



**Cleveland Heights-University Heights City School District**

**SPANISH**

**GRADED COURSE OF STUDY**

**August, 2004**

**Deborah S. Delisle  
Superintendent of Schools**

## **STATEMENT OF APPROVAL**

THIS COURSE OF STUDY HAS BEEN EXAMINED BY THE CLEVELAND HEIGHTS–  
UNIVERSITY HEIGHTS BOARD OF EDUCATION.

THE DOCUMENT WAS FORMALLY APPROVED FOR ADOPTION BY THE BOARD  
OF EDUCATION ON AUGUST 23, 2004.

RESOLUTION #04-08-148

## TABLE OF CONTENTS

Table of Contents.....	i
Spanish Task Force Members .....	ii
District Philosophy.....	iii
Introduction.....	v
Ohio's Foreign Language Standards .....	1
Benchmarks.....	2-4
Spanish I, Pre AP and Foundations.....	5-10
Spanish II and Spanish Pre AP.....	11-17
Spanish III and Spanish III Pre AP.....	18-24
Spanish IV and Spanish IV AP.....	25-29
Spanish V and Spanish AP.....	30-34

## Spanish Task Force Members:

<b>TEACHERS</b>	<b>LOCATION</b>
Susan Fletcher-Ahmed	Boulevard
Carolyn Robb	Monticello
Robert Weaver	Monticello
Olivia DiVita	Roxboro Middle
Felisa Anthony	Heights High
Flor Argheta-Gomes	Heights High
Helen Horwitz	Heights High
Beverly Simmons	Heights High
Joseph S. Micheller, Ed.D.	Exec. Director of Educational Serv.

## **DISTRICT PHILOSOPHY**

### **PHILOSOPHY OF EDUCATION**

The educational organization, administration, development and programs within our school system are to be guided by the following premises:

1. All children are entitled to a public education that will encourage the fullest development of their individual talents.
2. Learning is essential to individual independence and the general welfare of the changing American society.
3. Effective learning develops both intellectual and emotional qualities and is for action; its proper evaluation lies in the quality of resultant activity, not mere response.
4. Organized education, a deployment of human and material resources as means toward learning, implies learning for all -- students, teachers, administrators -- at different levels of understanding and maturity.
5. Organized education is at its best when graced with experimental attitudes and dedicated to the proposition that all issues between organization and learning shall be resolved in favor of learning.
6. All rewards and penalties adopted in the organization of education become legitimate only insofar as they assist learning.
7. For purposes of learning and growth, internal motivations are more valuable than the external, such as, grades and competition.

The primary people in our school system are first, the students, and next, the teachers. Accordingly, they will be given primary consideration in any action taken by the Board of Education.

Our school system should provide a framework in which basic problem-solving and personal adjustment methods can be learned in an orderly, phased, and wholly accessible manner.

Our school system should educate toward both responsibility and responsiveness. It should provide greatly enriched conditions for individual growth in self-awareness, in a larger social awareness, and in controlled and meaningful response both to inner and outer influences. It should strive to heighten the developing student's appreciation of the cultural and individual diversity within the human family, and improve his/her skill in working harmoniously and creatively with that diversity, since this is a rich resource for innovative and successful growth.

A major effort of the teaching-learning process should be the early development of positive self-assurance and the continuing development of individual potential to deal with a changing society, to think rationally and creatively, to be independent and productive, and to choose rewarding life activities. Thinking, creativity, independence, productivity, and activity are also characterized by individual differences. Yet they must meet external requirements, and these change with the changing society.

\*Ohio Administrative Code 3301-35-02

Approved by Board of Education February 9, 1970

Revised by Board of Education January 31, 1977

Re-adopted by Board of Education January 3, 1978; March 14, 1983;  
December 11, 1989

## Introduction

This document represents a research-based approach to language development and prepares students to use their knowledge of language and culture to communicate effectively in a pluralistic society. A standards-based foreign language program prepares students for success in the workplace and/or for post-secondary education.

The five standards that follow represent foreign language content that all students should know and be able to do as they progress through the program. The standards should be quite familiar to foreign language educators as they align with the national *Standards for Foreign Language Learning* (1996; 1999) and all other states' standards.

Content Standards:

- Communication:** Communicate in languages other than English
- Cultures:** Gain knowledge and understanding of other cultures
- Connections:** Connect with other disciplines and acquire information
- Comparisons:** Develop insight into the nature of language and culture
- Communities:** Participate in multilingual communities and cultures at home and around the world

The five standards define a balanced program of knowledge and skills that allows students to reach an Intermediate-High or Pre-Advanced level of language proficiency and intercultural competence as defined by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (1998). In addition, students are encouraged to communicate in a wide range of situations, solve problems creatively, think critically, work cooperatively in teams, use technology effectively and value lifelong learning.

Research also shows that learning is enhanced when students make meaningful connections between new information that they are learning and their own experiences. Therefore, whenever possible, students should have opportunities to learn a foreign language in real-world contexts that prepare them for school, daily life and workplace situations found in the target language community. Students should be able to interact appropriately, interpret authentic materials, and present information and opinions to others both within and beyond the classroom. Technology creates myriad opportunities for students to connect with people around the world and to access information directly in the target language.

Students acquire vocabulary and are able to discern the underlying structure of the target language through exposure to language-rich situations, such as reading, viewing or listening to a variety of multimedia texts or conversing with peers and adults.

The standards reflect the belief that reading and listening are problem-solving activities that require the application of strategies to make sense of oral, signed and written language. The standards encourage students to interpret texts through the lens of the target culture.

As students present information, ideas and opinions, they learn to use the grammatical and mechanical aspects of the language with increasing accuracy. Opportunities to practice using the language in controlled situations should give way to occasions for creative construction with the language to develop both accuracy and fluency.

The following terms and definitions are used in this document:

**Standard:** An overarching theme or goal in foreign language. The standard statement describes, in broad terms, what students should know and be able to do as a result of a kindergarten through 12<sup>th</sup> grade program.

**Benchmark:** A specific statement of what students should know and be able to do at a specific time in their schooling. Benchmarks measure students' progress toward meeting the standard. Benchmarks fall at the end of grades four, eight and twelve for the foreign language standards.

**Grade-Level Indicator:** A specific statement of the knowledge and/or skills that students are expected to demonstrate at each grade level. These indicators serve as checkpoints that monitor progress toward the benchmarks. The suggestions provided in the parentheses of the indicators are meant to serve as examples, no required content/skills. A variety of languages appear in the examples to stimulate thinking about possible content.

# Ohio's Foreign Language Standards

## **Communication: Communicate in languages other than English.**

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

## **Cultures: Gain knowledge and understanding of other cultures.**

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

## **Connections: Connect with other disciplines and acquire information.**

Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

## **Comparisons: Develop insight into the nature of language and culture.**

Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

## **Communities: Participate in multilingual communities and cultures at home and around the world.**

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

## Benchmarks

### **Communication: Communicate in languages other than English.**

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

- A. Interact using extended spoken, signed or written communication by providing and obtaining information.
- B. Express a wide range of feelings and emotions, and discuss and support opinions.
- C. Use a wide range of strategies to negotiate meaning.
- D. Give and follow a series of complex directions.
- E. Interact in a wide range of situations using culturally authentic language and gestures.
- F. Follow complex oral, signed or written directions and requests.
- G. Use a variety of reading and listening strategies to derive meaning from texts.
- H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.
- I. Create presentations on a range of original or authentic expressive products.
- J. Present information and ideas on a range of topics.
- K. Apply age-appropriate writing process strategies to produce a variety of documents for publication.

### **Cultures: Gain knowledge and understanding of other cultures.**

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

- A. Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.
- B. Participate in and discuss a wide variety of cultural practices.
- C. Analyze, discuss and report on a wide variety of products and perspectives of the target culture.

- D. Analyze, discuss and report on significant contributions from the target culture.

**Connections: Connect with other disciplines and acquire information.**

Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

- A. Investigate, analyze and present concepts from across disciplines.
- B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.

**Comparisons: Develop insight into the nature of language and culture.**

Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

- A. Analyze and discuss linguistic structures and conventions of the target language and English.
- B. Analyze and explain how the target language and English express meaning through variations in style.
- C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.
- D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and student's own culture.

**Communities: Participate in multilingual communities and cultures at home and around the world.**

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

- A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture.

- B. Perform original or authentic works for a school or community event.
- C. Sustain communication with people locally and around the world.
- D. Report information about and personal reactions to various products, media and services of the target culture.
- E. Attend, participate in or view target culture events and describe to others.
- F. Evaluate and discuss how understanding of another language and culture enhances job skills and career options.
- G. Develop evaluative tools and implement group strategies to complete tasks and solve problems.

## **Spanish I, Pre AP and Foundations**

### **Communication: Communicate in languages other than English**

#### **Interpersonal**

- Exchange information via letters, e-mail/video mail, notes, conversations or interviews on familiar topics (e.g., school events, weekend activities, memorable experiences, family life).
- Express opinions and preferences about information gathered regarding events, experiences and other school subjects.
- Clarify meaning (e.g. paraphrasing, questioning).
- Follow directions, instructions and requests (e.g. installing software, dance steps)

#### **Interpretive**

- Demonstrate the ability to acquire goods, services or information (e.g., using public transportation, buying food).
- Follow directions, instructions and requests (e.g., recipes, travel directions, prompts on ATMs)
- Use listening and reading strategies (e.g., skimming and scanning techniques) to determine main idea and purpose

#### **Presentational**

- Summarize directed information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give personal reactions.
- Create and present a narrative of personal experiences and school happenings
- Present differences in products and practices (e.g., sports, celebrations, school life) found in the target culture.
- Apply level appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).

### **Cultures: Gain knowledge and understanding of other cultures**

#### **Practices**

- Investigate and report on cultural events (e.g., rites of passage) in English or on a limited basis in the Spanish
- Participate in age-appropriate cultural practices (e.g., music, dance, drama).

#### **Products**

- Explain objects, images and symbols of the target culture (e.g., maneki neko— Japanese cat of happiness and good fortune; Chinese dragon; guayabera-Mexican short sleeved man's shirt etc.

- Describe the impact of tangible products from the target culture (e.g. handicrafts, commercial goods) on the global community and /or target culture.
- Discuss the contributions of famous people from the target culture

## **Connections: Connect with other disciplines and acquire information**

### **Integrated Studies**

- Summarize articles or short videos on interdisciplinary topics (e.g. art, metric system, weather and other scientific phenomena).

### **New Viewpoints**

- Interview a native speaker or expert in the field to develop new insights on topics of interest (e.g., foreign workers' experience in U.S., access to technologies).

## **Comparisons: Develop insight into the nature of language and culture**

### **Linguistic Insights**

- Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/ register).

### **Cultural Insights**

- Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family and leisure activities).
- Investigate and compare how people meet basic needs (e.g., food, clothing, shelter)

### **Concept of Culture**

- Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school).

## **Communities: Participate in multilingual communities and cultures at home and around the world**

### **Outreach**

- Present information about the Spanish and culture to others (e.g., celebrations, holidays, the arts).
- Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays; write books, share folk tales, exchange letters).
- Perform original or authentic works for a school or community event (e.g., sing, dance, and act).

- Establish personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the Spanish to obtain perspectives on topics of mutual interest.

### **Enrichment and Enjoyment**

- Explore opportunities to travel or study in the target culture and report findings to others (e.g., research options based on specific criteria, such as budget, location, student interests, and climate).
- Use media in the Spanish for personal enjoyment (e.g., print media, movies, TV, Internet) and report on the activity to others (e.g., activity log, oral or written summary).
- Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holidays and family celebrations) and describe to others.

## **Spanish I Grammer**

I. Students will study the following grammatical structures and vocabulary:

A. Articles

1. Definite
2. Indefinite

B. Nouns

1. Gender
2. Number

C. Adjectives

1. Descriptive
  - a. Agreement with noun
  - b. Placement
2. Possessive
  - a. Agreement with noun
  - b. Placement
3. Comparative
  - a. Regular
  - b. Irregular
  - c. Equal and unequal
4. Demonstrative

D. Adverbs

E. Pronouns

1. Subject
2. Prepositional
3. Reflexive
4. Object

- a. Direct and Indirect
- b. Placement
- 5. Possessive

#### F. Verbs

- 1. Present Tense
  - a. Regular
  - b. Common irregular
  - c. Stem-changing
  - d. Reflexive
  - e. Gustar
  - f. Ser vs. Estar
  - g. Saber vs. Conocer
- 2. Present Progressive
- 3. Idiomatic Future IR + A + INFINITIVE
- 4. Preterite Tense
  - a. Regular
  - b. Irregular (dar and ver)
  - c. Spelling Changes
- 5. Verbal Expressions
  - a. Idioms with tener
  - b. Idioms with hacer
  - c. Personal

#### G. Prepositions

- 1. Possessive "de"
- 2. Contractions
  - a. "al"
  - b. "del"

#### H. Questions and Answers

- 1. "Yes" and "No" questions
- 2. Use of interrogative words
- 3. Affirmative and negative sentences

#### I. Negative and Affirmative Words

#### J. Vocabulary Topics

- 1. People
- 2. Community/ Home
- 3. Professions
- 4. Sports/Pastimes
- 5. Personal Care
- 6. Transportation
- 7. Numbers
- 8. Foods
- 9. Greetings

10. Telling Time
11. Weather Expressions
12. Clothing
13. Calendar/Dates
14. Parts of the Body
15. Colors

## **Foundations Grammar**

I. Students will study the following grammatical structures and vocabulary:

A. Articles

1. Definite
2. Indefinite

B. Nouns

1. Gender
2. Number

C. Adjectives

1. Descriptive
  - a. Agreement with noun
  - b. Placement
2. Possessive
  - a. Agreement with noun
  - b. Placement
3. Comparative
  - a. Regular
  - b. Irregular
  - c. Equal and unequal
4. Demonstrative

D. Adverbs

E. Pronouns

1. Subject
2. Prepositional
3. Reflexive
4. Object
  - a. Direct and Indirect
  - b. Placement
5. Possessive

F. Verbs

1. Present Tense

- a. Regular
- b. Common irregular
- c. Stem-changing
- d. Reflexive
- e. Gustar
- f. Ser vs. Estar
- g. Saber vs. Conocer
- 2. Present Progressive
- 3. Idiomatic Future IR + A + INFINITIVE
- 4. Preterite Tense
  - a. Regular
  - b. Irregular (dar and ver)
  - c. Spelling Changes
- 5. Verbal Expressions
  - a. Idioms with tener
  - b. Idioms with hacer

#### G. Prepositions

- 1. Possessive "de"
- 2. Contractions
  - a. "al"
  - b. "del"

#### H. Questions and Answers

- 1. "Yes" and "No" questions
- 2. Use of interrogative words
- 3. Affirmative and negative sentences

#### I. Negative and Affirmative Words

#### J. Vocabulary Topics

- 1. People
- 2. Community/ Home
- 3. Professions
- 4. Sports/Pastimes
- 5. Personal Care
- 6. Transportation
- 7. Numbers
- 8. Foods
- 9. Greetings
- 10. Telling Time
- 11. Weather Expressions
- 12. Clothing
- 13. Calendar/Dates
- 14. Parts of the Body
- 15. Colors

## **Spanish II and Pre AP**

### **Communication: Communicate in languages other than English**

#### **Interpersonal**

- Ask questions on current events and issues (e.g., immigration, environmental concerns).
- Express and support opinions about topics appropriate to grade level (e.g. cars, dating, music, fashion, sports).
- Clarify meaning (e.g., elaboration, questioning)
- Give and follow directions, instructions, and requests (e.g., changing a tire, treating an injury).

#### **Interpretive**

- Use appropriate language and gestures in culturally authentic social contexts (e.g., ordering in a restaurant, seeking medical attention, making, and responding to an invitation).
- Follow directions, instructions and requests (e.g., using voice mail, travel options)
- Use listening and reading strategies (e.g., identifying key words and phrases) to determine tone and intended audience)

#### **Presentational**

- Present an age-appropriate song, story or poem from the Spanish culture
- Write and make an oral presentation on a cultural or personal experience.
- Write and send informal letters for a variety of purposes.
- Apply age and level appropriate writing process strategies (pre-writing, drafting, and revising, editing, publishing).

### **Cultures: Gain knowledge and understanding of other cultures**

#### **Practices**

- Analyze and discuss behavior patterns of peers in the target culture.
- Interpret and use verbal and nonverbal cultural cues in a variety of situations (e.g., personal space, eye contact).
- Interact with others using culturally appropriate gestures and patterns of behavior in everyday situations (e.g., welcoming a guest, ordering a meal, conversing on the phone).

#### **Products**

- Explain and discuss products of the target culture that may be unfamiliar or misunderstood (e.g., lararium).
- Explain the contributions of the target culture in literature and the fine arts.
- Identify and explain influences of the target culture on U.S. culture (e.g., borrowed words/ expressions, food, organization, government).

## **Connections: Connect with other disciplines and acquire information**

### **Integrated Studies**

- Investigate economic conditions of the target culture and the home culture (e.g., standards of living, imports, exports, welfare systems).
- Explain interdisciplinary topics (e.g., literary genres, ecosystems, financial markets, immigrant population).

### **New Viewpoints**

- Examine how cultural institutions have changed over time (e.g., family, education, government)
- Report on topics of personal interest, or on topics with which students have limited experience (e.g., artists, musicians, authors, politicians) using a variety of authentic texts.

## **Comparisons: Develop insight into the nature of language and culture**

### **Linguistic Insights**

- Analyze comparable idiomatic expressions that represent a cultural awareness of the Spanish and students' own language (e.g., Hay moors en la costa/ There are Moors on the coast. = The walls have ears).
- Compare, contrast and discuss how a social issue is treated in both U.S. and target culture media (e.g., airport security, health care, democracy).

### **Cultural Insights**

- Examine the influences of the target culture on students' own culture and vice versa (e.g. prevalence of salsa in the U.S., spread of fast-food restaurants abroad).

### **Concept of Culture**

- Analyze how advertising reflects perspectives related to products and practices of the target culture and students' own culture

## **Communities: Participate in multilingual communities and cultures at home and around the world**

### **Outreach**

- Interact with groups outside the classroom to promote appreciation of the target culture (e.g., teaching, simple songs, conversational expressions, topics of cultural interest).
- Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales).
- May perform skits for a school or community event (e.g., sing, dance, and act).

- Establish and maintain personal communication links (e.g., pen pals, email) with speakers of the Spanish to obtain perspectives on world events.

### **Enrichment and Enjoyment**

- Explore target culture communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, and photo essay).
- Use media (e.g., print media, movies, TV, Internet) in the Spanish for enjoyment and give a review to others.
- Contact target culture organizations (e.g., Sister City, visitors' bureau, sports leagues) to obtain information of personal interest through a variety of means (e.g., web, inquiry letters, and report findings to others).
- Explore the opportunity to host individuals from a Spanish country and report findings to others.
- Attend, participate in, or view via media, target culture events (e.g., fairs, festivals, exhibitions).

### **Career Exploration and Skills**

- Participate in career exploration or school-workplace projects (e.g., job shadowing, networking, job interview) for a profession that requires proficiency in the Spanish (using OCIS).
- Explain how a second language may enhance one's career choice (e.g., mobility, salary, career advancement).
- Work cooperatively (e.g., evaluate and select options to develop a persuasive piece (e.g., advertising campaign) for a product or service (e.g., food, housing, tickets to a play, vacation).

### **Spanish II Grammar**

I. Students will study the following grammatical structures and vocabulary:

A. Articles

1. Definite
2. Indefinite

B. Nouns

1. Gender
2. Number

C. Adjectives

1. Descriptive
  - a. Agreement with noun
  - b. Placement
2. Possessive
  - a. Agreement with noun
  - b. Placement
3. Comparative
  - a. Regular

- b. Irregular
    - c. Equal and unequal
  - 4. Demonstrative
  - 5. Participles – estar with the present participle
- D. Adverbs
- E. Pronouns
  - 1. Subject
  - 2. Prepositional
  - 3. Reflexive
  - 4. Object
    - a. Direct and Indirect
    - b. Placement
  - 5. Possessive
  - 6. Demonstrative
- F. Verbs
  - 1. Present Tense
    - a. Regular
    - b. Common irregular
    - c. Stem-changing
    - d. Reflexive
    - e. Gustar and similar verbs
    - f. Ser vs. Estar
  - 2. Present Progressive
  - 3. Imperfect Progressive
  - 4. Idiomatic Future IR + A + INFINITIVE
  - 5. Preterite Tense
    - a. Regular
    - b. Irregular
    - c. Spelling Changes
    - d. Stem-Changes
  - 6. Imperfect Tense
    - a. Regular
    - b. Irregular
    - c. Preterite vs. Imperfect
  - 7. Future
    - a. Regular
    - b. Irregular
  - 8. Compound Tenses
    - a. Present Perfect
    - b. Pluperfect
    - c. Future Perfect
  - 9. Commands
    - a. Formal, affirmative and negative
    - b. Singular and plural

10. Subjunctive
  - a. Present, Formation and Usage
  - b. Subjunctive vs. Indicative
11. Verbal Expressions
  - a. Idioms with tener
  - b. Acabar de

#### G. Prepositions

1. Possessive "de"
2. Contractions
  - a. "al"
  - b. "del"
3. Of Place and Time
4. Por vs. Para

#### H. Negative and Affirmative Words

#### I. Vocabulary Topics

1. People
2. Community/Buildings
3. Professions
4. Sports/Pastimes
5. Personal Care
6. Manners
7. Vehicles/Transportation
8. Environment/Nature
9. Foods

### **Spanish II Pre AP Grammer**

#### I. Students will study the following grammatical structures and vocabulary:

##### A. Articles

1. Definite
2. Indefinite

##### B. Nouns

1. Gender
2. Number

##### C. Adjectives

1. Descriptive
  - a. Agreement with noun
  - b. Placement
2. Possessive
  - a. Agreement with noun

- b. Placement
- 3. Comparative
  - a. Regular
  - b. Irregular
  - c. Equal and unequal
- 4. Demonstrative
- 5. Participles – estar with the present participle

#### D. Adverbs

#### E. Pronouns

- 1. Subject
- 2. Prepositional
- 3. Reflexive Impersonal use of "se"
- 4. Object
  - a. Direct and Indirect
  - b. Placement
- 5. Possessive
- 6. Demonstrative

#### F. Verbs

- 1. Present Tense
  - a. Regular
  - b. Common irregular
  - c. Stem-changing
  - d. Reflexive
  - e. Gustar and similar verbs
  - f. Ser vs. Estar
- 2. Present Progressive
- 3. Imperfect Progressive
- 4. Idiomatic Future IR + A + INFINITIVE
- 5. Preterite Tense
  - a. Regular
  - b. Irregular
  - c. Spelling Changes
  - d. Stem-Changes
- 6. Imperfect Tense
  - a. Regular
  - b. Irregular
  - c. Preterite vs. Imperfect
- 7. Future
  - a. Regular
  - b. Irregular
- 8. Conditional

- a. Regular
- b. Irregular
- 9. Compound Tenses
  - a. Present Perfect
  - b. Pluperfect
  - c. Future Perfect
- 10. Commands
  - a. Formal, affirmative and negative
  - b. Informal, affirmative and negative
  - c. Singular and plural
- 11. Subjunctive
  - a. Present, Formation and Usage
  - b. Present Perfect, Formation and Usage
  - c. Imperfect Subjunctive, Formation
  - d. Subjunctive vs. Indicative
- 12. Verbal Expressions
  - a. Idioms with Tener
  - b. Acabar de
  - c. Hacer + time + que
  - d. Hacia + time + que
  - e. Idioms with dar
  - f. Hacer + preterite -(ago)

#### G. Prepositions

- 1. Possessive "de"
- 2. Contractions
  - a. "al"
  - b. "del"
- 3. Of Place and Time
- 4. Por vs. Para
- 5. Relative Pronouns
- 6. "al" + Infinitive

#### H. Negative and Affirmative Words

#### I. Vocabulary Topics

- 1. People
- 2. Community/Buildings
- 3. Professions
- 4. Sports/Pastimes
- 5. Personal Care
- 6. Manners
- 7. Vehicles/Transportation
- 8. Environment/Nature
- 9. Foods

## **Spanish III and III Pre AP**

### **Communication: Communicate in languages other than English**

#### **Interpersonal**

- Initiate, sustain and conclude guided conversations on a variety of personal, general knowledge and academic topics.
- Offer advice concerning a personal or widely held viewpoint (e.g., environment, human rights, and school issues).
- Exchange, support, and discuss opinions and individual perspectives with peers and/or speakers of the Spanish on a variety of topics dealing with contemporary or historical issues.
- Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).
- Give and follow directions, instructions and requests (e.g., balancing a checkbook, upgrading software).

#### **Interpretive**

- Use appropriate language and gestures in a wide range of culturally authentic social contexts (e.g. giving driving directions, expressing apologies, offering advice).
- Follow complex directions, instructions and requests (e.g., product assembly, using a calling card).
- Using listening and reading strategies (e.g., answering focused questions) to anticipate outcome or content.

#### **Presentational**

- Read from several sources (e.g., newspapers; magazines, Internet)

### **Cultures: Gain knowledge and understanding of other cultures**

#### **Practices**

- Identify and discuss various patterns of behavior or interaction typical of the culture studied (e.g., use of public transportation)
- Discuss how words, proverbs and idiomatic expressions reflect the target culture.
- Investigate and participate in age-appropriate cultural activities (e.g., festivals, sports, entertainment).

#### **Products**

- Identify and discuss themes, ideas and perspectives related to the products being studied (e.g., public transportation, architecture, music)

- Identify styles and influences of artistic forms (e.g., dance, music, literature, art) from various historical and literary periods of the target culture.

## **Connections: Connect with other disciplines and acquire information**

### **Integrated Studies**

- Identify and discuss topics common to people in both the home and target cultures (e.g., economic, political, geographical, historical).
- Analyze information from various authentic sources about interdisciplinary topics (e.g., opera, genetics, nutrition).
- Identify prominent figures from the target culture and discuss their contributions (e.g., El Greco).

### **New Viewpoints**

- Analyze a social, economic, environmental or political issue (e.g., corporal punishment, divorce, pollution) using authentic Spanish.
- Examine how people of the target culture preserve their cultural traditions (e.g., language, cuisine, dress) after emigration to the U.S. or to another country.
- Explain a practice from the target culture (e.g., wearing a burqa) from the perspective of the target culture.

## **Comparisons: Develop insight into the nature of language and culture**

### **Linguistic Insights**

- Analyze and discuss how words are interrelated across languages (e.g., word families, prefixes, suffixes)
- Analyze and explain how the Spanish and English express such forms as time and tense relationships (e.g., conditional clauses, use of subjunctive versus simple inductive)

### **Cultural Insights**

- Compare elements such as plot, theme and/or character from literary works (e.g., poems, short excerpts, short plays) from the target culture and the students' own culture

### **Concept of Culture**

- Compare the ways people in the target culture and students' own culture express universal themes (e.g., happiness, sorrow, humor)

## **Communities: Participate in multilingual communities and cultures at home and around the world**

### **Outreach**

- Participate in a community and school service project (e.g., tutoring, teaching, translating etc.)
- Present information about the Spanish and culture to others (e.g., celebrations, holidays, the arts).
- Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays; write books, share folk tales, exchange letters).
- Establish and maintain communication with speakers of the Spanish (e.g., pen pals, e-pals) to exchange perspectives on issues of mutual interest.

### **Enrichment and Enjoyment**

- Discuss content from a variety of Spanish sources (e.g., print media, movies, TV Internet).
- Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibits and performances given by organizations) and describe to others.

### **Career Exploration and Skills**

- Report on the specific job benefits of being proficient in a second language
- Work cooperatively (e.g., define a problem, evaluate options, develop consensus, propose and justify solutions) on tasks related to a wide variety of issues and problems.

## **Spanish III Grammar**

I. Students will study the following grammatical structures and vocabulary:

A. Articles

1. Definite
2. Indefinite

B. Nouns

1. Gender
2. Number

C. Adjectives

1. Descriptive
  - a. Agreement with noun
  - b. Placement
2. Possessive
  - a. Agreement with noun
  - b. Placement
3. Demonstrative

4. Participles *estar* with the present participle

D. Adverbs

E. Pronouns

1. Reflexive  
Impersonal use of "se"
2. Object
  - a. Direct and Indirect
  - b. Placement
3. Possessive

F. Verbs

1. Present Tense
  - a. Regular
  - b. Common irregular
  - c. Stem-changing
  - d. Reflexive
  - e. *Gustar* and similar verbs
  - f. *Ser* vs. *Estar*
2. Present Progressive
3. Imperfect Progressive
4. Idiomatic Future IR + A + INFINITIVE
5. Preterite Tense
  - a. Regular
  - b. Irregular
6. Imperfect Tense
  - a. Regular
  - b. Irregular
  - c. Preterite vs. Imperfect
7. Future
  - a. Regular
  - b. Irregular
8. Conditional
  - a. Regular
  - b. Irregular
  
9. Compound Tenses
  - a. Present Perfect
  - b. Pluperfect
  - c. Future Perfect
10. Commands
  - a. Formal, affirmative and negative
  - b. Informal, affirmative and negative
  - c. Singular and plural

11. Subjunctive
  - a. Present, Formation and Usage
  - b. Present Perfect, Formation and Usage
  - c. Subjunctive vs. Indicative
12. Verbal Expressions
  - a. Idioms with tener
  - b. Acabar de
  - c. Hacer + time + que
  - d. Idioms with dar
  - e. Desde, desde hace...

#### G. Prepositions

1. Possessive "de"
2. Contractions
  - a. "al"
  - b. "del"
3. Of Place and Time
4. Por vs. Para
5. "al" + Infinitive
6. Sino, Sino que and Pero

#### H. Negative and Affirmative words

#### I. Vocabulary Topics

1. People
2. Community
3. Professions
4. Sports/Pastimes/Vacations
5. Personal Care
6. Home Food and Daily Life
7. Environment/Nature

## **Spanish III Pre-AP Grammar**

### I. Students will study the following grammatical structures and vocabulary:

#### A. Articles

1. Definite
2. Indefinite

#### B. Nouns

1. Gender
2. Number

#### C. Adjectives

1. Descriptive
  - a. Agreement with noun

- b. Placement
- 2. Participles – ser and estar with past participle.

D. Adverbs

E. Pronouns

- 1. Reflexive – Impersonal use of “se”
- 2. Relative pronouns

F. Verbs

- 1. Present Tense
  - a. Common irregular
  - b. Stem-changing
  - c. Reflexive
  - d. Gustar and similar verbs
  - f. Ser vs. Estar
- 2. Present Progressive
- 3. Infinitive construction
- 4. Idiomatic Future IR + A + INFINITIVE
- 5. Subjunctive
  - a. Present: Formation and Usage
  - b. Present Perfect: Formation and Usage
  - c. Subjunctive vs. Indicative
  - d. Subjunctive with compounds of-quiera
  - e. Subjunctive after a relative pronoun
  - f. Subjunctive after conjunctions
  - g. Subjunctive after cuando
  - h. Imperfect subjunctive: Formation and Usage
  - i. Subjunctive with "if clauses"
  - j. Pluperfect subjunctive: Formation and Usage
- 6. Conditional Perfect
- 7. Verbal Expressions
  - a. Idioms with tener
  - b. Acabar de
  - c. Hacer + time + que
  - d. Hacia + time + que
  - e. Idioms with dar
  - f. Idioms with gustar
  - g. Idioms with haber
  - h. Idioms with "A, de and en"
  - i. Miscellaneous verbal idioms

G. Prepositions

- 1. Por and para
- 2. Al + infinitive
- 3. Sino, sino que and pero
- 4. Infinitive after preposition

## H. Negative and Affirmative Words

### I. Vocabulary Topics

1. People
2. Community/Buildings
3. Professions
4. Sports/Pastimes/vacations
5. Personal Care
6. Home/food/daily life
7. Medical care
8. Environment/Nature

## **Spanish IV and IV AP**

### **Communication: Communicate in languages other than English**

#### **Interpersonal**

- Initiate, sustain and conclude conversations on a wide variety of personal, general knowledge and academic topics.
- Exchange, support and discuss options and individual perspectives with peers and/or speakers of the Spanish on a variety of topics dealing with contemporary or historical issues.
- Develop and propose solutions to issues and problems that are of concern to the students' own community or to the target culture community.
- Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).

#### **Interpretive**

- Give and follow complex directions, instructions and requests
- Role play in a wide range of culturally authentic social and/or professional contexts using appropriate language and gestures.
- Follow complex oral, written or signed directions, instructions and requests (e.g., automated telephone prompts)

#### **Presentational**

- Present and support an opinion using information from articles, documentaries or historical narratives.
- Analyze expressive products of the target population
- Create and present a wide range of personal and cultural texts (e.g., skits, plays reports, digital videos).
- Present analyses and personal reactions to authentic written text
- Prepare and present a research-based analysis of a current event from the perspective of both the United States and the target culture.
- Apply age and level appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).

### **Cultures: Gain knowledge and understanding of other cultures**

#### **Practices**

- Explain and discuss aspects of the target culture that may lead to bias within the target society (e.g., rural versus urban).
- Analyze how people in the target culture view the role of the United States in the world

- Recognize and interpret elements of humor and satire in the Spanish and culture.
- Analyze social and geographic factors that affect cultural practices (e.g., family structure, political institutions).
- Identify and simulate regionalisms of the target culture (e.g., dress/ costumes, food, homes) and language (e.g., vocabulary, expressions, pronunciation/ dialect).

### **Products**

- Research and report on themes, ideas and perspectives related to the products of the cultures studied and how these products have changed over time.
- Identify, discuss and analyze social, economic and political intangible products of the Spanish culture (e.g., conversion to the Euro).
- Assess the economic and social impact of tangible products of the target culture on the world (e.g., aqueducts, printing press, abacus)

## **Connections: Connect with other disciplines and acquire information**

### **Integrated Studies**

- Prepare and deliver a presentation using various media about a specific time in history focusing on events that affected both the student's own culture and the target culture (e.g., political revolution).
- Discuss, propose and justify solutions to interdisciplinary issues.

### **New Viewpoints**

- Read, view, listen to and discuss topics in popular media to analyze viewpoints of the target culture.

## **Comparisons: Develop insight into the nature of language and culture**

### **Linguistic Insights**

- Analyze literary allusions that represent a cultural awareness of the Spanish and English (e.g., quixotic, seize the day).

### **Cultural Insights**

- Analyze how the media presents political or historical events in the target culture and in the students' own culture.

### **Concept of Culture**

- Analyze unique differences between the target culture and students' own culture, and explain the reasons for such differences.
- Explain how actions in the target culture and students' own culture are reflections of peoples' beliefs and attitudes (e.g., outside footwear not worn inside).

## **Communities: Participate in multilingual communities and cultures at home and around the world**

### **Outreach**

- Help organize and participate in activities for the school or community (e.g., tutoring, teaching, translating, hosting foreign students).
- Perform authentic scenes for a school or community event(e.g., sing, dance)
- Present original written and illustrated stories to others
- Establish and maintain communication with speakers of the Spanish (e.g., pen pals, e-pals).

### **Enrichment and Enjoyment**

- Explore opportunities to live, travel or study in a Spanish country and report findings to others.
- Report on interactions (e.g., face-to-face, instant message, with Spanish speakers related to common interests.
- Discuss with others oral, print, and visual texts from a variety of media.

## **Spanish IV Grammer**

I. Students will review grammatical structures and vocabulary learned in the first through the third year as needed and will learn the following new material.

### **A. Verbs and grammatical structures**

1. Future of Probability
2. Conditional
  - a. Regular
  - b. Irregular
  - c. Conditional of Probability
3. Compound Tenses – Future Perfect
4. Commands
  - a. Informal, affirmative and negative
  - b. Singular and plural
5. Subjunctive
  - a. Present, Formation and Usage
  - b. Present Perfect, Formation and Usage
  - c. Imperfect Subjunctive, Formation and usage
  - d. Subjunctive vs. Indicative and usage
  - e. Pluperfect Subjunctive, Formation and Usage
  - f. "IF" clauses
6. Verbal Expressions
  - a. Hacer + time + que
  - b. Hacer + time + que
  - c. Idioms with dar

- B. Vocabulary will be based on selected materials from printed audio-visual sources.

## **Spanish IV AP Grammer**

- I. Students will review grammatical structures learned in the first through the third year in more detail and depth in preparation for the Avanced Placement Test. Special emphasis will be placed on the following concepts.

### **A. Verbs**

1. Future of Probability
2. Conditional
  - a. Regular
  - b. Irregular
  - c. Conditional of Probability
3. Compound Tense – Future Perfect
4. Commands
  - a. Formal and Informal, affirmative and negative
  - b. Singular and plural
  - c. With pronouns
5. Subjunctive
  - a. Present: Formation and Usage
  - b. Present Perfect: Formation and Usage
  - c. Subjunctive vs. Indicative and Usage
  - d. Subjunctive with compounds of quiera
  - e. Subjunctive after a relative pronoun
  - f. Subjunctive after conjunctions
  - g. Subjunctive after cuando
  - h. Imperfect Subjunctive: Formation and Usage
  - i. Pluperfect Subjunctive: Formation and Usage
  - j. "IF" clauses
6. Active vs. Passive Voice Ser and Estar with present and past participle.

### **B. Verbal Expressions**

1. Hacer + time + que
2. Hacia + time + que
3. Idioms with dar
4. Idioms with tener
5. Idioms with gustar
6. Idioms with "a, de, en."
- 7.. Miscellaneous verbal idioms

### **C. Prepositions**

1. Por and Para
2. Sino, sino que and pero
3. Infinitive after prepositions

D. Articles

1. Definite
2. Indefinite
3. Neuter"lo"

E. Number and gender of nouns

- F. Vocabulary will be based on selected materials from printed and audiovisual sources.

## **Spanish V and AP**

### **Communication: Communicate in languages other than English**

#### **Interpersonal**

- Initiate, sustain and conclude conversations on a wide variety of personal, general knowledge and academic topics.
- Exchange, support and discuss options and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.
- Develop and propose solutions to issues and problems that are of concern to the students' own community or to the target culture community.
- Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).

#### **Interpretive**

- Give and follow complex directions, instructions and requests
- Role play in a wide range of culturally authentic social and/or professional contexts using appropriate language and gestures.
- Follow complex oral, written or signed directions, instructions and requests (e.g., automated telephone prompts)

#### **Presentational**

- Present and support an opinion using information from articles, documentaries or historical narratives.
- Analyze expressive products of the target population
- Create and present a wide range of personal and cultural texts (e.g., skits, plays reports, digital videos).
- Present analyses and personal reactions to authentic written text
- Prepare and present a research-based analysis of a current event from the perspective of both the United States and the target culture.
- Apply age and level appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).

### **Cultures: Gain knowledge and understanding of other cultures**

#### **Practices**

- Explain and discuss aspects of the target culture that may lead to bias within the target society (e.g., rural versus urban).
- Analyze how people in the target culture view the role of the United States in the world
- Recognize and interpret elements of humor and satire in the target language and culture.

- Analyze social and geographic factors that affect cultural practices (e.g., family structure, political institutions).
- Identify and simulate regionalisms of the target culture (e.g., dress/ costumes, food, homes) and language (e.g., vocabulary, expressions, pronunciation/ dialect).

### **Products**

- Research and report on themes, ideas and perspectives related to the products of the cultures studied and how these products have changed over time.
- Identify, discuss and analyze social, economic and political intangible products of the target language culture (e.g., conversion to the Euro).
- Assess the economic and social impact of tangible products of the target culture on the world (e.g., aqueducts, printing press, abacus)

## **Connections: Connect with other disciplines and acquire information**

### **Integrated Studies**

- Prepare and deliver a presentation using various media about a specific time in history focusing on events that affected both the student's own culture and the target culture (e.g., political revolution).
- Discuss, propose and justify solutions to interdisciplinary issues.

### **New Viewpoints**

- Read, view, listen to and discuss topics in popular media to analyze viewpoints of the target culture.

## **Comparisons: Develop insight into the nature of language and culture**

### **Linguistic Insights**

- Analyze literary allusions that represent a cultural awareness of the target language and English (e.g., quixotic, seize the day).

### **Cultural Insights**

- Analyze how the media presents political or historical events in the target culture and in the students' own culture.

### **Concept of Culture**

- Analyze unique differences between the target culture and students' own culture, and explain the reasons for such differences.
- Explain how actions in the target culture and students' own culture are reflections of peoples' beliefs and attitudes (e.g., outside footwear not worn inside).

## **Communities: Participate in multilingual communities and cultures at home and around the world**

### **Outreach**

- Help organize and participate in activities for the school or community (e.g., tutoring, teaching, translating, hosting foreign students).
- Perform authentic scenes for a school or community event(e.g., sing, dance)
- Present original written and illustrated stories to others
- Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals).

### **Enrichment and Enjoyment**

- Explore opportunities to live, travel or study in a target language country and report findings to others.
- Report on interactions (e.g., face-to-face, instant message, with target language speakers related to common interests.
- Discuss with others oral, print, and visual texts from a variety of media.

## **Spanish V Grammer**

I. Students will review grammatical and vocabulary structures learned in the first through the third year as needed and will learn the following new material.

### A. Verbs

1. Future of Probability
2. Conditional
  - a. Regular
  - b. Irregular
  - c. Conditional of Probability
3. Compound Tense – Future Perfect
4. Commands
  - a. Informal, affirmative and negative
  - b. Singular and plural
5. Subjunctive
  - a. Present: Formation and Usage
  - b. Subjunctive vs. Indicative and Usage
  - c. Present Perfect: Formation and Usage
  - d. Imperfect Subjunctive, Formation and Usage
  - e. Subjunctive with compounds of -quiera
  - f. Subjunctive after a relative pronoun
  - g. Subjunctive after conjunctions
  - h. Subjunctive after cuando
  - i. Pluperfect Subjunctive: Formation and Usage
  - j. "IF" clauses

B. Verbal Expressions

1. Hacer + time + que
2. Hacia + time + que
3. Idioms with dar

C. Vocabulary will be based on selected materials from printed audio-visual sources and selected readings.

## Spanish V AP

I. Students will review grammatical structures and vocabulary learned in the first through the third year in more detail and depth in preparation for the Advanced Placement Test. Special emphasis will be placed on the following concepts.

A. Verbs

1. Future of Probability
2. Conditional
  - a. Regular
  - b. Irregular
  - c. Conditional of Probability
3. Compound Tense – Future Perfect
4. Commands
  - a. Formal and Informal, affirmative and negative
  - b. Singular and plural
  - c. With pronouns
5. Subjunctive
  - a. Present: Formation and Usage
  - b. Present Perfect: Formation and Usage
  - c. Subjunctive vs. Indicative
  - d. Subjunctive with compounds of *quiera*
  - e. Subjunctive after a relative pronoun
  - f. Subjunctive after conjunctions
  - g. Subjunctive after *cuando*
  - h. Imperfect Subjunctive: Formation and Usage
  - i. Pluperfect Subjunctive: Formation and Usage
  - j. "IF" clauses
6. Active vs. Passive Voice *Ser* and *Estar* with present and past participle

B. Verbal Expressions

1. Hacer + time + que
2. Hacia + time + que
3. Idioms with dar
4. Idioms with tener
5. Idioms with gustar
6. Idioms with "a", "de", "en"
7. Miscellaneous verbal idioms

C. Prepositions

1. Por and Para
2. Sino, sino que and pero
3. Infinitive after prepositions

D. Vocabulary will be based on selected materials from printed audio-visual sources and selected readings