

GLENDALE UNIFIED SCHOOL DISTRICT

Junior and Senior High School

December 1988

Department: Foreign Language
Course Title: Spanish 5-6
Grade Level: 9, 10, 11, 12
Semester Hours: 10
Prerequisite: B in Spanish 4 and teacher recommendation

The following goals and outline of objectives are aligned with the State Model Curriculum Guidelines and the current list of adopted textbooks for Spanish 5-6.

I. Goals

The student will:

- A. Continue to develop the receptive language skills with good comprehension
- B. Continue to develop the productive skills of speaking and writing
- C. Practice communicating in Spanish
- D. Develop proficiency according to the standards of the Modern Foreign Language

Proficiency Guide

- E. Gain insight into the structure, history, and vocabulary of his own language and culture
- F. Develop an objective view towards Hispanic culture and the Spanish language
- G. Develop social skills through class, group, and pair interaction

II. Performance Objectives

A. Listening

The student will be able to demonstrate his comprehension of:

1. Vocabulary essential to the situations or topics of the materials
2. Differences in meaning conveyed by the use of different tenses and moods
3. Communicative signals such as gestures, pauses, intonation, facial expressions, and body language

B. Reading

The student will be able to demonstrate his understanding of:

1. Appropriate short stories, periodicals, letters, poetry, songs, dialogues, and other similar materials
2. Vocabulary essential to his comprehension of the above materials
3. Differences in meaning conveyed by the use of different tenses

C. Speaking

The student will be able to produce:

1. Oral messages through communicative-based activities
2. Vocabulary appropriate to the situation
3. Oral messages in the appropriate tenses and moods through social interaction
4. The gestures appropriate to the communicative-based activities

D. Writing

The student will be able to produce:

1. Short paragraphs, compositions, dialogues, poems, cartoons, and/or other written activities to demonstrate the appropriate language function
2. Written vocabulary, in lists and in context, which is essential for the language situations and topics appropriate to this level
3. Written messages in the appropriate time frame and mood

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4. The punctuation, diacritics, and other orthographic signals appropriate to the written message
- III. Content
- A. Structure
1. Review and reinforcement of all the indicative tenses
 2. Review and reinforcement of the present subjunctive in noun clauses
 3. Formation and use of all the subjunctive tenses in adverb, adjective, and "if" clauses
 4. Review and reinforcement of subject, prepositional, object, reflexive and possessive pronouns
 5. Review and reinforcement of ser-estar; pedir-preguntar; haber-tener; saber-conocer; and por-para
 6. Passive voice
 7. Review and reinforcement of commands
 8. Review and reinforcement of verbal irregularities including orthographic and stem-changing verbs
- B. Vocabulary
1. Appropriate to daily living situations: doctor, work, school, transportation and traffic, shopping, business, following directions and maps, clothing, food and restaurants, travel, zoo, courts, sports, and other everyday situations
 2. Appropriate to the many varied reading selections available
- C. Culture
- The student will appreciate cultural differences that may include:
1. Greetings
 2. Gestures

3. Humor
4. Family life
5. Birthdays and saint's days
6. Holidays and social gatherings and festivities
7. Marriage ceremony
8. Names
9. Food, meals, and restaurants
10. Daily schedule
11. Art
12. Music
13. Telephone conversations
14. Contemporary issues relating to Hispanic countries, their characteristics and problems
15. Proverbs and colloquial expressions

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IV. For implementation of these goals and objectives, consult the Model Curriculum Standards for Foreign Language, 1985, California State Department of Education. The "Examples of Enabling Activities" offers a wide variety of ideas for the classroom implementation.

V. Assessment and/or Evaluation may include:

- A. Teacher-made tests, quizzes, and judgment
- B. Publisher-made tests and quizzes
- C. Oral proficiency testing by means of skits and plays, individual conversations, and/or other oral presentations
- D. Class preparations such as homework, oral and written reports, compositions, etc.

- E. Class participation in individual, small group, and/or large group activities
- VI. The following text and supplementary materials may be used:
- A. Text: Persona a Persona #3; Galeria Hispanica
 - B. Supplementary texts: Please see the current list of adopted texts for Spanish 5-6