

Course Title: Spanish 3-4 P
Spanish 3-4 H

Grade Level: 9 - 12

Length of Course: Two semesters

Prerequisites: A grade of C (75%) or better in Spanish 1-2P, or successful completion of two years of middle school Spanish or instructor's consent

A 95% test score average in Spanish 1-2P and instructor approval is required for Spanish 3-4 H

Credit: 5 per semester

Course Description:

The emphasis in Spanish 3-4 P is on authentic communication. Using the communicative approach, the students learn to invite, inform, inquire, exclaim, agree, disagree, compliment, express emotion, and opinions and exchange basic information. These communicative purposes, or functions, in turn, determine the selection and the amount of vocabulary and grammar that the students need to learn. A variety of activities are used to promote learning and application of the language, ultimately leading students to function with increasing proficiency in many new situations.

Spanish 3-4 H requires a higher level of academic performance. More attention is paid to grammar usage in writing, fluency in speaking and literary comprehension. It requires a more in-depth study of the language structures and supplementary reading, essays, culture projects and oral presentations.

Goal Statements:

The primary goal of Spanish 3-4 is to help students develop a basic proficiency in the four basic skills: listening, speaking, reading, and writing. At the same time, the course aims to increase the students' knowledge and appreciation of the diverse cultures of the countries whose language they are learning.

Scope and Sequence:

Interwoven through each assigned unit in the text are grammatical points. Each chapter is comprised of two sections that are on related topics, each section has two vocabulary lists, two grammar points and a cultural topic. The basic course will cover the first nine chapters of the text. Therefore, each chapter will require approximately three weeks of instruction time.

Chapter 1

- Objectives: talk about ecology, discuss technology, talk about everyday activities, seek and provide personal information, state what is happening right now, talk about the future, talk about the past and express negation or disagreement
- Grammar: present tense, present progressive, *ir + a + infinitive*, preterite of -ar, -er and -ir verbs, negative and affirmative expressions, direct and indirect object pronouns
- Culture: "It's a small world," cibercafes, boyfriends and girlfriends

Chapter 2

- Objectives: identify objects in a bathroom, discuss daily routine, discuss personal grooming, seek and provide personal information, point out someone or something, talk about the past, discuss health, identify parts of the body and give and take instructions
- Grammar: reflexive verbs, *se*, preterite of reflexive verbs, demonstrative adjectives, verbs like *gustar*, prepositions
- Culture: Spanish names in the U.S., Spanish in your community, eating healthy

Chapter 3

- Objectives: talk about places in a city, ask for and give directions, tell others what to do and not to do, give advice and make suggestions, discuss what is sold in specific stores, talk about everyday activities, discuss whom and what people know and identify parts of a car
- Grammar: informal affirmative commands, words ending with *-ería*, formal and plural commands, *saber* and *conocer*, negative commands
- Culture: Mexico and diversity, shopping in Mexico

Chapter 4

- Objectives: discuss activities at a special event, describe in the past, identify animals, discuss details about the past, express past intentions, talk about nationality, add emphasis to a description, discuss size and indicate possession
- Grammar: imperfect tense, imperfect of *ser*, *ir* and *ver*, *ser* and *estar*, adjectives of nationality, *-ísimo*, *-ito*, adjective placement, possessive adjective long form, *lo* with adjectives and adverbs
- Culture: El Salvador, Honduras, humor

Chapter 5

- Objectives: name some foods, talk about the past, talk about what someone remembers, express an opinion, describe clothing, ask for advice, state what was happening at a specific time, describe how something was done, express length of time
- Grammar: preterite, preterite vs imperfect, *reír*, *freír*, adverbs ending in *-mente*, *hace* + time + *que*, *hacía* + time + *que*
- Culture: Caribbean, Dominican Republic, “criolla” food

Chapter 6

- Objectives: describe a household, talk about family, tell someone what to do, state wishes and preferences, talk about everyday activities, invite someone to do something, make a request, express doubt, emotion and uncertainty and state hopes and opinions
- Grammar: stem-changing verbs, subjunctive, irregular subjunctive verbs, infinitive vs. subjunctive, subjunctive with emotion and doubt
- Culture: Bolivia, *quechuas*, *aymaras*, colonial homes, Bolívar and his countries, family celebrations

Chapter 7

- Objectives: say what has happened, discuss the news, talk about a television broadcast, describe people and objects, identify sections of newspapers and magazines, relate two events in the past, talk about a radio broadcast and talk

about soccer

- Grammar: present perfect tense, past participle, present perfect of irregular verbs, past participles as adjectives
- Culture: Uruguay, Paraguay, soccer

Chapter 8

- Objectives: express emotion, talk about everyday activities, talk about the future, plan a vacation, state what is probable, make travel and lodging arrangements, use the twenty-four-hour clock, talk about schedules, express logical conclusions and talk about hopes and dreams
- Grammar: future using *ir + a + infinitive*, future tense, irregulars in the future, conditional tense, irregulars in the conditional
- Culture: vacations in Spain, Ol?, Spain, traveling in Spain

Chapter 9

- Objectives: discuss careers, express events in the past, relate two past events, talk about hopes and dreams, state wishes and preferences, discuss the future, express uncertainty, express doubt, advise and suggest, express emotion and identify and locate countries
- Grammar: present perfect subjunctive, more on subjunctive
- Culture: Our planet, gestures, ecotourism

Student Outcomes for all Units of Instruction:

By the end of this year of study, the student will be able to do the following in the target language:

- maintain a conversation with Spanish-speaking friends and acquaintances in many different settings;
- express basic feelings, opinions, and judgments on topics that are important to them;
- travel in a Spanish speaking country and be able to communicate their personal and travel needs;
- understand and interpret written and spoken language on a variety of topics, and understand the nature of language through the comparison of their home language and the language being studied;
- read texts, magazine and newspaper articles in Spanish;
- present information, concepts and ideas to an audience of listeners or readers on a variety of topics;
- appreciate the many distinctive differences, similarities and viewpoints among people around the world and in our own country and demonstrate an understanding of the relationships;
- discover different ways of looking at life and the home culture as compared with the culture of the Spanish-speaking countries;
- communicate more effectively with people from backgrounds different from their own;
- be more open to meeting new people and to unfamiliar situations;
- be able to appreciate, understand, and enjoy television, movies, films, music and art from Spanish-speaking countries and the cultural perspective;

- reinforce and further knowledge of other disciplines;
- become lifelong learners by using the target language for personal enjoyment and enrichment.

Assessment Strategies:

Teachers will use a minimum of four of the following strategies to determine to what extent the goals and desired outcomes have been achieved:

1. Announced and unannounced quizzes;
2. Oral presentations on researched topics;
3. Oral tests, requiring students to respond as naturally and as quickly as they would in a normal conversation;
4. Daily written assignments;
5. Maintain a notebook (portfolio) containing class notes, rough drafts, rewrites and final copies of assignments, homework and extra materials issued in class;
6. Written testing, including, but not limited to:
 - essay type material, requiring in-depth thought and conclusions;
 - short answer questions that require recall and analysis of limited material presented in class;
 - multiple choice, true/false, and fill-in-the-blank questions that require recall of information and application of knowledge and ideas as presented in class;
 - listening comprehension;
 - reading comprehension;
7. Teacher observation of pair work and group activities, including:
 - how well they are working together;
 - how everyone is participating;
 - how well they are staying “on task.”

Skills to be Mastered:

Although the expected student outcomes for unit content are listed in the Scope and Sequence section of the curriculum, the students will also be expected to master the following educational skills:

- become better note-takers;
- learn to organize their instructional materials;
- learn to write legibly;
- master grammatical terms;
- learn to write in a well-organized, and grammatically correct manner;
- increase vocabulary;
- answer questions clearly and concisely;
- learn grammatical points and apply said points in oral and written samples;
- learn to work cooperatively with other students and to benefit from said experience.

Instructional Strategies:

Teachers will use a variety of instructional strategies which may include the following:

- Reading out loud in class
- Topical writings about presented material
- Cooperative learning activities
- Presentations by lectures
- Simulations and role playing
- Discussions in class
- Reviewing homework assignments
- Videotape and film presentations
- Overhead transparencies

Instructional Materials:

- Navegando 1, EMC Paradigm, 2005
- Other materials:
- Navegando 1 testing manual
 - Navegando 1 quiz manual
 - Navegando 1 workbooks
 - Navegando 1 activity books
 - Navegando 1 audio tape manual
 - Navegando 1 CDs
 - Maps and posters
 - Videos that align with the series