • To express certainty and doubt. • To talk about politics and different government systems. • To express the purpose of an action. • To express an objection to or a difficulty with a fact or an event. <p>To talk about social and environmental issues.</p> <ul style="list-style-type: none"> • To talk about contrary-to-fact or hypothetical conditions in the past. • To express the time of an action or a sequence of events. • To identify main ideas and significant details in a variety of texts. <p>To write a wide variety of texts, including an essay exploring a topic.</p> <ul style="list-style-type: none"> • To know and apply the different stages of the writing process: planning, writing, 	<p>Vocabulary. Historia, política y sociedad</p> <ul style="list-style-type: none"> • Useful expressions to introduce a topic, to introduce a positive or a negative fact, and to clarify or specify something said. • Review of known vocabulary about history, society, and politics. • History. • Politics and government. • Social and environmental issues. <p>Grammar</p> <ul style="list-style-type: none"> • Ordinal numbers. • To express certainty and doubt. • To express purpose. • To express difficulty. • To express condition. • To express time. <p>Culture</p> <ul style="list-style-type: none"> • The Guayaquil Conference. Simón Bolívar and José de San Martín. • The Chilean musical group

revising, and sharing.

- To explore Hispanic immigration in the United States.

Unit 6

To talk about art and to describe an artwork.

- To talk about painting, architecture, and sculpture.
- To describe and compare people and things.
- To refer to a general concept or an abstract idea using the neuter article *lo*.
- To state opinions.
To make value statements.
- To talk about literature.
- To express small size or affection using diminutives.
- To give advice and make recommendations.
- To identify main ideas and significant details in a variety of texts.
To write a wide variety of texts, including a review of a novel.
- To know and apply the different stages of the writing process: planning, writing, revising, and sharing.
To explore the flourishing of Latin American literature in the 1960s.

Inti-Illimani and the *Canción Protesta* movement.

- Antonio Villaraigosa.
- María Eva Duarte de Perón.
- The Central American Indigenous Council and Latin American indigenous movements.
- *Voluntariado juvenil en Perú*.
- *La contaminación en la Ciudad de México*.
- Hispanic immigration in the United States.

Vocabulary. El arte

- Useful expressions used to refer to very valuable artwork, to say that something happens in a moment, to say that something is looked at lightly, and to express that something is done in depth.
- Review of known vocabulary about art, architecture, shapes, colors, materials, and literature.
- Art and painting. Art styles.
- Architecture and sculpture. Materials.
- Literature. Literary genres.

Grammar

- Comparisons.
- The neuter article *lo*.
- To express opinion.
- To make value statements.
- Diminutives.
- To give advice and make recommendations.

Culture

- The Mexican Muralist movement and muralist painters Diego Rivera, David Alfaro Siqueiros, and José Clemente Orozco.
- The Colombian artist Fernando Botero.
- *El arte en la calle*.
- The Spanish architect Rafael Moneo.
- *La Ciudad Universitaria de Caracas*.
- The Spanish sculptor Eduardo Chillida.
- The Argentinean writer Jorge Luis Borges and his short story *El Sur*.
- *Premios literarios*.
- The Chilean writer Isabel Allende.
- Latin American literary boom in the 1960s.