



## HOMEWOOD-FLOSSMOOR HIGH SCHOOL COURSE SCOPE & SEQUENCE

Semester 1 '11 – '12      Department: World Language    Course: Spanish 4 Honors      Instructor(s): Fine, Rios, Salvato  
 This course is aligned to:    **ACTFL National Standards for Foreign Language Learning/AP College Board Standards**

*The Homewood-Flossmoor High School Course Scope & Sequence provides parents and students with a semester-long overview of each class that we offer. **An instructor may alter a course's scope & sequence as needed.** Students are responsible for keeping track of due dates and other pertinent course information in their H-F Student Planners. Parents, please contact your child's teacher by telephone or e-mail to clarify any questions you may have about the scope & sequence of a particular course.*

WEEK	COLLEGE READINESS AND/OR COLLEGE BOARD CONTENT STANDARDS	INSTRUCTIONAL CONTENT	ACTIVITIES, READINGS, LABS, AND/OR ASSIGNMENTS	MAJOR ASSESSMENTS	OTHER
WEEK #1 8/15 – 8/19 First day for students: 8/17	Standards 1.1, 1.2, 1.3	Classroom Policies and Procedures. Students will use target language to discuss personal interests and summer vacation. Practice and learn pronunciation in reference to accents and syllables.	Speaking and writing activities using vocabulary and grammar in context WL Lab activities		
WEEK #2 8/22 – 8/26	Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1	Capítulo 1: Intro to new vocab Culture: Power point on Borges Lecture and Q&A on central themes of reading Grammar: start present tense	Textbook activities Speaking and writing activities using vocabulary and grammar in context Reading 'El otro' (Argentina) by Borges: page 4-5 Song: 'Sueños' by Diego Torres	Quiz on Present Tense Quiz on Capítulo 1 Vocabulary	



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			Argentina Cultural video		
WEEK #3 8/29 – 9/2 PLC day: 9/2	Standards 1.1, 1.2, 1.3, 4.1, 5.1	Grammar: comprehensive review with the preterite aspect including regular and all irregular verbs Capítulo2: Intro to new vocab	Textbook activities Speaking and writing activities using vocabulary in context	Quiz on the Preterite Tense	
WEEK #4 9/5 – 9/9 No school: 9/5	Standards 1.1, 1.2, 1.3, 2.1, 2.2, 5.1	Culture: Power point on Pablo Neruda Lecture and Q&A on central themes of reading	Textbook activities Speaking and writing activities using vocabulary and grammar in context Discuss the 5 stages of grief Reading ‘Un perro ha muerto’ (Chile ) by Neruda: page 24-25	Quiz on Capitulo 2 Vocabulary	
WEEK #5 9/12 – 9/16 Pep Assembly: 9/16	Standards 1.1, 1.2, 1.3, 3.1, 5.1, 4.1, 4.2	Grammar: start working with the Imperfect aspect Introduce fairytale Read “La verdadera historia de los tres cerditos” Review of preterit vs. Imperfect	Textbook activities Speaking and writing activities using vocabulary and grammar in context. Song: Poema XV by Neruda Song: Irregular preterit forms to the tune of ‘10 little indians’ Song: La historia de Juan by Juanes	Quiz on Imperfect Students will discuss their childhoods and rewrite a Fairytale in Spanish per model	
WEEK #6 9/19 – 9/23 PLC day: 9/23	Standards 1.1, 1.2, 1.3, 3.1, 3.2	Additional practice of preterit vs. imperfect	Lab time to work on fairy tale projects	↓	



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WEEK #7 9/26 – 9/30	Standards 1.1, 1.2, 1.3. 5.1	Grammar: Comprehensive review of present perfect, pluperfect	Textbook activities Speaking and writing activities using vocabulary and grammar in context WL lab activities Song: Past participles to the tune of Rudolph	Projects on Fairytale Quiz on Present and Pluperfect Tense	
WEEK #8 10/3 – 10/7 PLC day: 10/7	Standards 1.1, 1.2, 1.3	Grammar: Finish up with Ser and Estar Capítulo 3: Intro to new vocab	Teacher generated structured- input activities as well as textbook exercises Speaking and writing activities using vocabulary and grammar in context		
WEEK #9 10/10–10/14 No school: 10/10 All School Testing: 10/12	Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2	PPT on Los desaparecidos from Argentina DVD: La historia oficial	Textbook activities and supplementary materials provided by teacher Filmaerobics activities to complement movie	Quiz on capítulo 3 vocabulary	
WEEK #10 10/17 –10/21 End of 1 <sup>st</sup> Quarter: 10/21	Standards 1.1, 1.2, 1.3, 2.1, 2.2	PPT and notes on Julio Cortázar	Reading: Viajes (Argentina) pgs. 46-47 Textbook activities	Quiz on reading	
<b>WEEK</b>	<b>COLLEGE READINESS AND/OR COLLEGE BOARD CONTENT STANDARDS</b>	<b>INSTRUCTIONAL CONTENT</b>	<b>ACTIVITIES, READINGS, LABS, AND/OR ASSIGNMENTS</b>	<b>MAJOR ASSESSMENTS</b>	<b>OTHER</b>
WEEK #11 10/24–10/28	Standards 1.1, 1.2, 1.3	Grammar: Review reflexive verbs, direct	Textbook activities and supplementary materials	Video projects about cronopios,	



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PLC day: 10/28		objects, indirect objects	provided by teacher	famas and esperanzas	
WEEK #12 10/31 – 11/4 Soph. Plan Test; Parent/ teacher conferences: 11/3 No school: 11/4	Standards 1.1, 1.2, 1.3	Grammar: Verbs like gustar and double object pronouns	Textbook activities and supplementary materials provided by teacher Comprehensive review on pgs. 68-71	Quiz on double object pronouns	
WEEK #13 11/7 –11/11 No school: 11/11	Standards 1.1, 1.2, 1.3	Vocabulary: Present Capítulo 4 with PPT  Continue reviewing past vocabulary words	Textbook activities and teacher-created worksheets to help students manipulate vocabulary	Quiz on Capítulo 4 vocabulary	
WEEK #14 11/14 –11/18 PLC day: 11/18	Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 5.1, 5.2	Culture: PPT on Miguel de Unamuno Lecture and Q & A on central themes of reading Present project: El novio del infierno	Reading: ‘Nada menos que todo un hombre’ (España) pgs. 76 – 77. Textbook activities in relation to reading		
WEEK #15 11/21 – 11/25 No school: 11/24 &11/25	Standards 1.1, 1.2, 1.3, 3.1, 3.2, 4.1	Grammar: Start to present the present subjunctive – regular verbs	Textbook activities Student-centered writing and grammar workshop to help improve projects	Either student-produced videos or mini-dialogues of “El novio del infierno”	
WEEK #16 11/29 – 12/2	Standards 1.1, 1.2, 1.3, 4.1	Grammar: Continued practice of subjunctive mood with a focus on irregulars and noun clause usage	WL lab exercises	Quiz on the formation of the present subjunctive	
WEEK #17 12/5 – 12/9	Standards 1.1, 1.2, 1.3, 4.1	Grammar: Present the sequence of tenses and	Teacher generated structured- input activities as	Quiz on subjunctive vs. indicative	



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PLC day: 12/9		the difference between present indicative/ present subjunctive and present perfect subjunctive	well as textbook exercises Speaking and writing activities using vocabulary and grammar in context		
WEEK #18 12/12 –12/16	Standards 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2	PPT on the recent history of Spain with photos DVD: La lengua de las mariposas	Comprehensive Repaso pages 88-89 Filmaerobics activities to complement movie Various activites that lend to subjunctive vs. indicative practice	Movie packet	
WEEK #19 12/19 – 12/23 Winter Break Begins 12/21	Standards 1.1, 1.2, 1.3	Review Final speaking/writing exams	Class activities to review for final exam		
WEEK #20 1/2– 1/6 Classes Resume 1/4	Standards 1.1, 1.2, 1.3	Review packet			
WEEK #21 1/9 – 1/13 Finals: 1/9 – 1/11 Marking Day: 1/12 Institute Day: 1/13		Final exams Scantron portion			



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Semester 2 '11 – '12                      Department:                      Course:                      Instructor(s):  
 This course is aligned to:              **College Readiness Standards and/or College Board Standards**              Other:

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WEEK #1 1/16 – 1/20 No school: 1/16	Standards 1.1, 1.2, 1.3, 4.1	Additional usage of present subjunctive in noun clauses, as well as an introduction of the imperfect subjunctive, and sequence of tenses	Textbook activities Speaking and writing activities using vocabulary and grammar in context	Quiz on comparison of present and imperfect subjunctive	
WEEK #2 1/23 – 1/27 PLC day: 1/27	Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1	Capítulo 5: Intro to new vocabulary Culture: Power point on Matute Lecture and Q&A on central themes of reading Grammar: start future tense	Textbook activities Speaking and writing activities using vocabulary and grammar in context Reading 'El niño al que se le murió el amigo' (España) by Matute: page 94		



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WEEK #3 1/30 – 2/3	Standards 1.1, 1.2, 1.3, 4.1, 5.2	Grammar: Continue the future, compare with future perfect, and begin conditional vs. conditional perfect	Textbook activities Speaking and writing activities grammar in context Song: “If I were a rich man...” and Erma Bombeck’s essay “If I had to live my life over...”	Quiz on future tense as well as the vocabulary Introduce imperfect subj.-> conditional project	
WEEK #4 2/6 – 2/10 PLC day: 2/10	Standards 1.1, 1.2, 1.3, 3.2	Grammar: Present “se” with unplanned events	Class time to work on projects Textbook activities Speaking and writing activities using vocabulary and grammar in context Review on pages 110 - 112	Project due	
WEEK #5 2/13 – 2/17	Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.2	Capítulo 6: Introduction to new vocabulary Cultural video on García Márquez and his style: Magic Realism Lecture and Q&A on central themes of reading	Textbook activities Speaking and writing activities using vocabulary in context Reading: ‘La peste del insomnio’ by Garcia Márquez (Colombia) p. 116-119 Class time to work on project “El letrero”	Short comprehension quizzes on Reading Project on self-definitions with comparison to cow and Macondo	
WEEK #6 2/20 – 2/24 No school: 2/20	Standards 1.1, 1.2, 1.3, 4.1	Grammar: sequence of tenses with imperfect subjunctive and past	Textbook activities Speaking and writing activities using grammar		



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PLC day: 2/24		perfect subjunctive	in context Inclusive review p. 130-132		
WEEK #7 2/27 – 3/2	Standards 1.1, 1.2, 1.3, 4.1, 4.2	Supplementary Review on present and past subjunctive compare to the indicative	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context Tell Me More Website/teacher websites	Comprehensive quiz on present and past subjunctive compare to the indicative.	
WEEK #8 3/5 – 3/9 No School: 3/5 Institute Day 3/6	Standards 1.1, 1.2, 1.3, 2.1, 2.2, 4.2	Capítulo 7: Intro to new vocabulary Culture: Power Point on Esquivel and her style: Magic Realism Lecture and Q&A on central themes of reading	Textbook activities. Speaking and writing activities using vocabulary in context Reading: ‘Como agua para chocolate’ by Laura Esquivel (México) p. 136-138 Students, with parents permission, will view “Como agua para chocolate” and complete movie packet		
WEEK #9 3/12 – 3/16 PLC day: 3/16	Standards 1.1, 1.2, 1.3, 5.2, 4.1, 4.2	Continue viewing movie Grammar: Introduce affirmative and	Textbook activities. Speaking and writing activities using grammar in context	Quiz on vocabulary Turn in movie packet	



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		negative commands with direct, indirect and reflexive pronoun placement	Field trip to Mexican Fine Arts Museum Center to further learn about Mexican Civil War in relationship to the movie		
WEEK #10 3/19 – 3/23 End of 3 <sup>rd</sup> Quarter: 3/23	Standards 1.1, 1.2, 1.3, 4.1	Grammar: Introduce adjective clauses, adverbial clauses with imperfect and present subjunctive	Textbook activities. Speaking and writing activities using grammar in context	Quiz on commands Quiz on adverbial conjunctions	

WEEK	COLLEGE READINESS AND/OR COLLEGE BOARD CONTENT STANDARDS	INSTRUCTIONAL CONTENT	ACTIVITIES, READINGS, LABS, AND/OR ASSIGNMENTS	MAJOR ASSESSMENTS	OTHER
WEEK #11 4/2 – 4/6 No School: 4/6	Standards 1.1, 1.2, 1.3, 4.1	Grammar: Continue adjective clauses, adverbial clauses with imperfect and present subjunctive and compare to indicative	Supplementary teacher creative activity and Tell Me More Website Inclusive review on p. 152-154	Quiz on adverbial clauses	
WEEK #12 4/9 – 4/13 PLC day: 4/13	Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1	Capítulo 8: Introduction to new vocabulary Culture: Power Point on García Lorca Lecture and Q&A on central themes of reading	Textbook activities. Speaking and writing activities using vocabulary in context Read: 'Predimientto de Antoñito el Camborio en el camino de Sevilla' by Federico García Lorca (Spain)		



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WEEK #13 4/16- 4/20	Standards 1.1, 1.2, 1.3, 4.1	Grammar: Review the progressive tense, the use of the infinitive after conjugated verbs and the use of prepositional phrases	Textbook activities Speaking and writing activities using grammar in context	Vocabulary quiz	
WEEK #14 4/23 – 4/27 PSAE: 4/24 & 4/25	Standards 1.1, 1.2, 1.3, 4.1	Grammar: Complete review of por vs. para	Textbook activities Speaking and writing activities using grammar in context Packet to supplement book with extra practice	Quiz on the infinitive forma and progressive tense	
WEEK #15 4/30 – 5/4 PLC day: 5/4	Standards 1.1, 1.2, 1.3, 2.1, 2.2, 4.2	Capítulo 9: Intro to new vocabulary Culture: Power Point on Isabel Allende Lecture and Q&A on central themes of reading	Inclusive review on p. 175-177 Reading: La casa de los espíritus (Chile) on pages 182-184 Textbook activities	Quiz on por vs. para	
WEEK #16 5/7 – 5/11	Standards 1.1, 1.2, 1.3, 4.1	Grammar: Introduce confusing words and false cognates	Textbook activities and supplementary materials provided by teacher	Project with pictures on confusing words that illustrates differences	
WEEK #17 5/14 – 5/18 PLC day: 5/18	Standards 1.1, 1.2, 1.3, 4.1	Grammar: Present lo que vs. lo cual and other uses of the subjunctive not presented in previous chapters	Begin review for final exam Book activities using grammar in context Inclusive review on p. 201-204	Quiz on all confusing words	
WEEK #18	Standards 1.1, 1.2,	Review	Class activities to review	Final exam speaking	



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5/21 – 5/25 Seniors’ last day: 5/24	1.3	Final speaking/writing exams	for final exam Complete speaking/writing exams	section and writing section	
WEEK #19 5/28 – 6/1 No school: 5/28 Final Exams: 5/29 – 5/31 Marking Day: 6/1		Final exams	Complete written and scantron final exams	Final exam scantron section	

### *ACTFL Standards for Foreign Language Learning*

#### **Communication**

#### **Communicate in Languages Other Than English**

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### **Cultures**

#### **Gain Knowledge and Understanding of Other Cultures**

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.



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**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

### Connections

#### Connect with Other Disciplines and Acquire Information

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

### Comparisons

#### Develop Insight into the Nature of Language and Culture

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

### Communities

#### Participate in Multilingual Communities at Home & Around the World

**Standard 5.1:** Students use the language both within and beyond the school setting.

**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.”



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