

PROGRAMA DE ESTUDIOS

CHINO HILLS HIGH SCHOOL - SR. GARCÍA - SYLLABUS FOR SPANISH 1



INTRODUCTION

Welcome to Spanish 1! I'm Sr. García (he/him/él) and I will be your Spanish teacher for this year for Spanish 1. This is an introductory course to learn Spanish for non-native speakers. This year, I will help you build the foundation in the Spanish language by acquiring the language and have an understanding and appreciation of Spanish and Latin American Culture. My hope is that this year, you will discover how important and fascinating it is to learn another language.

Because this course is designed for students who do not use Spanish at home, I primarily teach the course in Spanish. I do this using constant repetition that includes daily routines, textbook exercises, vocabulary introductions with hand gestures, stories, partner sharing, songs, book work exercises, pictures with presentations, and games. I look forward to getting to know each of you and to help you achieve your academic and professional goals!

INSTRUCTOR INFORMATION

Instructor: Abraham García, M.A / email: abraham_garcia@chino.k12.ca.us / phone: (909) 606-7540 x5104

Student hours: Tuesdays and Thursdays 2:30 – 3:00 pm (by appointment). I am available during student hours to answer any questions you might have about the course, course material, or your grades. If you need help, please let me know.

Disclaimer: This syllabus, its contents, and tentative schedule are subject to change at any time

COURSE OBJECTIVES & STUDENT LEARNING OUTCOMES

1. I can have conversations, exchange information, express feelings and emotions, and exchange opinions in Spanish!
2. I can understand written and spoken language on many topics mentioned below in our schedule.
3. I can present information and ideas to my classmates or teacher by speaking or writing.
4. I understand and can explain the relationship between what people DO and what people THINK.
5. I understand and can explain the relationship between things people USE and CREATE and what people THINK.
6. I can learn about other subjects through Spanish.
7. I can get information and learn about viewpoints that are only available through the Spanish language and its cultures.
8. I can make comparisons between English and Spanish.
9. I can compare my own culture to the culture of diverse groups of Spanish-Speakers.
10. I can use my Spanish outside of school for personal enjoyment and enrichment.

SHOW YOUR HUSKY PRIDE BY BEING SUCCESSFUL IN THIS CLASS

Be Respectful! Be Responsible! Be Safe! My goal is to provide a positive and inclusive environment for you to learn Spanish. To do this, I have established class community policies. Those who do not abide by these policies will follow Chino Hill High School's discipline policy to correct any inappropriate behavior.

Inclusiveness: Chino Valley Unified supports ALL students without regard to race, ethnicity, religion, national origin, immigration status, age, gender identity, sexual orientation, socioeconomic status, or disability. I am committed to upholding these ideals in my classroom as well on campus, to the best of my abilities. I am here to advocate for your inclusiveness, safety, and academic & professional growth. If you face discrimination or aggression inside or outside this class, I encourage you to come to me and I will help you to identify resources and determine a plan of action. Additionally, my classroom is Safe Place, and I am a Safe Place Ally.

1. Be Respectful!

- A. Speak Spanish: If you need to use English, you must ask permission by saying, «¿Me permite hablar inglés?»



- B. Cell Phones: Keep your phones in your backpacks as class begins unless stated otherwise. Be respectful to me and your classmates! Do not be distracted by other technologies when you are supposed to be engaged in class.
- C. Classroom etiquette: Use academic vocabulary in the classroom. The use of profanity is strictly prohibited.
- D. Dress code: Always wear proper school attire stated in your student handbook.
- E. Surroundings: Be respectful towards everyone and their belongings in the classroom.
- F. Food and Drink: There is no food or drink (except for water) allowed in the classroom.

2. Be responsible!

- A. Grades: Do your best to get all the points. Study your notebook, use vocabulary flashcards using a phone up (such as Quizlet) and review material using Google Classroom.
- B. Attendance: Class will start promptly at the beginning of each period. Please arrive on time. If you do not attend class regularly, it is extremely unlikely you will be successful in this class. All students are expected to attend class regularly. In the event an absence is unavoidable, you are responsible for notifying me.
- C. Materials: Bring highlighters, a dark pen or pencil, a red pen, coloring pencils/crayons and a composition notebook (notebooks with bound pages) to class.
- D. Notebooks: Complete your class work in your composition notebooks on time. These activities should be organized by date, highlighted, and turned in every grading period. This will count toward class participation.
- E. Notes: Reviewing your notes the day after class will help you to retain the information.
- F. Plagiarism: Plagiarism is not allowed. Presenting someone else's written material as your own is a form of cheating called "plagiarism." Turning in a writing assignment copied from another source, or that is written by someone other than yourself, will result in a zero for that assignment. Copying even a portion of a sentence is considered plagiarism.
- G. Google Classroom: Use this to check announcements, presentation slides and assignments on days you were absent.

3. Be safe!

- A. Rules: Follow all of Chino Hill High School's code of conduct by following your student handbook.
- B. Intoxication: Student success is my top priority. It is unacceptable to be intoxicated or under the influence during class sessions. Doing so will not contribute to your academic success! Additionally, it is illegal, by California state law and District policy, to have alcohol, marijuana, or other drugs on campus and it is prohibited to drive while under the influence, there is no acceptable excuse for on-campus intoxication.
- C. Anyone suspected of being under the influence of drugs or alcohol will be escorted to administration. There is a zero-tolerance policy for intoxication during class. Signs of intoxication, may include (but are not limited to) slurred speech, sleeping in class, odor of alcohol or marijuana, red or glassy eyes, stumbling.

DISCIPLINE

Misbehavior, class disruptions, failure to turn in completed classwork, or breaking any of the above classroom norms will result in a phone call home to the parent/guardian. If any misbehaviors or disruptions continue, students will be escorted to administration.

CLASSWORK POLICY & WEEKLY NOTEBOOK CHECKS

Students are to work during class and complete all assignment in their composition notebooks by uploading your notebooks at the end of each week on Google Classroom. Any work that isn't finished is to be completed at home. All classwork must be completed for that week including the assignments listed below in the tentative schedule. Each notebook check is worth 10 points.

Copying or doing assignments passed the due date or during class time while I am checking work will not be worth any credit. Make sure you bring your work each day. Late assignments will not be accepted.

RESOURCES

Your Professor (Me): Please contact me if you have any questions or issues. Outside of class, I am available during student hours, by appointment, or email. I am here to promote and advocate for your person and academic well-being.

Google Classroom: Here is where you will be where you find all course resources: Syllabus, daily lessons, assignments, book PDFs, videos, songs, handouts, and readings/articles. Daily presentations will becoming available in Google Classroom. Additionally, you find all class announcements, discussions, online study sessions/instruction, student hours. Therefore, you should check Google Classroom regularly. If you cannot find the code on Aeries, contact me as soon as possible.

Tutoring Center: Students are encouraged to come see me during student hours after school (Tuesdays and Thursdays) to answer any questions or help with any assignment. Also, tutoring is available for multiple school subjects including Math, Science, Spanish and English during lunch. More information will become available via Google Classroom.



Disabled Students Programs & Individualized Educational Plan (IEPs): If you are already registered with an IEP/504 plan and/or require accommodations, please let me know as soon as possible so that I can assist you in a timely manner.

Free Health and Mental Health Services: Chino Hills High School is committed to supporting the physical and mental health and wellbeing of all our students. If you or another student you know needs support, please let me, your counselor, the Health and Wellness Center or contact CVUSD Department of Health Services at (909) 628-1201 ext. 8918 for further assistance.

Food Security: CVUSD also tries to provide food and other necessities to the community who are in need. More information available at <https://www.chino.k12.ca.us/Page/30615>.

What do you do if you don't understand class material or need help?

- Come to student hours. Email and make an appointment to meet at another time if you are not available during student hours. You can also access the Tutoring Center

PHOTOGRAPHY & CLASSROOM RECORDINGS

Classes will be recorded 1-2 times in the school year to contribute to either our student teacher for the semester, or my teaching portfolio and to record a few projects and presentations. This is entirely voluntary, and students are welcome to opt out in video work by stating this below.

FEATURED FILMES

Students will watch selected movies and scenes from films rated between G – R. These films will be edited for an appropriate classroom atmosphere and related to our curriculum. If requested, students have the option of an alternate assignment in a different room in lieu of watching any selected film shown in class.

ASSESSMENTS, RUBRICS & CLASSROOM GRADING

In this course, we have weekly assessments that are given at least once a week based on our schedule. Students will speak, write, read, and listen in Spanish in both classroom and real-life situations. Everyone will complete three separate assessments based on the Interpersonal (Speaking and Writing tasks), Interpretive (Reading and Listening tasks), and Presentational (Oral and Written Presentations) modes of communication throughout each unit:

Assessments		Grading Scale	
Listening Quizzes	15%	A	100-94%
Reading Quizzes	15%	A-	93-90%
Speaking Quizzes	15%	B+	89-87%
Writing Quizzes	15%	B	86-84%
Classroom Engagement		B-	83-80%
Classwork/Notebook	10%	C+	79-77%
Presentations	10%	C	76-74%
Projects	10%	C-	73-70%
Classwork Participation	10%	D+	69- 67%
		D	66-64%
		D-	63-60%
		F	59-0%

Speaking and writing assessments will be using the following rubric:

	Exceeds Expectations: 5	Meets Expectations: 4	Approaches Expectations: 3	Below Expectations: 2
Comprehensibility: How well does the audience understand me?	I can be easily understood, and the message is clear.	I can be understood, and the message is mostly clear.	I can be somewhat understood, and message is partially clear.	The message is not clear in the target language.
Vocabulary Use and Mechanics: How extensive and applicable is my vocabulary?	I consistently use extensive vocabulary to complete the task.	I use adequate vocabulary to complete the task.	I use limited and/or repetitive vocabulary and used some English.	Language is very repetitive and used English.
Language Control and Mechanics: How accurate are my grammatical structures and overall mechanics?	I correctly use grammatical structures appropriate to the task and errors do not interfere. I make little or no errors in spelling, capitalization, and punctuation.	I use grammatical structures appropriate to the task some of the time and some errors interfere, making occasional grammatical errors.	I rarely use grammatical structures appropriate to the task and errors frequently interfere. I make frequent grammatical errors.	I do not use grammatical structures appropriate, and I make little or no attempt to use correct spelling, capitalization, and punctuation.
Communication Strategies: How well do I respond to the prompt?	I respond fully and appropriately to all or almost all parts of the prompt and it's organized and relevant.	I respond adequately to most parts of the prompt and my response is generally organized.	I respond inadequately to some parts of the prompt and is somewhat organized and/or relevant.	I respond inadequately to most parts of the prompt and is disorganized and/or irrelevant.

EARN THE SEAL OF BILITERACY!

The State Seal of Biliteracy is a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript. More information can be found on the official web page at <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

Show English proficiency by completing:

- Completing all English language arts (ELA) graduation requirements with a 2.0 grade point average (GPA) or above

Show Second Language proficiency by done at least one of the following:

- Completing a four-year high school course of study in the language with a 3.0 GPA or above and demonstrating oral proficiency in the language.



- Passing the ELA California Assessment of Student Performance and Progress at the "standard met" level or above.
- If students are English Language Learners, they must demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC) and meet all other requirements.
- Passing an Advanced Placement (AP) exam with a three or above.
- Passing an International Baccalaureate (IB) exam with a four or above.
- Passing an SAT II foreign language exam with a 600 or above.
- Or passing the AVANT Exam that meets the rigor of an AP exam and AP class and challenges all modalities of communication in the language.

ACADEMIC HONESTY AND INTEGRITY POLICY

Learning a new language is most efficient when it is collaborative. You are strongly encouraged to work together in class and to study together outside of class. Get to know everyone in this class. Sharing your work or helping someone else on an exam is cheating. Using any unauthorized materials on any exam is also cheating. Cheating during any assessment results in a zero to all parties involved. Also, if you are talking during a reading, writing, or listening assessment, it will be assumed that you are cheating, and you will receive a zero on the exam. Visible notes, open books, electronics during an exam are not allowed unless authorized by the instructor.

Our school policy defines cheating as...

- Obtaining information from another student during an examination.
- Communicating information to another student during an examination.
- Knowingly allowing another student to copy one's work.
- Offering another person's work as one's own.
- Taking an examination for another student or having someone take an examination for oneself.
- Sharing answers for a take-home examination unless specifically authorized by the instructor.
- Using unauthorized material during an examination.
- Altering a graded examination or assignment and returning it for additional credit.
- Having another person or a company do the research and/or writing of an assigned paper or report.
- Collusion: when any student knowingly or intentionally helps another student perform an act of academic dishonesty.

If you are caught cheating in any way, you will receive a zero on that work (assignment, notebook, or exam) and you will forfeit any chance to make up the lost points.

MAKE-UP WORK

If you are absent, it is your responsibility to make up any work that you have missed. All our class work is posted via Google Classroom. In the event of an unexpected absence, you can get any work you missed from our class website via Google Classroom. For each day that you have an excused absence, you have one day to make up a missed assessment or any classwork for full credit.

QUIZ RETAKES

If you did not receive a passing grade on a quiz during the semester, you may retake that ONE quiz and receive a maximum score of 75% within one week from receiving your score.



OTOÑO 2022

AGOSTO

12 / agosto - Prueba No. 1 – Escuchar
19 / agosto - Prueba No. 2 – Escuchar
23 / agosto – PROYECTO: MI FAMILIA
26 / agosto - Prueba No. 3 – Leer

SEPTIEMBRE

2 / septiembre - Prueba No. 4 – Escribir
9 / septiembre - Prueba No. 5 – Hablar
16 / septiembre - Prueba No. 6 – Países y capitales (Leer)
23 / septiembre - Prueba No. 7 – Escuchar
30 / septiembre - Prueba No. 8 – Escribir

OCTUBRE

7 / octubre - Prueba No. 9 – Escuchar
14 / octubre - Prueba No. 10 – Hablar
21 / octubre - Prueba No. 11 – Leer
26 / octubre – PROYECTO: DÍA DE MUERTOS
28 / octubre - Prueba No. 12 – Escribir

NOVIEMBRE

4 / noviembre - Prueba No. 13 – Hablar
10 / noviembre - Prueba No. 14 – Leer
18 / noviembre - Prueba No. 15 – Escuchar

DICIEMBRE

2 / diciembre - Prueba No. 16 – Escribir
7 / diciembre – PROYECTO: VAMOS A COMER
9 / diciembre - Prueba No. 17 – Leer
14-15 / diciembre - Presentación Final (Hablar)

PRIMAVERA 2023

ENERO

6 / enero - Prueba No. 1 – Escuchar
13 / enero - Prueba No. 2 – Leer
20 / enero - Prueba No. 3 – Hablar
25 / enero – PROYECTO: ¿CÓMO ES MI FAMILIA?
27 / enero - Prueba No. 4 – Escribir

FEBRERO

3 / febrero - Prueba No. 5 – Escuchar
10 / febrero - Prueba No. 6 – Leer
17 / febrero - Prueba No. 7 – Hablar
24 / febrero - Prueba No. 8 – Escribir

MARZO

3 / marzo - Prueba No. 9 – Escuchar
10 / marzo - Prueba No. 10 – Leer
15 / marzo – PROYECTO: EL CUMPLEAÑOS DE MIS SUEÑOS
17 / marzo - Prueba No. 11 – Hablar
24 / marzo - Prueba No. 12 – Escribir

ABRIL

6 / abril - Prueba No. 13 – Escuchar
14 / abril - Prueba No. 14 – Leer
21 / abril - Prueba No. 15 – Hablar
28 / abril - Prueba No. 16 – Escribir

MAYO

5 / mayo - Prueba No. 17 – Escuchar
10 / mayo – PROYECTO FINAL
12 / mayo - Prueba No. 18 – Leer
12 / mayo - Presentación Final (Hablar) – Seniors
24-25 / mayo - Presentación Final (Hablar) – Fresh/Soph/Jun.

SYLLABUS ACKNOWLEDGEMENT

I understand and have read the class syllabus. I agree with the procedures outlined in Sr. García's class. (Please indicate in the comments below if you do not authorize for your child to be photographed/recorded or to view curriculum-related films, or with any other questions or concerns you may have).

Student's Name: _____ Student's Signature: _____ Period: _____

Parent's name(s): _____ Parent's signature(s): _____ Date: _____

Cell/House Phone: _____ Work/Alternate Phone: _____ Parent's email: _____

Comments/Concerns (optional): _____



TENTATIVE SCHEDULE FOR FALL / HORARIO DE TAREAS PARA EL OTOÑO 2021-22

SEMANA / WEEK	TEMA / TOPIC	REVISIONES DE CUADERNOS / NOTEBOOK CHECKS	PRUEBAS Y EXÁMENES / QUIZZES AND TESTS
1	• Introducciones • El saludo p. 2 • En la escuela y en la clase p. 10 • Acciones generales	[13/agosto]: • Programa de estudios / syllabus • Actividades en <i>Google Classroom</i>	[13/agosto]: Prueba No. 1 – ESCUCHAR
2	• La familia • El clima/tiempo p. 18 • Los números y el alfabeto	[19/agosto]: • Vocabulario Para Empezar pp. 22-23 • Act. 1-9 p. 11-15 • Actividades de <i>Google Classroom</i>	[20/agosto]: Prueba No. 2 – ESCUCHAR
3	• Cap. 1A: <i>¿Qué te gusta hacer?</i> • La familia • Las partes del cuerpo p. 9	[24/agosto]: • PROJECT: Proyecto de familia [26/agosto]: • Act. 10-12 p. 16-17 • Act. 1-6 p. 19-21 • Actividades de <i>Google Classroom</i>	[27/agosto]: Prueba No. 3 – LEER
4	• Cap. 1B: <i>¿Cómo eres tú?</i> • Los gustos y disgustos • Gramática: Infinitivos p. 32 • Gramática: Negativos p. 36	[2/septiembre]: • Vocabulario 1A p. 46 • Act. 5-19 p. 30-38 • Actividades de <i>Google Classroom</i>	[3/septiembre]: Prueba No. 4 – ESCRIBIR
5	• Cap. 1A: <i>¿Qué te gusta hacer?</i> • Descripciones • Acuerdos y desacuerdos p. 38 • Latinoamérica	[9/septiembre]: • Vocabulario 1B p. 70 • 15 oraciones completas (Voc. 1B) • Adelante pp. 40-41 (#1-3) • Actividades de <i>Google Classroom</i>	[8/septiembre]: EXAMEN – PARA EMPEZAR [10/septiembre]: Prueba No. 5 – HABLAR
6	• Cap. 1B: <i>¿Cómo eres tú?</i> • Los adjetivos p. 55 • Europa y África	[16/sept.]: • Act. 5-16 p. 54-60 • Actividades de <i>Google Classroom</i>	[17/septiembre]: Prueba No. 6 – PAÍSES/CAPITALES
7	• Cap. 1A/1B: <i>Mis amigos y yo</i> • Los artículos definidos e indefinidos p.60 • La orden de palabras y adjetivos p. 62	[23/septiembre]: • Act. 17-22 p. 61-63 • Actividades de <i>Google Classroom</i>	[24/septiembre]: Prueba No. 7 – ESCUCHAR
8	• Cap. 2A: <i>Tu día en la escuela</i> • Tu día en la escuela y los materiales • Los pronombres p. 82 • Cultura: Día de los muertos	[30/septiembre]: • Adelante pp. 64-65 #1-3 • Repaso del capítulo 2A p. 96 • 15 oraciones completas del Voc. 2A • Actividades de <i>Google Classroom</i>	[1/octubre]: Prueba No. 8 – ESCRIBIR
9	• Cap. 2B: <i>Tu sala de clases</i> • Los verbos -ar y el tiempo presente p. 84 • Cultura: Día de los muertos	[4/octubre]: • Act. 4-20 p. 78-88 • Actividades de <i>Google Classroom</i>	[5/octubre]: EXAMEN – CAPÍTULO 1A/1B [8/octubre]: Prueba No. 9 – ESCUCHAR
10	• Cap. 2A: <i>Tu día en la escuela</i> • ¿Cómo es tu sala de clases? • Cultura: Día de los muertos	[14/octubre]: • Adelante p. 90-1 (#1-5) • Repaso del Cap. 2B p. 120 • 15 oraciones completas del Vol. 2B	[15/octubre]: Prueba No. 10 – HABLAR



		• Actividades de <i>Google Classroom</i>	
11	• Cap. 2B: <i>Tu sala de clases</i> • El verbo estar p. 107 • Sustantivos y artículos plurales p. 110 • ¡Vamos al supermercado!	[21/octubre]: • Act. 4-21 p. 104-112 • Actividades de <i>Google Classroom</i>	[22/octubre]: Prueba No. 11 – LEER
12	• Cap. 2A / 2B: <i>La escuela</i> • Película • La carne, leche y pan • El desayuno y la cena • Las verduras y frutas • Los verbos –er / –ir y el tiempo presente p. 132	[26/octubre]: • PROJECT: Día de los muertos [28/octubre]: • Adelante pp. 114-5 (#1-5) • Repaso del Cap. 3A p. 144 • Act. 4-11 p. 128-131 • Actividades de <i>Google Classroom</i>	[29/octubre]: Prueba No. 12 - ESCRIBIR
13	• Cap. 3A: <i>¿Desayuno o almuerzo?</i> • El almuerzo saludable vs. comida chatarra • Los verbos –er / –ir y el tiempo presente p. 132 • Me gustan / me encantan p. 135	[4/noviembre]: • Adelante 3A pp. 138-9 (#1-4) • Repaso del capítulo 3B p. 168 • Act. 12-20 p. 137 • Actividades de <i>Google Classroom</i>	[2/noviembre]: EXAMEN – CAPÍTULO 2A/2B [5/noviembre]: Prueba No. 13 - HABLAR
14	• Cap. 3B: <i>Para mantener la salud</i> • Para mantener la salud • Acciones con el verbo tener • Los adjetivos plurales p. 156 • El verbo ser p. 158	[9/noviembre] • 15 oraciones del Vocabulario 3B • Act. 4-14 p. 152-157 • Actividades de <i>Google Classroom</i>	[10/noviembre]: Prueba No. 14 - LEER
15	• Cap. 3A: <i>¿Desayuno o almuerzo?</i> • Los adjetivos plurales p. 156 • El verbo ser p. 158	[18/noviembre] • Adelante p. 162-3 (#s 1-5) • Act. 15-20 p. 158-161 • Actividades de <i>Google Classroom</i>	[19/noviembre]: Prueba No. 15 - ESCUCHAR
16	• Cap. 3B: <i>Para mantener la salud</i> • Repaso de Capítulos PE – CAP 3B • Cultura: Las posadas	[2/diciembre]: • Párrafo Cap. 1A/1B • Párrafo Cap. 2A/2B • Párrafo Cap. 3A/3B • Actividades de <i>Google Classroom</i>	[3/diciembre]: Prueba No. 16 - ESCRIBIR
17	• Cap. 3A / 3B: <i>La comida</i> • Repaso de Capítulos PE – CAP 3B • Cultura: Las posadas	[7/diciembre]: • PROJECT: ¡Vamos a comer! [9/diciembre]: • Actividades de <i>Google Classroom</i>	[10/diciembre]: EXAMEN – CAPÍTULO 3A/3B
18	• Repaso de Capítulos PE – CAP 3B	[15-16/dic.]: • Actividades de <i>Google Classroom</i>	[15-16/dic.]: FINALES



TENTATIVE SCHEDULE FOR SPRING / HORARIO DE TAREAS PARA LA PRIMAVERA 2021-22

SEMANA / WEEK	TEMA / TOPIC	REVISIONES DE CUADERNOS / NOTEBOOK CHECKS	PRUEBAS Y EXÁMENES / QUIZZES AND TESTS
1	- Cap. 4A: ¿Adónde vas? - Gramática: Present tense verbs – er and –ir p. 132 - The verb ir p. 180	[6/enero]: Adelante 3B pp. 162 #1-5 Vocabulario 4A p. 194 15 oraciones de Vocabulario 4A Act. 4-10 p. 176-179 Actividades de <i>Google Classroom</i>	[7/enero]: Prueba No. 1 – ESCUCHAR
2	- Cap. 4B: ¿Quieres ir conmigo? - Libro: <i>Agentes secretos y... Picasso</i> - El verbo ir p. 180 - El verbo ser p. 158 - Haciendo preguntas p. 184	[13/enero]: Act. 11-19 p. 180-187 Actividades de <i>Google Classroom</i>	[14/enero]: Prueba No. 2 – LEER
3	- Cap. 4A: ¿Adónde vas? - Libro: <i>Agentes secretos y... Picasso</i> - Ir + a + infinitivo p. 206 - Haciendo preguntas p. 184 - El verbo jugar p. 208 - Vocabulario: pp. 194, 218	[2/enero]: PROJECT: Proyecto de familia [20/enero]: Adelante 4A pp. 188-9 (#1-5) Vocabulario 4B p. 218 15 oraciones del Vocabulario 4B Act. 4-6 p. 202 Actividades de <i>Google Classroom</i>	[21/enero]: Prueba No. 3 – HABLAR
4	- Cap. 4B: ¿Quieres ir conmigo? - Libro: <i>Agentes secretos y... Picasso</i> - Ir + a + infinitivo p. 206 - El verbo jugar p. 208 - El verbo tener p. 228	[27/enero]: Act. 7-22 p. 203-211 Actividades de <i>Google Classroom</i>	[28/enero]: Prueba No. 4 – ESCRIBIR
5	- Cap. 4A / 4B: <i>Los pasatiempos</i> - Libro: <i>Agentes secretos y... Picasso</i> - El verbo tener p. 228 - Los adjetivos posesivos p. 232	[3/febrero]: Adelante 4B p. 212-13 Vocabulario 5A p. 244 15 oraciones Actividades de <i>Google Classroom</i>	[1/febrero]: EXAMEN – CAPÍTULO 4A/4B [4/febrero]: Prueba No. 5 – ESCUCHAR
6	- Cap. 5A: <i>Una fiesta de cumpleaños</i> - Libro: <i>Agentes secretos y... Picasso</i> - Los adjetivos posesivos p. 232 - Los verbos ser and estar p. 258	[10/febrero]: Act. 4-18 p. 226-232 Act. 19-24 p. 233-235 Actividades de <i>Google Classroom</i>	[11/febrero]: Prueba No. 6 – LEER
7	- Cap. 5B: ¡Vamos a un restaurante! - Libro: <i>Agentes secretos y... Picasso</i> - Los verbos ser and estar p. 258 - Vocabulario: pp. 244, 268	[17/febrero]: Adelante 5A pp. 238-9 (#1-4) Vocabulario 5B p. 268 15 oraciones del Vocabulario 5B Actividades de <i>Google Classroom</i>	[18/febrero]: Prueba No. 7 – HABLAR
8	- Cap. 5A: <i>Una fiesta de cumpleaños</i> - Libro: <i>Agentes secretos y... Picasso</i> - El verbo venir y traer p. 256 - Los verbos ser and estar p. 258	[24/febrero]: Act. 4-16 p. 252-259 Actividades de <i>Google Classroom</i>	[25/febrero]: Prueba No. 8 – ESCRIBIR
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