

GLENDALE UNIFIED SCHOOL DISTRICT

Senior High School

January 7, 1975

Department: Foreign Language
Course Title: Spanish 1, 1B, 2, 2B
Grade Level: 8, 9, 10, 11, 12
Semester Hours: 20 (4 semester course)
Prerequisite: C in academic classes, including English, and/or teacher permission

Rationale:

This course lengthens the one-year course to a two-year course. The slower approach is expected to reduce the percentages of failures, and it is expected that there would be fewer dropouts with the implementation of this course.

I. Goals

Within the context of the materials used and in the target language, the student will be able to demonstrate

- A. His comprehension of written and spoken Spanish
- B. His speaking ability, using acceptable pronunciation
- C. His recall of Spanish structure
- D. His ability to apply the principles of structure and to relate them with an appropriate vocabulary
- E. His understanding of and appreciation for the Spanish language, culture, and heritage

II. Outline of Content Stated in Performance Objectives

Within the prescribed content listed below and in the target language, the B student, performing at the eighty percent level, will be able to demonstrate

- A. His comprehension of written and spoken Spanish by

1. Carrying out the instructions of the teacher
2. Choosing the correct multiple-choice or true-false response
3. Giving the appropriate oral or written response to an oral or written question or directive

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4. Showing the appropriate emotion in a given situation, i.e. laughter, sighs, derision, etc.

B. His speaking ability, using acceptable pronunciation by

1. Giving oral responses to oral questions
2. Reading aloud dialogues and narratives
3. Giving free responses to open-ended questions and directives

C. His recall of Spanish structure by

1. Intelligently distinguishing the tenses in Spanish and applying them to oral and written use
2. Answering questions of a general or personal nature orally or in writing
3. Translating complete or partial sentences from English to Spanish
4. Completing a given sentence with an appropriate word or phrase

D. His ability to apply the principles of structure and to relate them with an appropriate vocabulary by

1. Writing short compositions on a variety of given subjects
2. Creating original oral and written sentences using vocabulary from a specified
3. Describing orally and creatively what is going on in a given picture or other illustrative situation such as skits or dialogues

E. His understanding of and appreciation for the Spanish language, culture, and heritage

1. Using Spanish in an informal situation to transmit an oral or written

original idea

2. By selecting the correct multiple-choice or true-false response in a test of culture items
3. Reacting with interest, compassion, and sympathy when reading about the customs of others
4. Being able to express himself using the colloquial phrases of Spanish

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Within the context of the materials used, the following structure is to be learned in Spanish 1, 1B:

- A. Pronunciation, alphabet, division into syllables, punctuation
- B. Numbers
- C. Three conjugations of regular verbs in the present
- D. Questions and negative statements
- E. Gender and plural of nouns, articles
- F. Contractions
- G. End questions
- H. Ser and its uses (to be)
- I. Forms of adjectives and their positions
- J. Tener and venir and idioms with tener (to have, to come)
- K. Objects of prepositions
- L. Ir, dar, and estar, and some uses of estar (go, give, to be)
- M. Acabar de (finish)
- N. Decir (to say)

- O. Possessive adjectives
- P. Hace plus present (to do)
- Q. Saber and conocer (to know - know)
- R. Double negative
- S. The preposition a after certain verbs
- T. Object pronouns and their position
- U. Infinitive after prepositions
- V. Gustar (to like)
- W. Irregular first person singular verb forms

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- X. Special uses of se, the extra a mí, a tí etc. (self, to me, to you)

Within the context of the materials used, the following structure is to be learned in Spanish 2, 2B:

- A. The present indicative of stem changing verbs and querer and poder (to want, to be able)
- B. Personal a
- C. Preterite tense
- C. Pedir and preguntar (to ask for, to ask)
- E. Demonstrative adjective and pronouns
- F. Preterite of ser, ir, dar (to be, to go to, to give)
- G. Unequal comparison of adjectives, superlatives
- H. Preterite of stem changing verbs
- I. The definite article in place of a noun
- J. Stressed possessives

- K. Irregular preterite verbs; hace: ago (does)
- L. Shortening of adjectives
- M. Imperfect tense and its uses; había, hay que, había que (must, should)
- N. Changes of translation with imperfect and preterite
- O. Hacía que
- P. Present participle; estar plus the present participle (to be)
- Q. Direct commands; position of object pronouns with direct command

Within the context of the materials used, the following cultural content is to be included in Spanish 1, 1B:

- A. Introducción al mundo hispánico
- B. México y la América Central
- C. Sobre la América del Sur

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- D. Primera vista de España
- E. La familia hispana
- F. El horario hispano
- G. Sobre la religión
- H. Sobre la educación
- I. La Navidad
- J. Un poco sobre la lengua

Within the context of the materials used, the following cultural content is to be included in Spanish 2, 2B:

- A. Qué come el español?

- B. Mercados y supermercados
 - C. Hola, adiós, y otras cortesías
 - D. Sobre la televisión
 - E. ¿Cuánto vale . . . ?
 - F. Deportes y otras diversiones
 - G. Modos de vivir
 - H. Ciudad y campo
 - I. Tipos hispanos
 - J. Sobre mendigos y otros
 - K. Sobre los medios de transporte
 - L. Más sobre el transporte
- III. Accountability Determinants
- A. Publisher-made tests
 - B. Teacher-made tests and quizzes
 - C. Homework preparations

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The suggested time distributions may be modified to fit the individual needs of the students.

First Semester

- D. Oral presentations and class participation
- E. Teacher evaluation and judgment

IV. Suggested Time Distribution

- A. Structure: A. Pronunciation, alphabet, division into syllables, punctuation through H. Ser and its uses.

- B. Culture: A. Introducción al mundo hispánico through D. Primera vista de España.

Second Semester

- A. Structure: I. Forms of adjectives and their positions through X. Special uses of se.
- B. Culture: E. La familia hispana through J. Un poco sobre la lengua.

Third Semester

- A. Structure: A. The present indicative of stem changing verbs through G. Unequal comparisons of adjectives.
- B. Culture: A. ¿ Que come el español? through E. ¿ Cuánto vale...?

Fourth Semester

- A. Structure: H. Preterite of stem changing verbs through Q. Direct commands.
- B. Culture: F. El horario hispano through F. Un poco sobre la lengua.