|  |
| --- |
| **HS Spanish 4 Honors Traditional Pace, Segment 1****NOTE: You MAY work ahead of pace if wish, making sure you follow the order in which the assignments are listed.****\*\*\*You are expected to STAY ON PACE, or ahead of pace.\*\*\*****You MUST submit work EVERY WEEK, even if you are ahead of pace!** |
| **Week/****DUE DATE** | **Lessons and Assignments** | **Learning Goals** |
| **1** | **4.00 Felicidad no es hacer lo que quieres sino qurer lo que haces****4.01 Celebraciones y creencias** | **By the ending of Module 4, you will be able to…*** demonstrate command of the Spanish language and related culture by responding to questions using a variety of tenses, words with Latin origin, the various uses and placements of pronouns, infinitives, adverbs, progressive tenses, the conditional perfect and the imperfect subjunctive mood as well as vocabulary and culture related to family, community, and love
* Demonstrate command of the Spanish language and related culture by orally presenting information on superstitions, celebrations, travel, sports and leisure, post-secondary education, and careers
 |
| **2** | **4.02 Viajar por el mundo****4.03 Los pasatiempos del mundo** |
| **3** | **4.04 La educación superior****4.05 ¡Escribamos una narración!** |
| **4** | **4.06 ¡Conversemos!****4.07 Las profesiones que hubieran tenido** |
|  |
|  |
| **5** | **GRACE PERIOD ENDS:** **4.08 Módulo Examen****4.08 Módulo Examen Parte 2** |  |
| **10** | **5.00 La belleza no mira, sólo es mirada****5.01 Los ideales de la belleza****5.02 La arquitectura es la belleza de sociedad** | **By the end of Module 5, you will be able to…*** demonstrate command of the Spanish language and related culture by responding to questions using a variety of tenses, words with Latin origin, reflexive verbs, the uses of the verb *hacer* with time expressions, demonstrative adjectives and pronouns, the future subjunctive mood and the passive voice as well as vocabulary and culture related to beauty and aesthetics
* demonstrate command of the Spanish language and related culture by orally presenting information on beauty and aesthetics in humans, architecture, literature, visual and performing arts
 |
| **11** | **[5.03 El arte es belleza](http://orange.flvs.net/educator/teacher/assignmentfeedback.cgi?csantiago135*mpos=10&spos=0&slt=F3.KsUj9sckiQ*4535*kimberlinalonso*0008" \t "_top)****[5.04 La belleza de la palabra](http://orange.flvs.net/educator/teacher/assignmentfeedback.cgi?csantiago135*mpos=10&spos=0&slt=F3.KsUj9sckiQ*4535*kimberlinalonso*0008" \t "_top)** |
| **12** | [**5.05 ¡Escribamos un nsayo**](http://orange.flvs.net/educator/teacher/examform.cgi?csantiago135*mpos=10&spos=0&slt=F3.KsUj9sckiQ*4535*0017*kimberlinalonso) **persuasivo!** **5.06 ¡Conversemos!** |
| **13** | **5.07 La belleza en el escenario**[**Colaboración del segmento do**](http://orange.flvs.net/educator/teacher/assignmentfeedback.cgi?csantiago135*mpos=10&spos=0&slt=F3.KsUj9sckiQ*4535*kimberlinalonso*0001)**s** |
| **14** | [**5.08 Examen del Segmento 1**](http://orange.flvs.net/educator/teacher/examform.cgi?csantiago135*mpos=10&spos=0&slt=F3.KsUj9sckiQ*4535*0019*kimberlinalonso)[5**.08 Examen del Segmento 1 Parte 2**](http://orange.flvs.net/educator/teacher/assignmentfeedback.cgi?csantiago135*mpos=10&spos=0&slt=F3.KsUj9sckiQ*4535*kimberlinalonso*0010) |
|  |