

Spanish

Course: Spanish 1A

Level: Grade 6

Prerequisite: None

Text: *¡Ven Conmigo! Level 1A, Adelante* (Holt, Rinehart & Winston)

Course Description and Overview: This is the first half of the Spanish Level 1A-1B sequence. It introduces students to simple vocabulary and the principles of grammar and verb usage. Students learn to communicate both orally and in written form on a variety of topics. The practice of the language is accomplished through a variety of activities; including practice of reading, writing, listening and speaking. Culture study deals with Spain, Central America and South America, including Mexico, as well as the geography and customs of the Spanish-speaking world.

Course Objectives: Students enhance their listening, speaking, reading, and writing skills as well as cultural appreciation through authentic documents, simple readings, audio and video programs and films. The four language skills: listening, speaking, reading and writing are developed through authentic documents, simple readings, letter writing, picture descriptions, written and spoken dialogues, use of the language laboratory, audio and video programs and films.

Requirements: Quizzes and exams are given weekly and tri-weekly (respectively) throughout the semester. Students create and present original dialogues, write informal letters, short paragraphs and other various projects which are graded as part of their quarter grade.

Writing Requirements: Students work on writing daily as a facet of second language learning; for example, they create original dialogues to apply the learned vocabulary and write situational stories based on photographs.

Evaluation/Grading Policy: Quarter grades are made up of quizzes and unit exams, homework, class participation and projects. The final course grade is an average based on the four quarter grades and the final exam grade.

Course Outline:

Preliminary chapter: Colors, numbers, alphabet, useful phrases, days of the week, months and seasons.

Unit 1: Introductions, greetings, stating age, origins, likes/dislikes, definite articles and the verbs *ser*, *tener* and *gustar*.

Unit 2: Wants and needs, school supplies, indefinite articles, subject pronouns, contents of a room, and the verbs *necesitar* and *querer*.

Unit 3: Class schedules, telling time, school subjects, describing people and things, free time activities and the verbs *ser* and *gustar*.

Unit 4: Location words, places in the town and city, the verb *estar* and the present tense of *-ar* verbs.

Unit 5: Discussing how often you do things, negation, daily activities, the weather, indirect objects, regular *-er* and *-ir* verbs, the verb *ver*.

Unit 6: Describing the family, possessive adjectives, describing people, things a family does together, the verbs *hacer* and *salir*, the personal *a*, discussing problems and giving advice, household chores and the verb *deber* and *poner*.

Spanish

Course: Spanish 1B

Level: Grades 7

Prerequisite: Spanish 1A

Text: *¡Ven Conmigo! Level 1B, En Camino* with workbook (Holt, Rinehart & Winston)

Course Description and Overview: This beginning level course is an introduction to the Spanish language, its customs and culture. It is the second half of the Spanish Level 1A-1B sequence and is designed to introduce students to the basic Spanish sound system, simple vocabulary, principles of grammar and verb usage. The four language skills; listening, speaking, reading and writing are developed through authentic documents, simple reading audio and video cassette programs, and films. Students learn to communicate both orally and in written form on a variety of thematic topics. All students take the New York State LOTE Proficiency exam in June.

Course Objectives: The emphasis of the course is on basic conversational skills and vocabulary. The students are further introduced to simple grammatical concepts and cultural characteristics of the Spanish speaking world. Students understand simple spoken Spanish. Students acquire basic speaking skills. Students also write grammatically correct and well-organized Spanish of elementary difficulty and read Spanish at a beginning level. Students develop an understanding and appreciation of the culture of the Spanish speaking world.

Requirements: Quizzes and tests are given during the four quarters, as well as oral presentations, skits, and written graded assignments. In addition, there is one large research project in the spring on a Hispanic Country.

Writing requirements: Students write simple sentences and form questions. They write paragraphs, short compositions, dialogues, skits, notes and letters.

Evaluation/Grading Policy: Quarter grades are determined from all quizzes, exams, oral presentations, homework and class participation. These assessments are based on all four language skills.

Course Outline:

Bridge Chapter: Review of topics from Spanish 1A.

Unit 7: Talking on the phone, accepting and turning down invitations, places and events, making plans and getting ready to go out. The following grammatical topics are covered: stem-changing verbs, reflexive verbs, *pensar* and *ir* with infinitive, and expressions with *tener*.

Unit 8: Talking about meals and foods, commenting on and describing food, ordering dinner in a restaurant, setting a table, talking about the cultural differences of Hispanic and American foods. The following grammatical topics are covered: the verb *encantar* and indirect object pronouns, *ser* and *estar* with food, expressions with *tener*, indirect object pronouns *me*, *te*, *le*, and *nos*.

Unit 9: Talking about shopping and buying clothing, describing clothing, asking for and giving directions. The following grammatical topics are covered: indirect object pronouns; use of *ser* plus *de*; comparisons and demonstrative adjectives.

Unit 10: Talking about holidays and festivals, asking for help and responding to requests, and talking about past events. The following grammatical topics are covered: present progressive tense; informal commands; preterite tense of regular *ar* verbs; and direct object pronouns.

Unit 11: Talking about health, expressing feelings, physical conditions, and describing moods, saying what you did and talking about where you went and when. The following grammatical topics are covered: The verbs *sentirse* and *doler*; preterite forms of verbs *jugar* and *ir*.

Unit 12: Talking about vacation plans, where you went and what you did, talking about what you do every day and like to do every day. The following grammatical topics are covered: Review of stem-changing verbs, review of *ser* and *estar*, and preterite tense.

Videos accompany every chapter. Tapes and CD's are used to enhance oral comprehension. Preparation for the Proficiency Exam is done throughout the year.

Spanish

Course:	Spanish 2
Level:	Grades 8-9
Prerequisite:	Spanish 1B and a grade of 65 or better on the NY State Proficiency Exam
Text:	<i>¡Ven Conmigo! Level 2</i> (Holt, Rinehart & Winston)

Course Description and Overview: This course is designed to augment the listening, speaking, writing and reading skills first introduced in Spanish I. At this level, students are introduced to readings of intermediate difficulty as well as exposure to more complex grammar formations. Specifically, students study the usage of the present, past, future, conditional and compound tenses. There is an emphasis on conversation, specifically, expressing interests, opinions and descriptions of people and places. The students also study the culture of various regions of the Spanish speaking world, in particular, Andalucía, México, El Caribe and Los Andes; as well as Hispanic regions of the United States, such as Texas and California.

Course Objectives: Students enhance their listening, speaking, reading and writing skills as well as their appreciation of different cultures through the viewing of the video program which accompanies the textbook series, through authentic readings, role playing activities and essay writing.

Requirements: Quizzes and exams are given during the four quarters as well as formal and informal class presentations. Several research projects are included throughout the year.

Writing Requirements: Students at the beginning write short paragraphs and as the year goes on, they expand their writing skills to develop their ability to write a 100-150 word essay in preparation for the more rigorous standards of Spanish 3. They also write their responses to questions, lectures, notes, picture descriptions and dialogues.

Evaluation/Grading Policy: Quarter grades are determined from quizzes, exams, presentations/projects, homework, class participation and language laboratory work.

Course Outline:

Unit 1: Introduction of self, describing people, expressing likes and dislikes, present tense and *gustar*.

Unit 2: Feelings, suggestions, expressing events in the past, describing the town and city, the preterite tense of *-ar* verbs.

Unit 3: Talking about routine, responsibilities, hobbies and pastimes, reflexive verbs.

Unit 4: Asking and giving opinions/advice, & making comparisons and plans, the verb *conocer*, direct object pronouns.

Unit 5: Talking about staying fit and healthy, giving explanations, the verb *dormir* and the preterite of *-er* and *-ir* verbs.

Unit 6: Asking for and giving information and ordering in a restaurant, the verbs *saber* and *conocer* and irregular preterite verbs.

Unit 7: Talking about what they used to like and dislike, the imperfect tense.

Unit 8: Describing a past event, the preterite tense.

Unit 9: Asking directions and going shopping, the formal commands.

Unit 10: Formulating a story, the preterite and imperfect tense.

Unit 11: Discussing problems and solutions, negative words and commands.

Unit 12: Review chapter.

Spanish

Course:	Spanish 3
Level:	Grade 10
Prerequisite:	Spanish 2
Texts:	Valette and Valette, <i>Situaciones, Spanish for Mastery 3</i> (DC Heath)

Course Description and Overview: This course reinforces and expands the vocabulary and grammatical structures learned in the first two levels of Spanish. The students complete their study of the basic grammatical structures they began in years one and two, as well as improve their ability to communicate both in writing and in speaking. The students also work on their ability to understand spoken Spanish at native speed and to read authentic literature from Hispanic countries. In oral exercises, students create original dialogues and narratives in Spanish, participate in challenging conversations and communicate successfully in basic situations like traveling in foreign countries, going to the hospital, attending school etc. Linguistically, students strengthen their command of spoken and written Spanish through grammar exercises. They express themselves in the past, present and future, using both singular and compound verb tenses. They also learn to express feelings and emotions through subjunctive and conditional constructions. Students read short stories and brief dramas by recognized Hispanic authors.

Course Objectives: This course uses the communicative approach to language learning in order to develop linguistic skills, literature appreciation and understanding, as well as oral communication skills. The four language skills, listening, speaking, reading and writing are further developed using a variety of authentic reading documents. Students also listen to video and audiotapes of native speakers. Students study various aspects of Spanish culture in-depth as well.

Requirements: Quizzes and exams are given on a weekly basis during the entire year. There are also oral presentations, both formal and informal, compositions, letters and notes. The New York State Regents Exam in Spanish is given at the end of the year.

Writing Requirements: Students write short summaries of stories, descriptions of their surroundings, responses to questions, directed compositions and dialogues, letters and notes as well as extensive grammar and vocabulary exercises.

Evaluation/Grading Policy: Quarter grades are determined from all quizzes, presentations, essays, compositions, projects, and language laboratory work as well as class participation, homework and group work. Assessments are based on all four language skills.

Course Outline:

Unit 1: Describe yourself and others. Introduce yourself. Express nationalities. *ser* vs. *estar*, articles, nouns, idiomatic expressions.

Unit 2: Daily routine vocabulary and common phrases. Reflexive verbs, near future and recent past constructions, commands & stem change verbs. Day of the Dead cultural celebration.

Unit 3: Household routines and chores. Introduction of subjunctive with verbs of volition and impersonal expressions.

Unit 4: Asking for and giving directions around a city. *por* vs. *para*. Commands. Christmas in Hispanic cultures.

Unit 5: Travel-related vocabulary. Future and conditional tenses.

Unit 6: Cultural events, leisure activities, how to invite people, how to accept or refuse invitations. Preterite and imperfect tense introduction.

Unit 7: Describing in the past. Preterite vs. imperfect use.

Unit 8: Foods, weights and measurements, how to order in a restaurant. Present perfect, past participles, double object pronouns, *gustar* constructions. Carnival celebrations.

Unit 9: Medical, dental and hospital needs. Subjunctive use after verbs of emotion, relative pronouns. *Cinco de Mayo* celebration.

Unit 10: Regents review. Practice all four proficiencies (speaking, reading, writing and listening). Practice all verb tenses: present, past, future, etc.

Spanish

Course: Spanish 4

Level: Grade 11

Prerequisite: Spanish 3

Texts: Diaz, *Abriendo Paso, Lectura* (Heinle and Heinle); *Spanish Three Years*; *Repaso* (Amsco); *Pasajes, Lengua* (McGraw-Hill); *Pasajes, Literatura* (McGraw-Hill); various short stories.

Course Description and Overview: This course is intended for the student who wants to further his or her knowledge of the Spanish language in order to be able to read, write and speak effectively. There is continued emphasis on grammar and verbs, as in the lower levels, but this course takes both to more advanced levels. There is also an emphasis on reading comprehension of authentic texts. Students are expected to use what they have learned in levels one through three, effectively in communication and comprehension.

Course Objectives: This course prepares students for the challenging AP course the following year. Through the intensive study of grammar and essay writing techniques, students learn to refine their ability to write. Through short stories and other literary genres, students learn to read more effectively.

Requirements: During the year, students complete written quizzes and tests, as well as essays and oral presentations, both formal and informal. The students do extensive work in the language lab as well. There is a cumulative final exam at the end of the year.

Writing requirements: Students write an essay every two to three weeks. The format of the essay includes summaries of short stories, personal experiences, creative writing such as inventing new characters within a story we have read etc. They are also expected to write critical analysis of different works, responses to directed questions, persuasive essays, letters, descriptive instructions and grammar and vocabulary review exercises.

Evaluation/Grading Policy: Quarter grades are determined from all quizzes, exams, presentations, essays, as well as class participation, homework and group work. These assessments are based on all four language skills.

Course Outline:

- Unit 1:** *Pasajes*, Chapter 1: Stereotypes.
- Unit 2:** Short Story: “Rosa” by Ángel Balzarino.
- Unit 3:** Grammar: Preterite, Imperfect
- Unit 4:** Short Story: *El Décimo* by Emilia Pardo Bazán.
- Unit 5:** Grammar: Future, Conditional, Gerunds, Progressives
- Unit 6:** Short Story: *Un Oso y Un Amor* by Sabine Uribarrí
- Unit 7:** Culture: *Día de los Muertos*
- Unit 8:** Children’s books: *Cenicienta*
Blancanieves
La pequeña locomotora que sí pudo
and others.
- Unit 9:** Films: *Como el Agua para el Chocolate*
- Unit 10:** Grammar: Subjunctive, past and present
Sequence of tenses
All forms of *haber* and perfects.
- Unit 11:** Short story comparison and contrast:
No Oyes Ladrar los Perros by Juan Rulfo
El Hijo by Horacio Quiroga
- Unit 12:** Short stories from the AP literature exam:
“Continuidad de los parques”
“La viuda de Montiel”
“Dos palabras”
“Un día de estos”
- Unit 13:** Advanced Grammar, miscellaneous topics

Throughout the year, interspersed:

- Magazine and newspaper articles in Spanish from daily newspapers
- Internet activities including listening, speaking and pronunciation practice.
- Speaking exercises in the language lab
- Radio programs
- AP exam practice
- In class essays

Spanish

Course: Spanish 5

Level : Grade 12

Prerequisite: Spanish 4

Text: *¡Sigue!* (Hodder Murray) and a variety of supplementary materials

Course Description and Overview: This course is designed to refine student's listening, speaking, reading and writing skills. Students, throughout different units, use and review all the different grammatical topics learned in the previous four years in order to achieve a highly proficient level language. They analyze works of literature, they synthesize their own ideas in the foreign language and they create original documents and essays. This course also allows students to expand their speaking ability. Students express their views on different topics and explain complex ideas in a variety of ways and points of view.

Course Objectives: Through their readings, discussions and viewing of movies, students sharpen their listening, speaking, reading and writing skills as well as further their cultural appreciation of the Hispanic world.

Requirements: Quizzes and exams are given during the four quarters, as well as a variety of formal and informal class presentations. Presentations are both individual and group.

Writing Requirements: The students refine their writing skills by writing summaries of current events, critical analysis of movies and journal entries

Evaluation/Grading Policy: Quarter grades are determined from quizzes, exams, journal presentations, projects, homework, class participation and language lab work. The final course grade is an average based of the four quarter and the final exam grades.

Course Outline:

Unit 1: Means of Communication

Unit 2: Food and Health

Unit 3: A Trip through Spain

Unit 4: A Mexican Panorama

Unit 5: Spanish Art

Unit 6: Audio Program: The missing boyfriend

Unit 7: *Don Quijote de la Mancha*, excerpts from the novel

Unit 8: *Bodas de Sangre*, play by Federico García Lorca

Unit 9: Poetry of the Hispanic world

Spanish

- Course:** Advanced Placement Spanish
- Level:** Grade 12
- Prerequisites:** Spanish 4, AP Application and departmental approval.
- Texts:** Diaz, *Abriendo Paso, Lectura* (Heinle and Heinle); Diaz, *Abriendo Paso, Gramática* (Heinle and Heinle); Diaz, *AP Spanish: Preparing for the AP Language Examination* (Pearson). In addition to these texts, we use various short stories, fables, poetry and drama from well known Hispanic authors.

Course Description and Overview: This course is designed to parallel the skill development of a third year college Spanish course in composition and conversation. It is a course for the student who wishes to achieve a high level of fluency in reading, writing, speaking and listening in Spanish. The Advanced Placement Spanish Language exam is not based on a specific content, yet is based on the student's skill level. Students are expected to be able to fluently express themselves in all modes of communication in order to do well on the examination at the end of the year. For this reason, Advanced Placement testing procedures and sample examinations are practiced throughout the course of the year in order to prepare for the exam in the spring. There is also rigorous, daily practice for the perfection of reading and writing, listening and speaking skills.

Course Objectives: Students will refine all their Spanish skills through the study of different genres of literature including, drama, poetry, plays, novels, children's books, newspaper articles, etc. They will also work on oral and aural skills through TV shows, movies, cassette tapes they record in the language laboratory, and AP practice dialogues and narratives. There is also a great deal of emphasis on advanced grammar, vocabulary, idiomatic expressions and proper essay writing technique. Students will improve their ability to speak informally on a variety of topics as well as make formal oral presentations.

Requirements: Students are expected to complete written quizzes and tests, as well as essays and oral presentations, both formal and informal. There is extensive work in the language laboratory. Students have summer assignments before the course begins, which include journal writing, short story analysis and the viewing of a foreign film. When they come back to school in the fall, they are expected to make presentations on these assignments.

Writing requirements: In addition to journal entries, students also write an AP essay each month which is graded using the AP rubric. They also write descriptions of picture sequences, summaries of short stories and creative writing. They also write critical analysis of different works, responses to directed questions, original poetry, persuasive essays, letters, descriptive instructions and grammar and vocabulary review exercises.

Evaluation/Grading Policy: Quarter grades are determined from all quizzes, exams, presentations, essays, summer journals, lab work as well as class participation, homework and group work. These assessments are based on all four language skills.

Course Outline:

Unit 1: Summer reading presentations of different short stories. Each student must read a different short story by a well-known Hispanic author.

Unit 2: Short Story: “El almohadón de plumas” by Horacio Quiroga.

Unit 3: Grammar: Preterite, Imperfect, Present Perfect, Pluperfect (Past Perfect)

Unit 4: Play: *El Delantal Blanco* by Sergio Vodanovic.

Unit 5: Culture: Argentina. History, Music, Food, Walking tour of Buenos Aires

Unit 6: Presentations on movies seen during summer as part of AP summer work.

Unit 7: Grammar: Future & Conditional

Unit 8: Poetry: “Oda a los calcetines” by Pablo Neruda
“Oda al tomate” by Pablo Neruda
“Canción de jinete” by Federico Garcia Lorca
“Despedida” by Federico Garcia Lorca

Unit 9: Films: *La historia oficial*

Unit 10: Cooking: Cultural presentations on different cuisines.

Unit 11: Short Story Comparison and Contrast:
“No oyes ladrar los perros” by Juan Rulfo
“El hijo” by Horacio Quiroga

Unit 12: Short stories from the AP literature exam:
“Continuidad de los parques”
“La viuda de Montiel”
“Dos palabras”
“Un día de estos”

Unit 13: Advanced grammar, miscellaneous topics

Throughout the year, interspersed:

- Magazine and newspaper articles in Spanish from daily newspapers
- Internet activities including listening, speaking and pronunciation practice.
- Speaking exercises in the language lab
- Radio programs
- AP exam practice
- In class essays