

## **SYLLABUS- SPANISH 1, 2, 3**

### **Northside ISD**

The Spanish 1, 2, and 3 Language courses are designed to achieve the following objectives as aligned with the Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE), The American Council on the Teaching of Foreign Language (ACTFL), and the American Association of Teachers of Spanish and Portuguese (AATSP):

- To satisfy the needs of the students who wish to pursue specific work to increase their ability to listen, speak, read, and write the Spanish language.
- To provide the students with the opportunity to compare and contrast their language and culture with those of Spanish speaking countries and other parts of the world.
- To provide students with the opportunity to relate the topics in their textbook to other subject areas, making Spanish relevant to the students' overall academic experience.
- To encourage the students to seek opportunities to practice Spanish outside of the classroom by interacting with family members and members of the community.
- To encourage the students to understand that they are members of a global society and help them develop "survival" skills in the language so they may function adequately in social interactions and discussions.
- To provide the students with the opportunity to utilize technology incorporating the usage of the audio-lingual and multi-media labs.

### **THE COMPONENTS OF THE COURSES ARE:**

- READING -At the beginning the students are expected to read and to understand short, simple dialogues. As progress becomes apparent, it will reflect on the reading skills of the students.
- SPEAKING -Communicative tasks will facilitate the new language acquisition. The tasks can be prepared, personalized or an extemporaneous activity can be utilized.
- WRITING –The tasks at the beginning are structured and guided. As the students become more proficient, they will include brainstorming, drafts, and peer editing.
- LISTENING –In this task the students receive information via audiocassette, CD, TV, etc. and they demonstrate effort in understanding and processing what is being said.

### **REQUIRED TEXTBOOKS ADOPTED BY THE NORTHSIDE ISD:**

¡En Español! 1, 2, 3  
McDougal Littel

### **ADDITIONAL TEXTS:**

SEE POETRY AND PROSE VERTICAL ALIGNMENT LIST

### **COURSE REQUIREMENTS:**

- Every level will cover a minimum of four chapters, as required by the Northside Independent School District. Most of the chapters separate grammatical structures; consequently, these structures will be combined to facilitate sequencing.
- After the introduction of new vocabulary, there will be a required quiz.
- Upon completion of grammatical units there will be major exams that will incorporate all skills: listening, speaking, reading, and writing.

- In each unit the students are introduced to cultural and historical facts of the Spanish-speaking world. They will also be introduced to music and literary works, both prose and poetry. Exams and quizzes will be given at the teacher's discretion.
- The audio-lingual and multi-media labs are used consistently and students are expected to stay on task when they attend. Both labs are used to expand the intellectual knowledge of the student and to reinforce the teaching of the classroom.
- It is imperative for the students to attend class regularly. In case of an absence the student must make up the work expeditiously. An unexcused absence will receive a 70% maximum for a grade.
- Truancies and tardiness will follow Campus Policy. Discipline referral and parental contact will follow.
- The grades follow the International Languages Policy. 50% comes from daily work, homework, quizzes, labs, workbook, etc. The other 50% comes from the major exams and projects. **Students must avoid cheating and plagiarism because those result in a 0 grade.**
- According to district guidelines, the teacher and the students are expected to use at least 70% of the target language in level 1, 80% in level 2, 90% in level 3, and 95% to 100% in levels 4, 5, and 6.

## **COURSE OUTLINE FOR LEVEL 1**

The proposed outline is very general. Occasionally there will be changes due to special projects assigned by individual instructors.

### **First Six Weeks:**

1. Themes
  - Greetings and Salutations
  - Likes and Dislikes
2. Communication and Grammar, book and workbooks
  - Etapa Preliminar; Unidad 1, Etapas 1 and 2
 

**P. 1** Greet people, introduce yourself, say where you are from, exchange phone numbers, say which day it is. Me llamo, te llamas, soy, eres, es + de, encantado/encantada, sí and no.

**P. 26** Greet others, introduce others, and say where people are from, express likes. Familiar and formal greetings, subject pronouns and ser, ser + de, gustar + infinitive, me, te, le, plurals, le presento a/te presento a, vivo en.

**P. 48** Describe others, give others' likes and dislikes, and describe clothing. Definite articles, indefinite articles, noun-adjective agreement; gender and number, ¿Qué lleva?; llevo; shortened form of adjectives; cómo + ser; tiene.
3. Cultural and Historical Concentrations
  - Hispanos en Estados Unidos
4. Music and Video Clips
 

Various artists such as Selena, Santana, Kumbia Kings, Jennifer López, Linda Rondstat, Joan Baez, etc., Video clips from Zorro, Mi familia, Selena, Selena Final Notes, Selena Remembered, etc.

5. Lectura para todos workbook
  - Los latinos de Estados Unidos, p. 2
  - Las celebraciones del año, p. 8
  - Una estudiante de Nicaragua, p. 14
  - Los Angeles: Una carta del pasado, p. 19
  - Cumpleaños, by Carmen Lomas Garza, p. 130
6. Multi-media lab: eTextbook, classzone.com; Audio-lingual lab: speaking, listening, reading activities.

### **Second Six Weeks:**

1. Themes
  - Family and Homes
  - Places, Schedules, and Events
2. Communication and Grammar, book and workbooks
  - Unidad 1, Etapa 3; Unidad 2, Etapa 1
 

**P. 70** Describe family, ask and tell ages, talk about birthdays, give dates, express possession. Tener, possession using de, possessive adjectives, giving dates, ¿De quién es....? Es de....¿Quién es?, ¿Quiénes son?; hay.

**P. 100** Describe classes and classroom objects, say how often you do something, discuss obligations. Present tense of regular –ar verbs, adverbs of frequency, tener que, hay que, use of articles with titles.
3. Cultural and Historical Concentration
  - Centro de México
4. Music and Video Clips
 

Mariachi music with Jorge Negrete, Pedro Infante, Vicente Fernández, Javier Solís, other artists such as Luis Miguel and Maná, video clips from Day of the Dead, Families of México, The young bullfighters, etc.
5. Lectura para todos workbook
  - Una encuesta escolar, p. 24
  - México y sus jóvenes, p. 30
  - Una leyenda azteca: El origen de la Ciudad de México, p. 35
  - Una leyenda mexicana: La casa de los azulejos, p. 40
6. Multi-media lab: eTextbook, classzone.com; Audio-lingual lab: speaking, listening, reading activities.

### **Third Six Weeks:**

1. Themes
  - Finish Places, Schedules, and Events
  - Leisure Activities
2. Communication and Grammar, book and workbooks
  - Unidad 2, Etapa 2 and 3

**P. 122** Talk about schedules, ask and tell time, ask questions, say where you are going, request food. Ir, telling time, Estar + location, interrogative words, ¿Quieres comer....? and ¿Quieres beber...? al; “on” + days of the week.

**P. 144** Discuss plans, sequence events, talk about places and people you know. Ir + a + infinitive, present tense: regular –er and –ir verbs, irregular yo forms: hacer, conocer, personal a, oír, tener sed, tener hambre.

3. Cultural and Historical Concentrations
  - Continuation of México
4. Music and Video Clips
  - Continuation of Second Six Weeks, plus video Touring México, etc.
5. Lectura para todos workbook
  - En Uxmal by Octavio Paz, p. 35
6. Multi-media lab: eTextbook, classzone.com; Audio-lingual lab: speaking, listening, reading activities.

#### **Fourth Six Weeks:**

1. Themes
  - Sports and Invitations
2. Communication and Grammar, book and workbooks
  - Unidad 3, Etapa 1 and 2
    - P. 174** Extended invitations, talk on the telephone, express feelings, say where you are coming from, say what just happened. Estar + adjectives, acabar de + infinitive, venir, gustar + infinitive, nos, os, les, cuando; del; conmigo; contigo.
    - P. 196** Talk about sports, express preferences, say what you know, make comparisons. Jugar, stem-changing verbs e-ie, saber, comparatives.
3. Cultural and Historical Concentrations
  - El Caribe
4. Music and Video Clips
  - Salsa, Merengue, Bachata, various artists such as Marc Anthony, Willy Colón, Willy Chirino, Chayane, Celia Cruz, Tito Puente, etc., video clip from Roberto Clemente, etc.
5. Lectura para todos workbook
  - Bomba and plena, p. 45
  - El coquí, p. 50
  - El bohique y los niños, p. 55
  - Una leyenda taína, p. 60
  - Palma sola by Nicolás Guillén, p. 140
6. Multi-media lab: eTextbook, classzone.com; Audio-lingual lab: speaking, listening, reading activities.

#### **Fifth Six Weeks:**

1. Themes
  - Clothing and Weather
  - Shopping, Food, and Transportation

2. Communication and Grammar, book and workbooks
  - Unidad 3, Etapa 3; Unidad 4, Etapas 1 and 2
    - P. 218** Describe the weather, discuss clothing and accessories, state an opinion, describe how you feel, say what is happening. Tener expressions, weather expressions, direct object pronoun, present progressive, llevar, creer.
    - P. 248** Identify places, give addresses, choose transportation, request directions, give instructions. Decir, prepositions of location, regular affirmative tú commands, por, salir, numbers in addresses, enfrente de.
    - P. 270** Talk about shopping, make purchases, talk about giving gifts, bargain. Stem-changing verbs o-ue, indirect object pronouns, indirect object pronouns placement, para; dar; ¿Cuánto cuesta(n)?
3. Cultural and Historical Concentrations
  - Sur de México
4. Music and Video Clips
  - Música del Mayab, Guty Cárdenas, Música del Istmo de Tehuntepec, plus video Sentinels of Silence, etc.
5. Lectura para todos workbook
  - ¡Visita Oaxaca! Un paseo a pie, p. 65
  - Andrés, joven aprendiz de alfarero, p. 71
  - Benito Juárez, un oaxaqueño por excelencia, p. 76
  - Una leyenda oaxaqueña: El fuego y el tlacuache, p. 81
  - Como agua para chocolate (excerpt) by Laura Esquivel, p. 145
6. Multi-media lab: eTextbook, classzone.com; Audio-lingual lab: speaking, listening, reading activities.

### **Sixth Six Weeks:**

1. Themes
  - Finish Shopping, Food, and Transportation
  - Daily Routine
2. Communication and Grammar, book and workbooks
  - Unidad 4, Etapa 3; Unidad 5, Etapa 1. If time allows finish Unidad 5 and 6
    - P. 292** Order food, request the check, talk about food, express extremes, say where you went. Gustar + nouns, affirmative and negative words, stem-changing verbs e-I, ningunos(as); traer; superlatives; poner; desayunar.
    - P. 322** Describe daily routine, talk about grooming, tell others to do something, discuss daily chores. Reflexive verbs.
3. Cultural and Historical Concentrations
  - España y Ecuador
4. Music and Video Clips
  - Various artists such as Shakira, Gypsy Kings, Mocedades, etc., videos Galápagos, Sevilla, etc.
5. Lectura para todos workbook
  - Una exhibición especial de Picasso, p. 86
  - Los favoritos de la cocina española, p. 91
  - La tomatina: Una rara tradición española, p. 96

- Correo electrónico desde Barcelona, p. 101
  - Don Quijote de la Mancha, p . 151
  - Saludos desde Quito, p . 106
  - Un paseo por Ecuador, p. 112
  - Un cuento ecuatoriano: El tigre y el conejo, p. 118
  - El murciélago cobarde, p. 123
  - Oda al tomate by Pablo Neruda, p. 157
6. Multi-media lab: eTextbook, classzone.com; Audio-lingual lab: speaking, listening, reading activities.

## **COURSE OUTLINE FOR LEVEL 2**

The proposed outline is very general. Occasionally there will be changes due to special projects assigned by individual instructors.

### **First Six Weeks:**

1. Themes
  - Friends, Family, and School
  - Leisure Time
  - Preferences
2. Communication and Grammar, book and workbooks
  - Etapa Preliminar; Unidad 1, Etapas 1 y 2
 

**P. 1** Exchange greetings, discuss likes and dislikes, describe people and places, ask for and give information, talk about school life, talk about the new school year. Gustar and indirect object pronouns; preguntar; expressions of frequency; venir; decir. **Recycle** use adjectives to describe, conjugate tener, ir, ser vs. estar, interrogative words, tell time, regular present tense, stem-changing verbs, irregular verbs (yo form)

**P. 30** Talk about where you went and what you did, discuss leisure time, comment on airplane travel. **Recycle** regular preterite, preterite with –car, -gar, and –zar spelling changes, irregular preterite: ir, ser, hacer, dar, ver.

**P. 52** Comment on food, talk about the past, express activity preferences, discuss fine arts. Irregular preterite verbs. **Recycle** stem-changing verbs.
3. Cultural and Historical Concentrations
  - Hispanos en Estados Unidos
4. Music and Video Clips
 

The various artists mentioned in level 1, plus video clips from La Bamba, The Mambo Kings, Santana, Calle 54, etc.
5. Lectura para todos workbook
  - ¿Cuánto sabes? P. 2
  - ¿Leíste el periódico de hoy? p. 8
  - Senderos fronterizos (excerpt) by Francisco Jiménez, p. 70
6. Multi-media lab: eTextbook, classzone.com; Audio-lingual lab: speaking, listening, reading activities.

### **Second Six Weeks:**

1. Themes
  - Childhood and Family Relationships
  - Talking about the past
2. Communication and Grammar, book and workbooks
  - Unidad 1, Etapa 3; Unidad 2, Etapa 1
    - P. 74** Discuss ways to communicate, react to news, ask for and give information, talk about things and people you know. Demonstrative adjectives and pronouns, Stem-changing preterite.
    - P. 104** Describe childhood experiences, express personal reactions, discuss family relationships. Possessive adjectives and pronouns, imperfect tense
    - P. 126** Narrate in the past, discuss family celebrations, talk about activities in progress. Progressive tenses
3. Cultural and Historical Concentrations
  - Ciudad de México
4. Music and Video Clips
  - The various artists mentioned in level 1, plus video clip about Luis Miguel
5. Lectura para todos workbook
  - El monte de nuestro alimento, p. 13
  - Teotihuacán: Ciudad misteriosa, p. 18
6. Multi-media lab: eTextbook, classzone.com; Audio-lingual lab: speaking, listening, reading activities.

### **Third Six Weeks:**

1. Themes
  - Social Life
2. Communication and Grammar, book and workbooks
  - Unidad 2, last section of Etapa 2, Etapa 3
    - Preterite vs. imperfect.
    - P. 148** Order in a restaurant, ask for and pay a restaurant bill, talk about things to do in the city. Double objects pronoun.
3. Cultural and Historical Concentrations
  - Continuation of Ciudad de México
4. Music and Video Clips
  - Continuation of Unidad 2, plus “La bella y la bestia”
5. Lectura para todos workbook
  - Escrituras by Frida Kahlo. P. 78
6. Multi-media lab: eTextbook, classzone.com; Audio-lingual lab: speaking, listening, reading activities.

### **Fourth Six Weeks:**

1. Themes
  - Daily Routine, Physical Condition and Health

2. Communication and Grammar, book and workbooks
  - Unidad 3, all
    - P. 178** Discuss ways to stay fit and healthy, make suggestions, talk about daily routine and personal care. Usted/ustedes commands, commands and pronoun placement.
    - P. 200** Discuss beach activities, tell someone what to do, talk about chores, say if something has already been done. Acabar de + infinitive.
    - P. 222** Describe time periods, talk about health and illness, give advice. Hacer with expressions of time.
3. Cultural and Historical Concentrations
  - El Caribe
4. Music and Video Clips
 

The various artists mentioned in level 1, plus the video of Ricky Martin, Puerto Rico and the US Virgin Islands, México and the Caribbean
5. Lectura para todos workbook
  - Puerto Rico: Lugar maravilloso, p. 23
  - El estatus político de Puerto Rico, p. 29
  - A Julia de Burgos, by Julia de Burgos, p. 88
6. Multi-media lab: eTextbook, classzone.com; Audio-lingual lab: speaking, listening, reading activities.

### **Fifth Six Weeks:**

1. Themes
  - Travel, Shopping, and Asking for Directions
2. Communication and Grammar, book and workbooks
  - **Only the vocabulary of Unidad 4 The Subjunctive will be introduced in level 3;** Unidad 5, Etapas 1 and 2
    - P. 252** Talk about travel plans, describe rooms furniture, and appliances.
    - P. 274** Describe your city or town, make suggestions, ask for and give directions.
    - P. 296** Talk about shopping for clothes, ask for and give opinions, make comparisons, discuss ways to save and spend money.
    - P. 326** Describe geographic characteristics, make future plans, talk about nature and environment. Future tense, expressions with por.
    - P. 348** Discuss outdoor activities, describe the weather, make predictions, talk about ecology. Irregular future, expressions with para.
2. Cultural and Historical Concentrations
  - España
3. Music and Video Clips
 

The various artists mentioned in level 1, plus the videos Barcelona, España, Spain
4. Lectura para todos workbook
  - Felices sueños, p. 35
  - Nos vemos en Madrid, p. 41
  - Platero y yo (excerpt) by Juan Ramón Jiménez, p. 94
5. Multi-media lab: eTextbook, classzone.com; Audio-lingual lab: speaking, listening, reading activities.

### **Sixth Six Weeks:**

1. Themes
  - Environment
  - Professions
2. Communication and Grammar, book and workbooks
  - Unidad 5, Etapa 3 and excerpts of Unidad 6  
**P. 370** Comment on conservation and the environment, talk about how you would solve problems. Por or para.
3. Cultural and Historical Concentrations
  - Costa Rica y Ecuador
4. Music and Video Clips  
The various artists mentioned in level 1, plus the videos The Inca Remembered, Ecuador and the Galápagos Islands, Man of La Mancha
5. Lectura para todos workbook
  - El Parque Nacional del Volcán Poás, p. 47
  - La cascada del la novia, p. 52
  - El delantal blanco (excerpt) by Sergio Vodanovic, p. 102
  - Bienvenidos a la isla Santa Cruz, p. 57
  - “Pasajero del planeta” by Jorge Carrera Andrade, p. 63
  - La casa de los espíritus (excerpt) by Isabel Allende, p. 118
6. Multi-media lab: eTextbook, classzone.com; Audio-lingual lab: speaking, listening, reading activities.

### **COURSE OUTLINE FOR LEVEL 3**

The proposed outline is very general. Occasionally there will be changes due to special projects assigned by individual instructors.

### **First Six Weeks:**

1. Themes
  - Personal Needs
  - Personal Relationships
  - Leisure Time
2. Communication and Grammar, book and workbooks
  - Etapa Preliminar; Unidad 1, Etapas 1 and 2  
**P. 1** Talk about present activities, talk about past activities. **Recycle** present and past tenses of regular, irregular, and stem-changing verbs.  
**P. 32** Describe people, talk about experiences, list accomplishments. Present and past perfect. **Recycle** Ser vs. estar, imperfect tense, preterite vs. imperfect.  
**P. 54** Describe fashions, talk about pastimes, talk about the future, predict actions. Future tense and future of probability. **Recycle** verbs like gustar, por and para.
3. Cultural and Historical Concentrations
  - Hispanos en Estados Unidos

4. Music and Video Clips
  - Selena, Mocedades, Nelson Ned, Cri-Crí, Video: Compostela
5. Lectura para todos workbook
  - Soñar en cubano (excerpt) by Cristina García, p. 2
  - La casa en Mango Street (excerpt) by Sandra Cisneros, p. 7
  - Bendíceme, Última (excerpt) by Rudolfo Anaya, p. 70
6. Multi-media lab: eTextbook, classzone.com; Audio-lingual lab: speaking, listening, reading activities.

### **Second Six Weeks:**

1. Themes
  - Leisure Time
  - Environment
2. Communication and Grammar, book and workbooks
  - Unidad 1, Etapa 3; Unidad 2, Etapas 1 and 2
    - P. 76** Talk about household chores, say what friends do, express feelings. Reflexives used reciprocally. **Recycle** reflexive verbs, impersonal constructions with se, commands
    - P. 106** Say what you want to do, make requests, make suggestions. Pronoun placements with commands. **INTRODUCE SUBJUNCTIVE**
    - P. 128** Say what should be done, react to the ecology, react to others' actions. Present perfect subjunctive.
3. Cultural and Historical Concentrations
  - México y Centroamérica
4. Music and Video Clips
  - Agustín Lara, Toña, La negra, Jorge Negrete, Pedro Infante, video clips of Juan Gabriel 1 y 2
5. Lectura para todos workbook
  - *about* Rigoberta Menchú, p. 12
  - Baby H.P. (excerpt) by Juan José Arreola, p. 17
  - Canción de otoño en primavera by Rubén Darío, p. 77
6. Multi-media lab: eTextbook, classzone.com; Audio-lingual lab: speaking, listening, reading activities.

### **Third Six Weeks:**

1. Themes
  - Social Issues
2. Communication and Grammar, book and workbooks
  - Unidad 2, Etapa 3
    - P. 150** React to nature, express doubt, relate events in time. Subjunctive with *cuando* and other conjunctions of time. Subjunctive with expressions of emotion, subjunctive to express doubt and uncertainty.
3. Cultural and Historical Concentrations
  - Continuation of México y Centroamérica

4. Music and Video Clips
  - Cepillín, José José, Pedro Vargas, Ricardo Montaner, Los Panchos, etc., video: Costa Rica
5. Lectura para todos workbook
  - Continuation of México y Centroamérica
6. Multi-media lab: eTextbook, classzone.com; Audio-lingual lab: speaking, listening, reading activities.

#### **Fourth Six Weeks:**

1. Themes
  - Celebrations
2. Communication and Grammar, book and workbooks
  - Unidad 3, Etapas 1 and 2 (**Imperfect Subjunctive will be introduced with Etapa 3 during the 5<sup>th</sup> Six weeks**)
    - P. 180** Describe personal celebrations, say what people want, link events and ideas. Subjunctive with conjunctions, subjunctive for expressing wishes.
    - P. 202** Talk about holidays, hypothesize, express doubt and disagree, describe ideals. Subjunctive with nonexistent and indefinite antecedents, subjunctive for disagreement and denial.
3. Cultural and Historical Concentrations
  - El Caribe
4. Music and Video Clips
  - Juan Luis Guerra, Compay Segundo, Buena Vista Social Club, Luis Enrique, José Feliciano, Sylvio Rodríguez, Pérez Prado, Salsa, Merengue, Rumba, Danzón, Cha cha chá, etc.
5. Lectura para todos workbook
  - Ébano real by Nicolás Guillén, p. 22
  - De Versos Sencillos; 1 by José Martí, p. 28
  - La muñeca menor by Rosario Ferré, p. 84
6. Multi-media lab: eTextbook, classzone.com; Audio-lingual lab: speaking, listening, reading activities.

#### **Fifth Six Weeks:**

1. Themes
  - Professions
2. Communication and Grammar, book and workbooks
  - Unidad 3, Etapa 3, Unidad 4, Etapas 1 y 2
    - P. 224** Describe historic events, make suggestions and wishes, express emotion and doubt, state cause and effect. Subjunctive vs. indicative, imperfect subjunctive.
    - P. 254** Describe your studies, ask questions, say what you are doing, say what you were doing. Progressive with ir, andar, seguir, present and past progressive.
    - P. 276** Talk about careers, confirm and deny, express emotions, hypothesize. Past perfect subjunctive, conditional perfect.

3. Cultural and Historical Concentrations
  - España, Argentina, Chile, Uruguay y Paraguay
4. Music and Video Clips
 

Mecano, Monserrat Caballé, Milladoiro, Carlos Núñez, Joan Manuel Serrat, Julio Iglesias, Los Cinco Latinos, Los Churumbeles de España, Mercedes Sosa, Conjunto Chile Lindo, Simone, Roberto Carlos, Carlos Gardel, Libertad Lamarque, Sting, etc. Video clips from Evita, Juan Domingo Perón, Scent of a Woman, Schindler's List, True Lies, Shall we Dance, etc.
5. Lectura para todos workbook
  - *about* Jorge Luis Borges, p. 34
  - Paula (excerpt) by Isabel Allende, p. 40
  - Borges y yo by Jorge Luis Borges, p. 94
  - Arte poética, p. 97
  - *about* Miguel de Unamuno and Ana María Matute, p. 45
  - La casa de Bernarda Alba (excerpt) by Federico García Lorca, p. 51
  - Romance sonámbulo by Federico García Lorca, p. 101
6. Multi-media lab: eTextbook, classzone.com; Audio-lingual lab: speaking, listening, reading activities.

### **Sixth Six Weeks:**

1. Themes
  - Professions
  - Fine Arts
  - Media and Technology
2. Communication and Grammar, book and workbooks
  - Unit 4, Etapa 3. Include excerpts from Units 5 and 6  
**P. 298** Learn about Latin American economics, clarify possession, express possession, express past probability. Future perfect
3. Cultural and Historical Concentrations
  - Perú, Bolivia, Colombia, Venezuela, Ecuador
4. Music and Video Clips
 

Carlos Vives, Juanes, Elvis Crespo, etc., video clips from Goya in Bordeaux, Surviving Picasso, Frida Khalo, The Frescos of Diego Rivera, The Detroit Murals, Cradle Will Rock, etc.
5. Lectura para todos workbook
  - Brillo afuera, oscuridad en casa (excerpt), p. 57
  - *about* Gabriel García Márquez, p. 62
  - Un cuentecillo triste by Gabriel García Márquez, p.108
6. Multi-media lab: eTextbook, classzone.com; Audio-lingual lab: speaking, listening, reading activities.

**FOR MORE INFORMATION AND TO CHECK STANDARDS AND SPECIFICATIONS  
VISIT THE FOLLOWING WEB-SITES:**

[www.tea.state.tx.us](http://www.tea.state.tx.us)

(Texas Education Agency)

[www.tfla.com](http://www.tfla.com)

(Texas Foreign Language Association)

[www.ACTFL.org](http://www.ACTFL.org)

(American Council on the Teaching of Foreign Language)

[www.AATSP.org](http://www.AATSP.org)

(American Association of Teachers of Spanish and Portuguese)

[www.collegeboard.com](http://www.collegeboard.com)

(For information on the AP Spanish Language and Literature courses)