

# SPANISH I INFORMATION SHEET

- **Spanish I provides the foundation for Spanish-language learning and communication, and student success in this course is pivotal for success in Spanish II (and beyond).**
- **Learning will focus on a large quantity of high-frequency vocabulary words and basic grammatical structures necessary to communicate in the target language.**
- **Students will be expected to recognize vocabulary and grammar structures (through listening and reading), as well as apply knowledge learned to create original language (through speaking and writing).**



## Spanish I Themes and examples of class work:

**Quarter 1- Personal and Public Identities:** Learn building blocks (letters, numbers, telling time, weather, etc); engage in spontaneous conversation using basic greetings; describe people using physical and personality traits (such as playing Guess Who); describe the likes and dislikes of themselves and others

**Quarter 2- Contemporary Life:** Engage in spontaneous conversations about school supplies (what they have/need, their location, what is needed for class) and class schedule; describe places around town (when and where they go, what they do there); what they are going to do (near-future tense)



**Quarter 3- Global Challenges and the Community:** Engage in spontaneous conversations regarding food preferences and descriptions, mealtimes, nutrition, and ordering food in a restaurant; skits that imitate restaurant customs and description of place settings; describing and comparing family members

**Quarter 4- Contemporary Life:** Engage in spontaneous conversations regarding holidays, celebrations activities, decorations, and party-planning; list, describe, and locate rooms and items in a house, discuss chores



## In Spanish I students will:

- ❖ Complete homework daily to reinforce the material presented in class and to prepare for assessments;
- ❖ Complete vocabulary quizzes at the beginning of each unit, emphasizing on spelling and context usage of the new vocabulary;
- ❖ Complete grammar assessments in the context of the unit's theme;
- ❖ Do creative writing using different forms;
- ❖ Practice vocabulary, writing, speaking, listening and reading with other students in pairs & groups;
- ❖ Do oral presentations, skits and spontaneous oral interactions with students and teacher;
- ❖ Listen and read a variety of communication formats.

**Course Resources:** textbooks; workbooks; videos; audios; internet sites; teacher & county created materials; authentic readings; realia (objects from real life used to improve students' understanding of other cultures and real life situations.)

# SPANISH II INFORMATION SHEET

- Spanish II provides the opportunity to enhance the Spanish developed in Spanish I, focusing on the expansion of grammatical structures with more intricate sentence structure and vocabulary.
- Students move at a quicker pace than in Spanish I, applying old and new knowledge into more complex thoughts and expressions.
- A strong foundation in correct basic grammar and vocabulary usage is needed from Spanish I, and aptitude in reading, writing, listening, speaking are key to be successful in this course.

## Spanish II Themes and examples of class work:

**Quarter 1-Contemporary Life:** Engage in a spontaneous conversation about school rules and activities; write a letter about extracurricular activities and how long you have done them.

**Quarter 2- Beauty and Aesthetics:** Express your daily routines and how to get ready for a special event; create a skit about going shopping and what you purchased.

**Quarter 3-Global Challenges and the Community:** Research and present a trip you “took” to a Hispanic Country with what you “did” there; Research and learn about safe practices of recycling.

**Quarter 4- Personal and Public Identities:** Presentation of how you were as a child and what you used to do as a child; Research and Present different Hispanic celebrations.

In Spanish II students will:

- ❖ Complete homework daily to reinforce the material presented in class and to prepare for assessments;
- ❖ Complete vocabulary quizzes at the beginning of each unit, emphasizing on spelling and context usage of the new vocabulary;
- ❖ Complete grammar assessments in the context of the unit’s theme;
- ❖ Do creative writing using different forms;
- ❖ Practice vocabulary, writing, speaking, listening and reading with other students in pairs & groups;
- ❖ Do oral presentations, skits and spontaneous oral interactions with students and teacher;
- ❖ Listen and read a variety of communication formats.

**Course Resources:** textbooks; workbooks; videos; audios; internet sites; teacher & county created materials; authentic readings; realia (objects from real life used to improve students' understanding of other cultures and real life situations.)



# SPANISH III INFORMATION SHEET

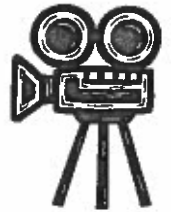
- Spanish III provides the opportunity to enhance the Spanish developed in Spanish I and II, focusing on the refinement of grammatical structures with complex vocabulary.
- Students move at an accelerated pace, connecting and bringing together the basics learned in the lower levels, and applying old and new knowledge into critical thinking, real life situations, and into the improvement of practical skills, all in the target language.
- A strong foundation in correct Spanish grammar and vocabulary usage is needed, and proficiency in reading, writing, listening and speaking are a requirement to be successful in this course.

## Spanish III Themes and Examples of Class Work:



*Quarter 1-Global Challenges.* Research and write a newspaper articles about natural disasters; Create skits of a visit to the emergency room.

*Quarter 2- Personal & Public Identities.* Research, create and present sports cards of famous Hispanic athletes; Critique and write movie reviews.



*Quarter 3- Contemporary Life.* Cook authentic Hispanic dishes for your family, and create a video demonstrating the process in the target language; Research a Hispanic national park, and learn about the outdoors and camping safety.

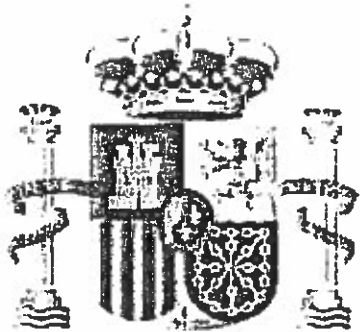
*Quarter 4- Technology & Contemporary Life.* Engage in spontaneous conversations with travel agents, hotels and travelers; and plan a trip abroad; Create travel brochures and itineraries for trips to Hispanic countries.



### IN SPANISH III STUDENTS WILL:

- ❖ Complete homework daily to reinforce the material presented in class and to prepare for assessments;
- ❖ Complete vocabulary quizzes at the beginning of each unit; emphasize on spelling, Spanish definitions and context usage of the new terms;
- ❖ Complete grammar assessments in the context of the unit's theme;
- ❖ Do creative writing using different formats;
- ❖ Practice vocabulary, writing, speaking, listening and reading individually, and with other students in pairs & groups;
- ❖ Do oral presentations, skits and spontaneous oral interactions with students and the teacher in the target language;
- ❖ Listen and read a variety of communication formats.

COURSE RESOURCES: textbooks; workbooks; videos; audio; internet sites; teacher & county created materials; authentic readings; *realia* (objects from real life used to improve students' understanding of other cultures and real life situations.)



# **HONORS SPANISH IV**

GRADES: 10-12: Prerequisite/Spanish III:

- WHY study Spanish? It is now a life skill, rather than just a requirement for college.
- *Spanish IV honors* will allow you to apply the language in a thematic way.
- You will learn interesting content, such as art, handling interpersonal relationships, and dealing with ecological issues among others.
- You will finish the grammatical portion of the language with a greater understanding the whole picture of a great culture.

*Spanish IV is an advanced honors class* where students polish the four basic language skills, listening, speaking, reading & writing. Major grammar points are reviewed and the subjunctive is completed. Different global themes are studied each quarter with relevant applications using these four basic language skills. Such topics will include:

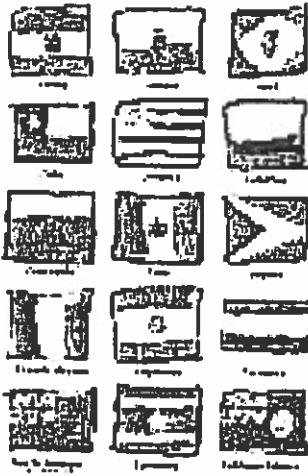
- Quarter 1: **Global Challenges:** Camping/Ecotourism; Environmental Issues
- Quarter 2: **Contemporary Life:** Art, Beauty & Aesthetics
- Quarter 3: **Families & Communities:** Friendship, Love, Conflicts and Resolutions
- Quarter 4: **Personal & Public Identities:** Rights & responsibilities of students in a high school

Spanish IV is considered an Honors class and the student will receive a weight of 0.5 as he/she completes the class. The students move at an accelerated pace, covering a greater breadth and depth of textual study which also requires more independent work.

## **Examples of Class work:**

- Story of an animal in danger of extinction
- Study of major Spanish artists with a field trip to the National Gallery of Art
- A "live" Dr. Phil Show/A Spanish soap opera
- Speed dating interviews/Simulated job interviews





# HONORS SPANISH V

GRADES: 10-12: Prerequisite/Spanish IV:



- WHY study Spanish? It is now a life skill, rather than just a requirement for college.
- *Spanish V honors* will allow you to apply the language in a thematic way.
- You will learn interesting content, such as art, handling interpersonal relationships, and dealing with ecological issues among others.
- You will finish the grammatical portion of the language with a greater understanding the whole picture of a great culture.

***Spanish V is an advanced pre-AP honors class*** in which students will refine the four basic language skills, listening, speaking, reading & writing with the aid of authentic materials. Advanced grammar structures are reviewed for mastery while basic grammar points are reinforced to prepare for the Advanced Placement course. Each quarter a Spanish speaking region is examined with a focus on history, geography, culture, literature, politics, current events, and global issues pertinent to the area. Focus will be placed on the students' ability to understand, apply, analyze, synthesize, evaluate, create, and compare and contrast topics using the language. Some possible examples:

**Unit 1: Spain: Essential Questions:** What is Spain's impact on the world?

**Unit 2: Mexico, Guatemala, Honduras and El Salvador: Essential Questions:** What are the causes and effects of migratory movements? What role do cartels and drug trafficking play in global economy and social issues? What impact has American intervention had on the economies of Central America?

**Unit 3: Puerto Rico, Dominican Republic, Cuba, Panama, Costa Rica, Nicaragua, Colombia, and Venezuela: Essential Questions:** How do extremists impact political systems?

**Unit 4: Peru, Ecuador, Bolivia, Chile, Argentina, Paraguay, and Uruguay: Essential Questions:** How has the legacy of dictatorships and totalitarian governments impacted human rights?

**Spanish IV is considered an Honors class and the student will receive a weight of 0.5 as he/she completes the class. The students move at an accelerated pace, covering a greater breadth and depth of textual study which also requires more independent work.**



## Examples of Class work:

- Examining your own cultural heritage
- Discussion of Spanish historical issues  
Impacting Latin America; The Columbian Exchange
- Discussion of Contemporary issues affecting US-LA relations
- Creation of a newspaper article about a human rights issue:  
(The Disappeared)



## AP Spanish Course Requisites & Expectations

*Señora Rosario-Pérez*

12<sup>th</sup> grade offering

Prerequisite: Spanish IV or V

Recommended: Minimum of “C” in Spanish IV or V; Suggested: “B” or better

Class completely conducted in the target language

AP Spanish is designed to be comparable to advanced level (fifth- and sixth- semester or the equivalent) college or university Spanish language courses.

Course design follows College Board guidelines in order to prepare students for the AP exam, also administered by the College Board in the spring. Substantial reading at the college level of texts and literature, along with current event news, magazine articles, and Web page articles (all authentic materials)

Extensive spontaneous speaking on a variety of subjects along with simulated dialogues, and formal oral presentations that require comparing and contrasting of themes, people and events, both from written and audio sources [daily class discussions in the target language]

Extensive grammar review and drills, verb conjugations and sentence dissections, along with vocabulary memorizations in a thematic format

Extensive timed formal essay writings in class requiring citation and synthesis of multiple audio and written sources, as well as journal entries on given topics

Extensive listening of long & short dialogues and narratives for comprehension; student will develop the ability to listen to multiple sources, take notes and synthesize the information into spoken and written essays and presentations

Films will reinforce the different themes/units presented in class: politics, geography, history, science & technology, culture & tradition, environmental & social issues, current events

Students should expect to devote at least 1 hour daily of study, including weekends

### Benefits of Taking AP Spanish

- Students taking an advanced language course distinguish themselves from other students taking core class AP courses in the college selection process.
- A student that receives a score of 4 or 5 may get credit and satisfy the college or university language requisite (BA diploma), giving the student the option of investing that time and money in other courses, or in the pursue of other personal interests.
- A score of 3 or 2 may give the student the option of taking the college or university placement test, offering the opportunity of satisfying a few semesters worth of language requisites (it varies depending on the college or university.)