

# Español 4 – AP Frankfort Community High School



¿Necesitas ayuda? Mándame un correo...Sra. Slider [mslider@wfschools.org](mailto:mslider@wfschools.org)

**8/24 - 25**

## IN-CLASS ACTIVITIES

1. Presentation of the course syllabus, and explain the course objectives.
2. Familiarize your students with the **IMAGINA** textbook, the Film Collection, and the student ancillaries by referring them to pp. x-xxvi. For more information, see Orienting Students to the Student Textbook on p. IAE-8 of your Instructor's Annotated Edition.
3. Use the photo and text of the lesson opener to introduce the lesson theme and vocabulary. Point out the **Destino** box in the table of contents and preview the regional focus of the **Imagina** section.
4. Present the vocabulary list in **Para empezar**, modeling the Spanish words and expressions. Use discussion questions, descriptions, short narrations, or readings to present new vocabulary in context.
5. Do the **Práctica** activities for **Para empezar** in class. For pair and group activities, circulate around the room to monitor students and provide guidance. Call on volunteers to share their answers or ideas with the class.

## ASSIGNMENT

1. Study the vocabulary for **Para empezar**. Select 10 vocabulary words and create Spanish definitions for them.
2. Read the **Preparación** and **Escenas** sections of **Cortometraje**.

## ADDITIONAL PRACTICE OPTIONS

1. Do the **Para empezar** workbook activities in the Web-SAM or the Student Activities Manual.
2. Do the **Para empezar** lab activities in the Web-SAM or with the Lab MP3 and the Student Activities Manual.
3. Do the **Para empezar** activities on the **IMAGINA** supersite.

**8/26 - 27**

## IN-CLASS ACTIVITIES

1. Review the lesson vocabulary by going over students' definitions.
2. Preview **Cortometraje** using the activities in **Preparación**.
3. Call on volunteers to read the dialogue in **Escenas** and ask students to make predictions about the film. Discuss the information in the **Nota cultural**.
4. Play the introduction to the film and discuss.

5. Play the film *Momentos de estación*. Ask students how they think the video relates to the lesson theme.

## ASSIGNMENT

### ADDITIONAL PRACTICE OPTIONS

1. Watch the film *Momentos de estación* again on the **IMAGINA** supersite and complete the activities.
2. Spend more time familiarizing yourself with the Imagina website and the activities you need to complete as your assignments are given on-line. I will adjust dates to cover our late start on the website itself

**8/30**

### IN-CLASS ACTIVITIES

1. Have students check each other's answers to **Actividad 1** and to the new comprehension questions. Ask students to read each other's questions aloud and call on volunteers to respond.
2. With a different partner, have students peer-review each other's written responses to **Análisis** activities 5 and 6. Call on volunteer pairs to read their dialogues aloud.
3. Work through the remaining **Análisis** activities in class. Circulate around the room to monitor students and provide guidance. Call on volunteers to share their answers or ideas with the class.

## ASSIGNMENT

1. Read the **Análisis** section of **Cortometraje**. Prepare activities 1, 5, oralmente and 6 in writing.

## TAREA EN CASA

Read the **Imagina** section.

2. Watch the documentary *En contacto* on the **IMAGINA** supersite and complete the related activities.

**8/31**

### IN-CLASS ACTIVITIES

1. Read and discuss **Imagina Estados Unidos** as a class. Call students' attention to the features **Signos vitales**, **El español en los Estados Unidos**, and **Latinos en los EE.UU.**
2. If resources permit, play the documentary *En contacto* in class. Check comprehension by going over students' responses to the online activities. In small groups, ask students to discuss the forms of technology they rely on most to stay in contact with their own friends and families.
3. In pairs, have students read the text about Julissa. Play the song *Dame tu amor* and ask students how they think it relates to the lesson theme. In groups, have students discuss popular

genres of Latin music in the United States. Ask volunteers to bring in samples from their personal collections for the next class.

#### ASSIGNMENT

1. Read the information related to the **Imagina** section at [www.imagina.vhlcentral.com](http://www.imagina.vhlcentral.com) and complete the related activities.
2. Begin work on the **Proyecto** to present in class on Day 9. Todo está en Imagina.

#### ADDITIONAL PRACTICE OPTIONS

##### TAREA:

1. Do the **Imagina** workbook activities through 1.1 in the Web-SAM or the Student Activities Manual.
2. Read the information related to the **Imagina** section on the **IMAGINA** supersite and complete the related activities.

9/1

#### IN-CLASS ACTIVITIES



1. Do activities 1 and 2 in **¿Qué aprendiste?** as a class to check comprehension and review. Prepare for the **Miniprueba** in pairs, rereading portions of the text as necessary.
2. Discuss the information and activities on the **IMAGINA** supersite and call on volunteers to share their answers and ideas with the class.
3. Play additional music samples from Actualidades website (link on Quia website)
4. Discuss the artists featured in **Galería de creadores**. Assign small groups and ask them to meet outside class to research and prepare brief descriptions of notable U.S. Hispanics from one of several categories, such as literature, fashion design, visual arts, or film.
5. See the Instructor's Resource CD-ROM for additional teaching suggestions for the **Imagina** section.

#### ASSIGNMENT

1. Prepare the **Galería de creadores** group assignment. – Write a short essay on a famous Hispanic. Try to pick a live Hispanic. Write a short narration using at least ten verbs in the present tense.
2. Read **Estructuras 1.1, The present tense**.

9/2 Las Ketchup Day

9/3

#### IN-CLASS ACTIVITIES



1. Have groups read their descriptions of notable U.S. Hispanics to the class and compare their findings. Describe additional artists as appropriate. Record this on **Audacity**
2. Present the material in **Estructuras 1.1**. Note the **Taller de consulta** sidebars and briefly orient them to the **Manual de gramática** and the verb conjugation tables in the appendix.
3. Point out the **Atención** sidebars. Call on volunteers to conjugate **destruir**, **incluir**, and **influir** in the present tense.
4. Do the activities in **Práctica** and **Comunicación**. For pair and group activities, circulate around the room to monitor students and provide guidance. Call on volunteers to share their answers or ideas with the class.
5. Discuss the information in the **Nota cultural**. Encourage discussion about venues that promote local poets, artists, and musicians.

#### ASSIGNMENT

2. Read **Estructuras 1.2, Ser and estar**.

#### ADDITIONAL PRACTICE OPTIONS

1. Do the **Estructuras 1.1** lab activities in the Web-SAM or with the Lab MP3 and the Student Activities Manual. *We'll be doing them anyway...*

9/7

#### IN-CLASS ACTIVITIES

1. In pairs, have students read and edit each other's narrations. Call on volunteers to read the narrations to the class.
2. Present the material in **Estructuras 1.2, Ser and estar**. If time permits, replay **Momentos de estación** and ask students to jot down examples of each verb. Discuss the uses of each in the film. Then have students describe the film and characters using **ser** and **estar**.
3. Do the activities in **Práctica** and **Comunicación**. For pair and group activities, circulate around the room to monitor students and provide guidance. Call on volunteers to share their answers or ideas with the class.
4. Discuss the information in the **Notas culturales**. In pairs, have students describe neighborhoods in their own hometowns or in cities they have visited where Spanish language and culture play a vital role.
5. Optional: Use **Manual de gramática 1.4** and **1.5** to briefly review Spanish nouns, articles, and adjectives orally with your group.

#### ASSIGNMENT

1. Read **Estructuras 1.3, *Gustar* and similar verbs.**
2. Read **Manual de gramática 1.4** and **1.5** and complete the related activities.

#### ADDITIONAL PRACTICE OPTIONS

1. Do the **Estructuras 1.2** workbook activities in the Web-SAM or the Student Activities Manual.
2. Do the **Estructuras 1.2** lab activities in the Web-SAM or with the Lab MP3 and the Student Activities Manual.

### 9/8

#### IN-CLASS ACTIVITIES

1. Briefly review the grammar and vocabulary students have studied so far by asking personalized questions that relate to the lesson theme. Questions should prompt responses with present tense verb forms and **ser** and **estar**.
2. Present the material in **Estructuras 1.3, *Gustar* and similar verbs.** Briefly review indirect object pronouns.
3. Do the activities in **Práctica** and **Comunicación**. For pair and group activities, circulate around the room to monitor students and provide guidance. Call on volunteers to share their answers or ideas with the class.

#### ASSIGNMENT

1. Finish work on the **Proyecto** to present in class on Day 9.
2. Read the letter to **Doctora Corazones** in **Síntesis** and underline all examples of present tense verb forms, **ser** and **estar**, and verbs that are like **gustar**.
3. Read the **Preparación** section of **Cultura** and study the new vocabulary.

#### ADDITIONAL PRACTICE OPTIONS

1. Do the **Estructuras 1.3** workbook activities in the Web-SAM or the Student Activities Manual.
2. Do the **Estructuras 1.3** lab activities in the Web-SAM or with the Lab MP3 and the Student Activities Manual.

### 9/9

#### IN-CLASS ACTIVITIES

1. Have students present their **Proyecto** brochures to the class.
2. Use the activities in the **Preparación** section of **Cultura** to preview the vocabulary and content of the reading.

## ASSIGNMENT

1. Read the **Cultura** section. Prepare **Análisis, Actividad 1** in writing.
2. Read the **Preparación** section of **Literatura** and study the new vocabulary.

9/10 – Las Ketchup Day

9/13

## IN-CLASS ACTIVITIES

1. Call on several students to read sections of *Corriente latina* aloud. Go over reading strategies such as scanning for cognates, determining meaning from context, and summarizing main ideas. Call students' attention to the statistics and the text in red.
2. Follow up the reading with activities from **Análisis**. Have students check their written answers to **Actividad 1** with a partner and reread portions of the text as necessary.
3. Use the activities in the **Preparación** section of **Literatura** to preview the vocabulary and content of the reading. Read and discuss the biographical sketch of Pablo Neruda.

## ASSIGNMENT

1. Read the **Literatura** section. Prepare **Análisis, Actividad 1** in writing.
2. Brainstorm ideas and create an outline for the **Escribir** activity in **Análisis**, due on Day 1 of **Lección 2**.

## ADDITIONAL PRACTICE OPTIONS

1. Do the **Cultura** activities on the **IMAGINA** supersite.

9/14 – Pelicula lunes y 20 minutes to complete on-line activities in class.

9/15

## IN-CLASS ACTIVITIES

1. Read sections of *Poema 20* aloud. Pause after lines 10, 20, and 32 to orally summarize the poem's content with the teacher.
2. Every **Literatura** reading is recorded on the Lab MP3. Play the recording of the poem and go over the corresponding activities as a class.
3. Follow up the reading with activities from **Análisis**. Podemos grabar nuestras respuestas en group.
4. Announce the quiz on **Lección 1** to be given during the next class. Explain what material will be covered, review important structures, vocabulary, and concepts, and allow time for student questions.

## ASSIGNMENT

1. Study for the quiz.

## ADDITIONAL PRACTICE OPTIONS

1. Do the **Literatura** lab activities in the Web-SAM or with the Lab MP3 and the Student Activities Manual.
2. Do the **Literatura** activities on the **IMAGINA** supersite.

9/16 – Preparación para el examen

9/17

## IN-CLASS ACTIVITIES

1. Administer the quiz for **Lección 1**.

Note: The Testing Program MP3s, as well as the Test Generator, are available on the Instructor's Resource CD-ROM. All quizzes and semester exams are available in RTF Word Processing Files and in Ready-to-Print Format. See the Instructor's Resource CD-ROM for more information on how to use the **IMAGINA** Testing Program.

2. In pairs, have students read and edit each other's drafts for the **Escribir** activity. Circulate around the room to provide guidance and make note of common errors to go over with the class.
3. Instruct students to keep a list of their common errors for use in editing future writing assignments.
4. Briefly preview **Lección 2**. Have students flip through the pages of the lesson and ask them to point out which features seem most interesting. Ask thematically relevant questions to prompt review of previously learned vocabulary and grammar, and call on volunteers to share background knowledge of Mexico and its culture.

## ASSIGNMENT

1. Finish the final draft of the **Escribir** activity to turn in on Day 1 of **Lección 2**.