SPANISH IV Honors – Core Targets

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| **1st Semester** | |
| **1st Quarter** | **2nd Quarter** |
| **GRAMMAR:**   * I can correctly conjugate and identify regular and irregular indicative verbs in the following tenses:   + el presente   + el pretérito   + el imperfecto   + el presente perfecto y pluscuamperfecto   + el futuro   + el futuro perfecto * I can use regular & irregular verbs correctly in order to narrate and describe. * I can recognize the difference between the preterit and the imperfect tenses to narrate and describe in the past. * I can identify and use the present perfect and understand its connection to the moment of speech. * I can also indentify and use pluperfect tense and understand its connection to a sequence of events in the past. * I can use the future tenses (future and future perfect) to narrate and describe in the future, make predictions, and express probability. * I know when to use *tú* and *usted* according to the context and my audience. | **GRAMMAR:**   * I can correctly conjugate and identify regular and irregular indicative verbs in the following tenses:   + el condicional   + el condicional perfecto * I can use the conditional tenses (conditional and conditional perfect) to make hypotheses and talk about impossible situations. * I can use the conditional tenses (conditional and conditional perfect) to express probability in the past. * I understand the difference between using prepositions in English and in Spanish, and I can start to incorporate more correct forms into my writing and speaking. * I can use expressions used for oral communication (Appendix D – *Abriendo paso*) and words and expressions used to connect ideas (Appendix B – *Abriendo paso*) in my speaking and writing. |
| **CONTENT:**  I can talk about identity:   * personal identity * how identity is formed * how experiences shape us * who I am   I can discuss stereotypes / discrimination:   * in the school * in society * in the media * personal biases   I can talk about *Mexicans*  in the US. | **CONTENT:**   * I can discuss social, political, and economic aspects of Central American Immigration to the United States. * I can discuss the Chicano Rights movement and its major contributors. * I can compare and contrast the family structure of North American and Latin American families. * I can share my opinions about the idea of the “American Dream.” |

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| **2nd Semester** | |
| **3rd Quarter** | **4th Quarter** |
| **GRAMMAR:**   * I can correctly conjugate and identify regular and irregular subjunctive verbs in the following tenses:   + el imperfecto del subjuntivo   + el presente del subjuntivo   + mandatos formales e informales   + el presente perfecto y pluscuamperfecto   del subjuntivo.   * I can use regular & irregular verbs correctly in order to express emotion, doubt, negation, probability and conjecture. * I can recognize the difference between the different tense use to express probability and hypothesis in *si clauses.* * I can identify and use the subjunctive mood in all its tense forms and understand their connection to the moment of speech. * I can also indentify and use pluperfect tense subjunctive and understand its connection to a sequence of events in the past. * I know when to use *tú* and *usted* according to the context and my audience. | **GRAMMAR:**   * I can correctly conjugate and identify regular and irregular indicative verbs in:   + La secuencia de tiempos * I can use the sequence of tenses with indicative,   subjunctive and imperative verb forms to narrate events in the future, present and past.   * I can use *por and para* more accurately when I speak and when I write. * I understand the difference between using prepositions in English and in Spanish, and I can confidently use more correct forms into my writing and speaking, using the in formation found in Appendix C of *Abriendo paso.* * I can use expressions used for oral communication (Appendix D – *Abriendo paso*) and words and expressions used to connect ideas more naturally and accurately (Appendix B – *Abriendo paso*) in my speaking and writing. |
| **CONTENT:**  I can talk about:   * The differences and similarities between Puerto Rican and Cuban immigration, as compared with the rest of Latin America. * Read and discuss poetry and prose by Cuban and Puerto Rican authors. * I can understand more deeply the history and culture of Puerto Rico and Cuba. * I can research different aspects of the local cultures using authentic written and oral/aural sources. | **CONTENT:**   * I can identify the different regions of Spain on a map and understand that they are inherently different. * I can explain the origin of the traditional pilgrimages to Santiago de Compostela. * I can explore the different literary elements present in a play and analyze them. * I can compare and contrast literature and film. * I can read out loud using correct pronunciation and intonation to convey emotion. |