

## Spanish 4 Honors (WI) (UNK SPAN 201)

World Languages/Span. Level 4  
Semesters 1 & 2 required

Mr. Gamero

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Class web

<https://sites.google.com/a/lexschools.org/lexington-high-school-world-languages/spanish>

**Texts:** *Revistas 5<sup>th</sup>* by Blanco ( Supersite Web Activities)  
Nuevas Vistas by Holt

Prerequisites: Spanish 3 Honors or Advanced Spanish 2

**Course Objectives:** Spanish level 4 contains a complete review of the many grammar lessons learned in earlier Spanish courses and continues with the progression into advanced concepts and vocabulary. This course will cover every conjugation form of verbs in the past, present and future and will challenge you, the honors student, with projects that focus on Latin American culture. As a student of this course, expect advanced material and reading to be conducted primarily in Spanish. If you cannot speak or understand basic Spanish, do not take this course! Fluency is key in this course and you will be expected to speak in Spanish, too.

### **Course Goals/Standards: (According to the Nebraska K-12 Foreign Language Frameworks)**

The ultimate goal of this class is a mastery of advanced Spanish vocabulary as well as verb conjugation used within the correct context. In order to achieve those goals, the following standards will be completed by the end of the school year...

#### **Goal One: 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 convey information, concepts, and ideas to listeners and readers for a variety of purposes.

#### **Goal Two: Gain Knowledge and Understanding of Other Cultures**

Standard 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

Standard 2.2 Students demonstrate an understanding of the relationship between

the perspectives and products/contributions of the cultures studied.

**Goal Three: Connect with Other Disciplines and Acquire Information**

Standard 3.1 Students reinforce and further knowledge of other disciplines through foreign languages.

Standard 3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.

**Goal Four: Develop Insight into the Nature of Language and Culture**

Standard 4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

Standard 4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

**Goal Five: Participate in Multilingual Communities at Home and Around the World**

Standard 5.1 Students use the language both within and beyond the school setting for a variety of purposes.

**Honors requirements:** The following will be required of each student in order receive full credit and meet the fulfillment of this honors' course. There may be additional work added to this list as the year progresses.

1. 2-4 Page research papers in Spanish due in early December and in May. (Actual date to be discussed in class.) These papers will be written in English and Spanish
2. 2 Five paragraph essays in Spanish and Power Point presentations based on research papers and essays.
3. Oral presentation of research paper will be due as a Power point in December and in May.
4. Must also maintain on your laptop, for a grade, all of your work in a portfolio format due twice during the year to be checked for completeness.
5. You will be expected to type the entire presentation of class notes in this portfolio.
6. Comprehensive midterm exam in December.
7. Comprehensive final exam in May.

**8. UNK Grade Scale: You will receive LHS honors credit upon completion of this course as well as 3 hours of credit from the University of Nebraska at Kearney.**

**A+ 98 100 B+ 88 – 89 C+ 78 – 79 D+ 68 69 F 0 – 59**  
**A 93 – 97 B 83 – 87 C 73 – 77 D 63 -67**  
**A- 90 – 92 B- 80 – 82 C- 70 – 72 D- 60 62**

### **Attendance Policy/Participation:**

1. You are expected to come to class, on time, and to be in your seats or heading towards your seats before the bell rings. You will lose participation points for tardiness.
2. You will receive 10 points daily for coming to class and participating.
3. You cannot get back your daily points if you missed my class because you were unexcused! If you were unexcused, your work for that day will be a 0% in the grade-book until you make up your assignment.
4. You will lose 10 points per day that you are not in class. You can get negative participation points in the grade-book!
5. To get your participation points back, you will need to see me and make up the assignments that you missed while you were gone. These assignments are due within two days upon your return to class.
6. Excessive absence and/or tardiness will be dealt with according to school policy in the handbook and will be explained to you in class.
7. If you do not make up your assignments and/or tests within two days. You will receive a 0% for that grade and will have to attend Enrichment Learning School until your assignment has been completed.

### **Leaving class:**

1. You will only be allowed to leave class for materials that are crucial to that day's work.
2. Leaving class to retrieve materials will result in a loss of participation points.
3. You will not be excused to go to the restroom. Please go before you come to class.
4.

### **Behavior: Please make reference to the School Wide Agreements and Intervention posters in my classroom for an explanation of what is expected from you in class in terms of behavior.**

1. You are accountable for your own behavior in this class.
2. If you misbehave, you may lose your participation points for that day, which you will not get back as well as receive a verbal warning, which will be recorded with administration.
3. If you continue to misbehave, you will receive a 30 minute detention for your behavior. If your misbehavior continues, you may be removed from the class for that day.
4. Misbehavior is defined by me as any type of behavior that interferes with the learning process in the classroom.
5. Misbehavior includes but is not limited to vulgarity in Spanish and/or English, lewd comments, name-calling and showing disrespect to the teacher and/or classmates.

6. Visiting web sites that I deem as inappropriate or not productive for the class will result in a loss of points with a punishment in accordance to school policy with regards to student use of the laptops.

**Classroom hours:** I can work with you from 7:15 AM to 7:45AM or after school until 4:00 PM, each day of the week.

**Grading:** Lexington High's honors grading scale will be used.

**Grade Breakdown:** 15% Participation; 25% Projects/Presentations/Homework; 25% Quizzes/Tests 1<sup>st</sup>, 35% Honors projects (Paper/Paper presentation/Play translation/portfolio), 1<sup>st</sup> and 2<sup>nd</sup> semester written exams.

**Materials needed for this class:** 1 notebook for notes, a simple two pocket folder and a pen or pencil as long as it is not red. Bring your textbook to class everyday.

**Projects/Presentations:** Because I believe that there is more to Spanish than just grammar exercises and homework, will do weekly projects on various themes. Every week we will do an in-class conversation that will be presented to the class. Many times these projects will presented to the rest of the class. Before the projects have begun, a complete list of requirements will be handed out and gone over by myself to clarify any questions that you may have.

**Quizzes/Tests:** Because of the large numbers of new vocabulary that we will be learning, the vocabulary lists and quizzes will be broken up into two or more separate quizzes. Most quizzes will be announced and you will be informed as to the content of these assessments. A lesson quiz will be given at the end of each lesson.

**Detention:** If you receive a detention for misbehaving in class you will be expected to show up immediately after school that day. If you choose not to show up you can make up your 30 minutes the following morning no later than 7:30 A.M. Your detention does not start until you are in your seat. Failure to make up time will result in one hour of owed time. If you do not make up your hour it will double to two hours and after that you will be turned into the office for further discipline.

### **CHEATING/ PLAGIARISM**

Cheating or plagiarism will not be tolerated. Each student is responsible for doing his or her work. Students who violate this policy will be subject to receiving a zero for the assignment or test, quiz, or examination etc. Students who continue to cheat or plagiarize may be subject to further discipline.

Cheating can involve one or more of the following actions:

1. To use the work of another person as your own.
2. To copy information from internet (work not cited), another student's test, theme, book report, term paper, etc.
3. To plagiarize is using another person's ideas, expression or words without giving the original author credit (work cited).

4. To prepare to cheat in advance. Such action which involves having a copy of the test, quiz or examination in advance, use of notes during the test, quiz, or examination, talking while taking the test, quiz, or examination.
5. Failing to follow tests, quiz or examination procedures or instructions announced by the instructor.

## **Spanish 4 - Chapters that we will cover in class (approximately 7-10 classes each).**

### **Semester 1**

#### **Chapter 1**

##### **¿Realidad o fantasía?**

Cortometraje: Juan Pablo Zaramella "Viaje a Marte"

Estructuras: Los verbos ser y estar, las preposiciones

Lecturas: Eduardo Galeano, Luis Santos, Gabriel García Márquez

Tira cómica: "Viaje especial" de Quino

Composición: Paranormal y sobrenatural

Tertulia: Creadores de realidad

Tema: Las comunidades educativas (presentación, discusión y composición)

#### **Chapter 2**

##### **Una cuestión de personalidad**

Cortometraje: Alberto Ruiz Rojo "Diez minutos"

Estructuras: Narración en el pasado I y II

Lecturas: Artículo, microcuentos y poemas

Tira cómica: "Yo le diría" Ricardo Reyes

Composición: ¿Crees en los Astros?

Tertulia: ¿Innato o adquirido?

Tema: Las redes sociales (presentación, discusión y composición)

#### **Chapter 3**

##### **La influencia de los medios**

Cortometraje: Nacho Solana "Namnala"

Estructuras: Pronombres de objeto directo e indirecto y adjetivos

Lecturas: Entrevista opinión y cuento

Tira cómica: Dos viñetas de Forges

Composición: Escribe una crítica de cine

Tertulia: La telebasura a debate

Tema: La Geografía humana (presentación, discusión y composición)

#### **Chapter 4**

##### **Las garras del poder**

Cortometraje: ¿Quién es Echegoyen de Sergio Teubal?  
Estructuras: El subjuntivo y pronombres relativos  
Lecturas: Opinión, experiencias y poemas  
Tira cómica: Alberto Montt “Inseguridad”  
Composición: Escribe una carta al presidente  
Tertulia: Las empresas multinacionales ¿A favor o en contra?  
Tema: Las tradiciones y los valores (presentación, discusión y composición)

## **Chapter 5**

### **Misterios del amor**

Cortometraje: Ruth Díaz “Porsiemprejamón”  
Estructuras: El subjuntivo II y usos de “se” parte 1  
Lecturas: artículo, opinión y cuento  
Tira cómica: Xavier Águeda “El amor es divertido”  
Composición: Exprésate sobre el amor  
Tertulia: Los misterios del amor  
Tema: La ciudadanía global (presentación, discusión y composición)

## **Chapter 6**

### **Modos de vivir**

Cortometraje: Carlos Cuarón “El sándwich de Mariana”  
Estructuras: Oraciones condicionales con “si”, usos de “se” parte 2  
Lecturas: Experiencias, artículo, cuento  
Tira cómica: Maitena “Teléfono”  
Composición: Encuentra la receta de la felicidad  
Tertulia: Los efectos de la inmigración  
Tema: La estructura familiar (presentación, discusión y composición)

## **Semester 2 Nuevas Vistas book**

### **Chapter 3**

The subjunctive explained (requests, demands, etc.)  
The irregular subjunctive forms (same as above)  
The subjunctive after impersonal expressions (similar to above)

### **Chapter 4**

The imperative commands along with negative forms (commanding people)

Para vs. Por explained (the various way to say “for”)

### **Chapter 5**

Preterite forms and uses (speaking about the past)  
Irregular preterite forms (speaking in the past tense)  
Negative expressions  
The uses of desde and desde hace (saying “since”)

## **Chapter 6**

The imperfect tense and its' uses (speaking in the past tense)  
The use of the imperfect and preterite in the same sentence

## **Chapter 7**

The present perfect indicative (indicating who is doing what)  
Direct and indirect prepositions such as me, te and se (me, you, him, etc.)  
Usage of the verb gustar (saying “to like” in Spanish)

## **Chapter 8**

The subjunctive tense while using emotions or sentiments (expressing want and need)  
The subjunctive tense with expressions of doubt (expressing things you don't want people to do)  
The present perfect subjunctive form (telling people what they should have done)

## **Chapter 9**

**Demonstrative adjectives (explaining possession)**  
Adjectives as possessive pronouns (description words that express possession)  
Comparisons  
Superlatives such as more than and less than

## **Chapter 10**

**The future tense (talking about what you will do)**  
**The conditional tense (talking about what you would do)**  
The pluperfect tense

## **Chapter 11**

al + infinitive (saying “to the” in Spanish)  
The usage of an infinitive after a preposition  
The usage of an infinitive after a conjunction  
The usage of the subjunctive or indicative after the word “cuando” (expressing doubt about something that will get done)

## **Chapter 12**

The forms of the imperfect subjunctive (talking about how things should have been)  
The general usage of the imperfect subjunctive (more with expressing doubt)  
Sentences that use the word “si” (using “if” in Spanish)

## **Chapter 13**

The passive voice (telling people what to do)  
Ser/estar + a past participle (being something)  
Construction of “se” with a verb (talking about what is being done)

## **Chapter 14**

The pluperfect subjunctive (expressing wishes)  
The conditional perfect tense explained (expressing what you would like to do)  
The perfect conditional tense  
The past conditional tense (explaining what you would have liked to have done)

I (insert student name here) \_\_\_\_\_ have read the above rules and understand that I must follow them to complete and succeed in this class.

Yo (escriba su nombre aquí) \_\_\_\_\_ he leído las reglas arriba y entiendo que yo tengo que seguirlas para completar y tener éxito en esta clase.

I (insert parent/guardian name here) \_\_\_\_\_ have read the above rules and understand what will be necessary for my student to be successful in this class.

Yo (escriba el nombre del padre o guardián aquí) \_\_\_\_\_ he leído las reglas arriba y entiendo que es necesario para mi estudiante tener éxito en esta clase.