SPANISH 4 HONORS
ONE YEAR
WORLD LANGUAGE DEPARTMENT
RUTHERFORD HIGH SCHOOL
2004

Approved: Spring 2004
SPANISH 4 HONORS

PURPOSE

Emphasis will be placed on more sophisticated grammatical constructions, idiomatic expressions, composition, and conversation. The student will strive for fluency in oral expression, will continue reading Spanish literature, current newspapers and magazines, and will develop an understanding of and a respect for people whose way of life, value system, and attitudes are different from one’s own.

This course is designed to meet the needs of students (11-12) who are interested in the advanced study of Spanish grammar, conversation, literature, history, and culture.
SPANISH 4 HONORS

I. Introduction

This course has been designed to reflect the philosophy and goals found in both the national standards, “Standards for Foreign Language Learning in the 21st Century (ACTFL, 1999) and the “New Jersey Core Curriculum Content Standards for World Languages (2004). The focus of the course is to provide students with the skills they need to create language for communication. The students continue their study of Spanish from the introduction of new material, through reinforcement, evaluation and review, presentations, exercises and activities, all of which are designed to span all four language skills. Culture is integrated throughout the course.

This course is designed to meet the needs of students (11-12) who are interested in continuing their study of the Spanish language and culture.

II. Objectives

Emphasis will be placed on more sophisticated grammatical constructions, idiomatic expressions, composition, and conversation. The student will strive for fluency in oral expression, will continue reading Spanish literature, current newspapers and magazines, and will develop an understanding of and a respect for people whose way of life, value system, and attitudes are different from one’s own.

A. National Standards for Foreign Language Learning

1. Communication
   A. Communicate in Languages Other than English
      1) Standard 1.1
         Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
      2) Standard 1.2
         Students understand and interpret written and spoken language on a variety of topics.
      3) Standard 1.3
         Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2. Cultures
   A. Gain knowledge and Understanding of Other Cultures
      1) Standard 2.1
         Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
      2) Standard 2.2
         Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Connections
   A. Connect with Other Disciplines and Acquire Information
      1) Standard 3.1
         Students reinforce and further their knowledge of other disciplines through the foreign language.
      2) Standard 3.2
         Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

4. Comparisons
   A. Develop insight into the Nature of Language and Culture
      1) Standard 4.1
         Students demonstrate understanding of the nature of language through comparisons of language studied and their own.
      2) Standard 4.2
         Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

5. Communities
   A. Participate in Multilingual Communities at Home and Around the World
      1) Standard 5.1
         Students use the language both within and beyond the school setting.
      2) Standard 5.2
         Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

B. New Jersey Core Curriculum Standards

1. Standard 7.1 (Communication)

   All students will be able to communicate in at least one World Language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

   Descriptive Statement: The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The three modes are:

   The Interpretive Mode. Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of “one-way” reading or listening include. The cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension because it implies the ability to read or listen “between the lines.”
The Interpersonal Mode. Students engage in direct oral and/or written communication. Examples involving “two-way”, interactive communication are conversing face-to-face, or exchanging personal letters or e-mail messages.

The Presentational Mode. Students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this “one-to-many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

**Pre-Advanced Learner Range**

According to ACTFL, students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes in the elementary school and 5 times a week for forty minutes in the middle school and high school should meet the following cumulative progress indicators by the end of Grade 12.

a. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Demonstrate an understanding of spoken and written language as expressed by speakers of the target language in formal and informal settings through appropriate responses.

2. Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture to perform a variety of functions.
   - Persuading, negotiating, offering advice

3. Analyze the historical and political contexts that connect/have connected famous people, places and events from the target culture with the U.S.

4. Synthesize information from oral and written discourse dealing with a variety of topics.
   - Television and cinema presentations
   - Teen and adult social interactions
   - Trends in education and business

5. Apply knowledge and skills gained in other core content areas to interpret information on topics related to the study of the target language and culture.
   - Grade level appropriate social studies topics and career education and consumer, family and life skills (e.g., drawing conclusions about political, economic and societal patterns in the target culture country through the use of technological data obtained using authentic sources in the target language)
6. Analyze and critique readings from authentic texts and/or from a variety of art genres.
   - Main ideas, theme and supportive details
   - Roles and significance of main characters
   - Use of figurative language (e.g., symbolism, connotation and denotation)

7. Analyze elements of the target language and comparable linguistic elements in English.
   - Influence of languages on each other
   - Syntax and morphology

b. Interpersonal Mode (direct spoken and written communication)
   1. Give, respond, and ask for clarification on detailed oral and written directions, commands, and requests.
   2. Interact in a variety of situations using culturally appropriate verbal and non-verbal communication strategies.
   3. Ask and respond to questions as part of group discussion on topics of personal, academic or social nature.
      - Grade level appropriate health topics (e.g., explaining supporting an opinion on a societal issue such as violence or driving under the influence of controlled substances; participating in a panel or debate on a school-wide problem such as harassment due to gender or sexual orientation)
   4. Engage in oral and/or written discourse in a variety of time frames on topics of personal or social interest, or on topics studied in other core content areas.
      - Grade level appropriate career education and consumer, family and life skills activities (e.g., college and job interviews; transactions and negotiations: filling out a business form in the target culture, asking for telephone service to be connected, demonstrating the ability to seek and apply for a job, compromising with a parent over a weekend curfew)
      - Grade level appropriate health topics (e.g., social issues: dating, behavior at school and on-school events)
      - Grade level appropriate social studies topics (e.g., analysis of the economic, scientific and political factors that led to the age of European exploration and the commercial revolution)

5. Analyze and critique a variety of culturally authentic selections.
   - Reflection of target culture in text
   - Purpose, message and style of the author
   - Use of figurative language
   - Political or social impact and relevance to self
6. Use language in a variety of settings to further personal and/or career goals.

   • Grade level appropriate career education and consumer, family, and life skills activities (e.g., participation in career exploration, competitive events in the target language, community service, or school-to-work projects that use the target language and knowledge of its culture)

c. Presentational Mode (spoken and written communication for an audience)

1. Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or exposure to perspectives from the target culture.

   • Grade level appropriate health topics (e.g., problems and issues encountered in late adolescence)
   • Grade level appropriate language arts literacy topics (e.g., themes found in fiction and nonfiction such as hope, death, love, loyalty, honor, courage)
   • Grade level appropriate career education and consumer, family, and life skills activities (e.g., media presentation to “teach a class” about a specific topic related to other core content areas and/or the target culture)

2. Use language creatively in writing for a variety of purposes.

   • Grade level appropriate language arts literacy activities (e.g., writing a letter to the editor, an editorial or an op-ed piece in the target language for a newspaper or magazine; writing a research paper using target language sources)

3. Explain the structural elements and/or cultural perspectives of authentic selections.

   • Grade level appropriate language arts literacy activities (e.g., summary or retelling the selection with substantive description and detail; analysis of character, theme and setting and how it reflects the target culture)

4. Explain the perspectives of the target culture(s) as evidenced by their products and practices and compare those with home cultural perspectives.

   • Grade level appropriate social studies topics (e.g., attitudes and beliefs of the culture that influenced the development of its products or practices: esthetics, concept of time, sex roles, rights and duties, etc.; how a particular product or practice of the target culture compares with a similar product or practice in the U.S.)
   • Grade level appropriate science topics (e.g., impact of the environment and natural resources on the development of the products and practices of the target culture)
2. Standard 7.2 (Culture)

All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

Descriptive Statement: With the adoption of national and state standards, a new way of conceptualizing the study of culture has been introduced into the world languages classroom. In addition to the traditional ways of learning about culture (i.e., studying the facts, events, famous people, and monuments), standards-based language instruction encompasses a fuller, more comprehensive view of culture. The anthropological concept of cultural products, practices, and perspectives provides a relatively new framework for the studying and experiencing of culture for most teachers and students, and forms the foundation for student achievement of the culture standard in this document.

Cultural Products. The products of a culture may be tangible (e.g., a painting, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, a system of education, graveside eulogies). The culture standard focuses on how these cultural products reflect the perspectives (attitudes, values and beliefs) of the culture studied.

Cultural Practices. The practices of a culture refer to patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the presenter’s hand after an excellent speech. The culture standard focuses on practices derived from the perspectives (traditional ideas, attitudes, and values) of the culture studied.

Cultural Perspectives. As defined by the standards, the perspectives of a culture would include the popular beliefs, the commonly held values, the folk ideas, the shared values, and the assumptions widely held by members of a culture. The perspectives of a culture sanction the cultural practices and create a need for the products. The perspectives provide the reason for “why they do it that way” and the explanation for “how can they possibly think that?” Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the culture standard.

Language, as a key to culture, can tell us what is important to a group of people, what they do for work and play, what their social values are, what level of technology they enjoy, where they come from, and much more. Language and culture as such, are inseparable.

The following cumulative progress indicators for the culture standard are organized according to the three modes of communication: interpretive, interpersonal, and presentational.
According to ACTFL, students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes in the elementary school and 5 times a week for forty minutes in the middle school and high school should meet the following cumulative progress indicators by the end of Grade 12.

a. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Analyze how the changing economic and political environment influences the development of new products and contemporary practices in the target culture.

2. Compare and contrast how the target country (ies) and the U.S. deal with current environmental issues.

3. Compare and contrast varying perspectives that exist in different target cultures as seen in television, film and other forms of the media.

4. Compare and contrast tangible products of the target culture(s) to their own culture and formulate a rationale about why people produce and use them.

b. Interpersonal Mode (direct spoken and written communication)

1. Interact in a wide range of social and professional contexts that reflect both peer-group and adult activities within the culture studied, using appropriate etiquette in verbal or non-verbal communication.

2. Discuss culturally authentic selections listened to, read, or viewed to demonstrate insights gained into the products, practices and perspectives of the target culture(s).

3. Compare and contrast for discussion common social practices in the U.S. and target culture(s) related to universal life events, such as birth, marriage, and death.

4. Analyze for discussion observable patterns of behavior and social conventions of various age groups in the target culture(s) and compare them with the U.S.

5. Analyze for discussion relationships among past and current economic and political structures and their impact on the perspectives of the culture(s) studied.

c. Presentational Mode (spoken and written communication for an audience)

1. Develop a persuasive rationale showing how the study of the target language and its culture(s) influences attitudes and views on diversity.

2. Simulate activities characteristic of the transition between high school and the workplace/university in the target culture.
I. NOTE:

Because of the wealth and breadth of the material presented in the text, in this course the students will study at least six of the following Cuadros. The units will be chosen by the students according to the interest of the group.

II. Cuadro 1:  

El arte

OBJECTIVES: Students will learn to:

1. distinguish between several painters and their methods
2. express possession of things
3. use the present tense in every day conversation
4. describe themselves and others using adjectives
5. express the usage of special conjunctions

A. Artists and Paintings Studied
1. El Greco
   a. El entierro del Conde de Orgaz
2. Diego Rodrigo de Silva y Velázquez
   a. La rendición de Breda
   b. Las meninas
3. Bartolomé Esteban Murillo
   a. La purisima concepción
4. Francisco de Goya y Lucientes
   a. El sueño de la razón produce monstruos
   b. Los fusilamientos del 3 de mayo
5. Pablo Ruíz Picasso
   a. El guitarrista viejo
6. Salvador Filipe Jacinto Dali
   a. La persistencia de memoria

B. Vocabulary
1. Topic: words to describe art work and literature

C. Structure
1. Present Tense
2. Possessive Adjectives and Pronouns
3. Agreement of Adjectives
4. Demonstrative Adjectives and Pronouns
5. Special Conjunctions

D. Conversations - Acompañanos and En el museo
1. Topic: Students will read a conversation between two friends that are going to the Museum.
2. Para gozar: La pintura moderna

E. Reading Selections
1. Los fusilamientos de la Moncloa by Manuel Machado
III. Cuadro 2:  *El humorismo*

**OBJECTIVES:** Students will learn to:

1. use the correct form of punctuation when writing a letter
2. express the present participle
3. give commands

A. Vocabulary
   1. Topic:
      a. vocabulary in order to write different types of letters
      b. vocabulary for the reading selections

B. Structure
   1. Reflexive Verbs
   2. Direct Commands
   3. Verbs - *Ser y estar*
   4. Present Participles

C. Reading Selections
   1. *Signos de puntuación* by M. Toledo y Benito
   2. *El gato de Sévres* by Marco A. Almázan
   3. *Una carta a Dios* by Gregorio Lopez y Fuentes
   4. *Chistes*
   5. *El nuevo redactor del anuario*
      a. Two high school students having a conversation about the year book.

D. Chapter Resources
   1. Student Tape Manual
   2. Workbook
   3. Teacher-made Situation Cards

E. Evaluation
   1. Tests
   2. Quizzes
   3. Homework
   4. Optional Projects
   5. Classroom Participation

IV. Cuadro 3: *El heroísmo*

**OBJECTIVES:** Students will learn to:

1. express commands
2. influence others by making requests
3. express ideas using the Subjunctive
A. Vocabulary
1. Topics
   a. vocabulary related to patriotism, war
   b. vocabulary to describe a hero, martyr

B. Structure
1. Indirect Commands
2. Uses of the Subjunctive
3. Present Subjunctive
4. The Passive Voice with the Pronoun Se
5. The Passive Voice with ser

C. Reading Selections
1. El mensajero de San Martín
2. El Alcázar no se rinde by Carlos Ruiz De Azilú
3. Dos soldados

D. Conversation - Pesadilla en Vietnam and Un héroe
1. Topics
   a. two soldiers having a conversation about the war
   b. Héctor del Valle talks about his accident while under the influence of alcohol, his rehabilitation and courage to overcome and give lectures.

E. Chapter Resources
1. Workbook
2. Tapes
3. Teacher Research

F. Evaluation
1. Tests
2. Quizzes
3. Homework
4. Optional Projects
5. Classroom Participation

V. Cuadro 4: El indio

OBJECTIVES: Students will learn to:
1. tell story using the imperfect and preterite tense
2. describe actions in the past
3. use the personal a in everyday conversation

A. Vocabulary
1. Topic: words related to stories read in class

B. Structure
1. La “A” personal
2. Preterite Tense
3. Uses of the Imperfect and Preterite Tenses

C. Reading Selections
1. La yaqui hermosa by Amado Nervo
2. Rosa Leyes, el indio by Alberto Cortez
3. Manuel Pedro by Villa Fernández
D. Chapter Resources
   1. Workbook
   2. Tapes
   3. Teacher-made Situation Cards

E. Evaluation
   1. Tests
   2. Quizzes
   3. Homework
   4. Optional Projects
   5. Classroom Participation

VI. Cuadro 5:  *La leyenda*

OBJECTIVES: Students will learn to:
   1. use the differences of *Por* and *Para*
   2. use compound tenses

A. Vocabulary
   1. Topic: words to describe reading selections

B. Structure
   1. Prepositions *por y para*
   2. Compound Tenses

C. Reading Selections
   1. *El lago encantado*
   2. *La vieja del candilejo* by Antonio Jiménez-Landí
   3. *La camisa de Margarita* by Ricardo Palma
   4. *La leyenda de Santo Domingo de la Calzda*

D. Chapter Resources
   1. Workbook
   2. Tapes
   3. Teacher Research

E. Evaluation
   1. Tests
   2. Quizzes
   3. Homework
   4. Optional Projects
   5. Classroom Participation

VII. Cuadro 6:  *Sentimientos y pasiones*

OBJECTIVES: Students will learn to:
   1. express sadness, fear, happiness
   2. understand certain Spanish traditions

A. Vocabulary
   1. Topics
      a. vocabulary to express the future and condicional
      b. words to describe feelings
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B. Structure
1. Future and Conditional Tenses
2. Using the Future and Conditional Tenses
3. Future and Conditional Perfect Tenses
4. Verbs saber and conocer
5. Estar with the Past Participle

C. Reading Selections
1. El abanico by Vincente Riva Palacio
2. La pared by Vincente Blasco Ibañez
3. El arrepentido by Ana María Matute
4. Hemos perdido aún by Pablo Neruda
5. Comunicándose sin hablar
6. Cuando un amigo se va

D. Chapter Resources
1. Workbook
2. Tapes

E. Evaluation
1. Tests
2. Quizzes
3. Homework
4. Optional Projects
5. Class Participation

VIII. Cuadro 7: Tierra y Libertad

OBJECTIVES: Students will learn to:

1. use the imperfect subjunctive
2. use suffixes, diminutive and augmentative

A. Vocabulary
1. Topic: related to the history of revolution and the calamities of war coupled with searching for the ideal.

B. Structure
1. Imperfect Subjunctive
2. Uses of the Imperfect Subjunctive
3. Suffixes

C. Reading Selections
1. Una esperanza by Amado Nervo
2. Mejor que perros by José Mancisidor
3. La persecución de Villa

D. Chapter Resources
1. Workbook
2. Tapes
3. Teacher-made Situation Cards
E. Evaluation
   1. Tests
   2. Quizzes
   3. Homework
   4. Optional Projects
   5. Classroom Participation

IX. Cuadro 8: El último viaje

OBJECTIVES: Students will learn to:
1. use object pronouns
2. use conjunctions in oral and written work

A. Vocabulary
   1. Topic
      a. vocabulary related to the ultimate journey, death

B. Structure
   1. Conjunctions: mas, pero, sino
   2. Object Pronouns
   3. Past Perfect Subjunctive

C. Conversation - En hora de necesidad
   1. Topic: Social Conditions

D. Reading Selections
   1. Fuego infantil by Luis Palés Matos
   2. ¿Soy yo quién anda? by Juan Ramón Jiménez

E. Chapter Resources
   1. Workbook
   2. Tapes
   3. Teacher Research

F. Evaluation
   1. Tests
   2. Quizzes
   3. Homework
   4. Optional Projects
   5. Classroom Participation

X. Cuadro 9: Caprichos del destino

OBJECTIVES: Students will learn to:
1. use si clauses
2. compare people and things
3. use negative words

A. Vocabulary
   1. Topic: vocabulary related to the whims of destiny, being in the wrong place at the wrong time, an unexpected meeting or revelation
B. Structure
1. “If” Clauses
2. Comparison of Adjectives
3. Negative Words

C. Conversation - *Entre vecinas*
1. Topic: Discussion of a poor young woman by neighbors who are wealthy.

D. Reading Selections
1. *A la deriva* by Horacio Quiroga
2. *La cita* by Raquel Banda Farfán
3. *El diente roto* by Pedro Emilio Coll

E. Chapter Resources
1. Workbook
2. Tapes

F. Evaluation
1. Tests
2. Quizzes
3. Homework
4. Optional Projects
5. Classroom Participation

XI. Cuadro 10: *La mujer*

OBJECTIVES: Students will learn to:
1. use the relative pronoun in every day conversation
2. use adverbs in oral and written work
3. use ordinal number

A. Vocabulary
1. Topics
   a. vocabulary related to the house, marriage, children, women’s independence
   b. vocabulary on discrimination and tradition

B. Structure
1. Relative Pronouns
2. Adverbs
3. Ordinal Numbers

C. Reading Selections
1. *Hacia la independencia* by Soledad Rodríguez
2. *Las “nuevas” madres* by Christiane Collange
3. *Redondillas* by Sor Juana Inés de la Cruz
4. *¿Discriminación o simplemente tradición?* by María-Nieves Castillo de Hill

D. Chapter Resources
1. Workbook
2. Tapes
E. Evaluation
1. Tests
2. Quizzes
3. Homework
4. Optional Projects
5. Classroom Participation

XII. Cuadro 11: La fantasía y la imaginación

OBJECTIVES: Students will learn to:
1. write short stories using fantasy and imagination

A. Vocabulary
1. Topic: vocabulary related to the fantastic, surreal, absurd, imaginative, and magical

B. Reading Selections
1. El leve Pedro by Enrique Anderson Imbert
2. Luna by Enrique Anderson Imbert
3. El brujo postergado by Jorge Luis Borges

C. Chapter Resources
1. Workbook
2. Tapes

D. Evaluation
1. Tests
2. Quizzes
3. Homework
4. Optional Projects
5. Classroom Participation

XIII. Cuadro 12: La inspiración y esperanza

OBJECTIVES: Students will learn to:
1. read poetry selections and rhymes
2. write their own poetry

A. Vocabulary
1. Topic: vocabulary related to religion, philosophy, destiny, hope, life, and love

B. Reading Selections
1. Hoy he nacido/Llénlo de amor by Amado Nervo
2. Rima VII by Gustavo Adolfo Bécquer
3. Caminasiempre adelante by Alberto Cortez
4. Anoche cuando dormía by Antonio Machado

C. Chapter Resources
1. Workbook
2. Tapes
D. Evaluation
   1. Tests
   2. Quizzes
   3. Homework
   4. Optional Projects
   5. Classroom Participation

XIV. Plays
   A. La dama del alba by Alejandro Casona
   B. Bodas de sangre by Federico García Lorca
   C. La casa de Bernarda Alba by Federico García Lorca

XV. Short Stories
   A. Cuentos de Eva Luna by Isabel Allende
      1. Dos Palabras
      2. El Oro de Tomás Vargas

XVI. One Act Plays (at least one of the following)
   A. Los fantoches by Carlos Solorzano
   B. Un hogar sólido by Elena Garro

XVII. Creative Writing in Spanish
   A. Topic: The Paragraph
   B. Objective: Through guided instruction and models, the students will be taught how to write a creative paragraph in Spanish.
   C. Activity: Students will write original paragraphs.
   D. Evaluation: The paragraphs will be evaluated by the teacher.

XVIII. Present selections from:
   A. Cuentos de Eva Luna by Isabel Allende
   B. Los ojos verdes by Gustvo Adolfo Bécquer
   C. Platero y yo by Juan Ramón Jiménez
      1. Discuss the selections trying to determining the authors’ intended purpose and conveyed feelings and how these were achieved through vocabulary and structure used.
      2. Write a paragraph for each selection trying to imitate the authors’ style.

XIX. An optional listening comprehension unit “Caminos peligrosos”, Emile de Harven, EMC Publishing

XX. CAREER EDUCATION

   (This lesson may be interpolated at any point during the year.)
   A. Topic: Job interview in a Foreign Language.
   B. Objective: To acquaint the student with various aspects of a job interview, including proper attire, attitude, poise, answering and asking questions, etc.
   C. Activities:
      1. The teacher will give a presentation on the various aspects of a job interview.
      2. Following the presentation, the teacher will review the presentation, using comprehensive questions concerning the interview.
3. The teacher will solicit about ten questions pertaining to job interviews and list these questions on the board.
4. The teacher will ask students to provide answers to the questions.
5. The students will use past class experience, prior vocabulary, and idioms learned to select an occupation of interest.
6. The teacher will divide the class in half—the students being interviewed and the interviewer.
7. Mock interviews will be presented by the students and may be video taped.
8. The class will critique this interview.

D. Evaluation: The interviews will be evaluated by the teacher.

XXI. SUPPLEMENTARY MATERIALS AND ACTIVITIES

A. Films, Travel Logs, Historical, Feature Films
B. Slides
C. Songs, Poems, and Games
D. Bulletin Boards
E. Appropriate Geography
F. Art and Artists
G. Fiestas
H. Overhead Transparencies
I. Video Cassettes
J. Magazines: El Sol, People (Spanish)
K. Newspaper: El Diario
L. Internet
M. Una vez más - James H. Couch, Rebecca D. McCann
   Carmel Rodriguez - Walter,
   Angel Rubio - Maroto
   Independent School Press - 1982

N. How to Prepare for the College Achievement Test: Spanish
O. CD’s

XXII. METHODS OF EVALUATION

A. Daily evaluation of classwork and homework.
B. Listening, speaking, reading, writing quizzes as appropriate during the course of the unit.
C. A general written test at the end of each unit or a detailed study of an appropriate topic or theme.
D. A final examination at the end of the year.
E. TEXT: Galerías - Margaret Adey and Louis Albini - Glencoe Division,
   Macmillan/McGraw-Hill 1989
F. Accompanying Text: Workbook
   1. Tapes
   2. Tests