

Southern Regional High School
Manahawkin, New Jersey
Course Syllabus

Department: World Languages

Course: Spanish IV Honors

Marking Period 1

Topics/Units to be covered:

- Classroom expectations/grading
- ¿Quién soy yo? (Who am I?) personal identity , adjectives of personality/character , review of the verbs to be (ser/estar) , expressing likes/dislikes with gustar and related verbs
- Review of the present tense including basic verbal idioms , infinitive phrases and orthographic changes
- Literary selection *Mi Padre* by Miguel Torres and/or *El Abanico* by Vicente Rivas Palacio
- Past narration and paraphrasing - general review of the preterite and the imperfect
- Oral presentation – Así Soy yo – wordless powerpoint presentation
- Composition activity – Una persona a quién admiro
- Quarterly

Marking Period 2

Topics/Units to be covered:

- España – un pueblo diverso (a diverse people)
- Vocabulary essential to talking about geography and map study
- Cultural reading – The effect of geography on the history of Spain
- Primitive civilizations of Spain (1500 B.C. ► 1492A.D.)
- Cultural reading – La Reconquista
- Review of present subjunctive (formation and use in noun clauses)
- Formation and uses of past participles (perfect tenses, as adjectives , in passive voice)
- Quarterly

Marking Period 3

Topics/Units to be covered:

- Las Artes: Nuevas Perspectivas
- Literary selections – comprehension/cultural implications ► *Ixtaccihuatl y Popocatepetl* (legend) , *A La Deriva* by Horacio Quiroga
- El Arte ► Dos Impresiones de Toledo
- La arte en la guerra ► an examination of El Tres de mayo by Francisco Goya and
- Guernica by Pablo Picasso (comparing/contrasting of works of literature and art)
- Expressing opinion/the subjunctive in adverb clauses
- review of personal pronouns
- quarterly

Marking Period 4

Topics/Units to be covered:

- Raíces – old world/ new world connections (an overview of our neighbors to the south)
- Vocabulary relating to immigration
- Immigration – (an overview of the immigrant experience and Hispanics in the U.S.A.)
- The imperfect subjunctive/the use of the subjunctive in “if” clauses
- Composition activity (Sí tuviera que fugarme de mi patria)
- Cultural reading – El Golpe Militar , Poema – La United Fruit Co. Inc.
- Final exam