

WAPPINGERS CENTRAL SCHOOL DISTRICT
Second Language Department
Course Syllabus

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| Course Name | Spanish 4 |
| Course Code | L545 |
| Duration | Full Year |
| Grade | 9-12 |
| Credit | 1.0 |
| Rank | 1.04 |
| Prerequisite | Must have passed Spanish 3 or the equivalent. |
| Assessment | A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average. |
| Textbook | Students may use one or more of the following: <i>Conexiones</i> (Prentice Hall, 2002) <i>La Catrina, El Ultimo Secreto</i> (Addison-Wesley, 1999) <i>Leyendas del Mundo Hispano</i> (Prentice Hall, 2000) <i>Work Book in Spanish</i> , Three Years (Amsco, 1966) |
| Areas of Study | * This course is intended for the accelerated/honors student who is prepared to meet the rigorous academic demands of advanced placement work, as it is the first part of a two-year sequence that prepares students to meet the challenges of the College Board's Advanced Placement exam at the end of Level 5. As an honors-level course, grades are weighted. Preparation for the SAT 2 exam is also included. |

Topics:

- **PERSONAL IDENTIFICATION:** age, nationality, address and telephone number, family, occupation, place and date of birth, height, weight, complexion, facial features, body shape, color of hair/eyes, disabilities, character personality, likes and dislikes, tastes and interests
- **HOUSE AND HOME:** house, apartment, rental/ownership, identification, size/function, furnishings, garden/terrace/balcony, appliances
- **FAMILY LIFE:** family members, activities, roles and responsibilities, rapport among members of the community
- **COMMUNITY/NEIGHBORHOOD:** common activities, local stores/facilities, recreational opportunities, responsibilities/expectations, rapport among members of the community
- **PHYSICAL ENVIRONMENT:** big city, small town, village, suburb, country, geography of area, seasons, temperature/precipitation/wind, natural catastrophes, flora and fauna, impact on human life, opportunities for recreation and entertainment, ecology, economy and aesthetics
- **MEAL TAKING/FOOD/DRINK:** everyday family fare, regional and national specialties, fast food, food and drink preparation, special occasion menus, regular family meals, eating with friends/relatives, eating out, socializing in public establishments
- **HEALTH AND WELFARE:** parts of the body: identification, care, symptoms of illness, medical services/treatment, insurance/social services
- **EDUCATION:** types of schools, subjects, schedule/school year, programs, content, examinations/grading, diploma, students' organizations, extracurricular activities, relationships between staff and students, discipline, roles/responsibilities/expectations, structure, personnel, society's needs/expectations

- **EARNING A LIVING:** commonly known occupations, summer/part-time employment, volunteer work, preparation/training, work roles/responsibilities, remunerations/benefits, relations with colleagues and employers, job market situation, new trends in employment, labor/management relations
- **LEISURE:** after school, weekends, holidays, vacations, hobbies/sports/other interests, use of media, organizations and facilities, cultural resources, religious events, traditions and customs, family occasions
- **PUBLIC AND PRIVATE SERVICES:** telephone, mail, telegram, post office, customs, police, embassies and consulates, banks, currency exchange offices
- **SHOPPING:** shopping centers, specialty shops, neighborhood merchants, mail-order companies; department stores, markets; shopping patterns: time, currency, interaction with sales staff, staples and everyday purchases, modes of payment, weights/sizes, prices; measurements, advertisements, consumer publications, labels/information brochures/directions
- **TRAVEL:** means of transportation, maps, timetables and fares, signs and instructions, interaction at ticket counters, advertisements/promotional information, itinerary, interaction at travel agencies, travel information agencies, youth hostels, camping/caravanning, hotels and pensions, private guest arrangements, destinations, activities
- **CURRENT EVENTS:** miscellaneous news, political parties, present governments, current political issues, current economic issues, general description of society, executive, legislative and judicial; status of the economy; trends in the economy; social classes and their relations; social programs; current social issues, arts (theater/cinema/music), people in the arts, special events, institutions/facilities, historical and artistic sites, folklore, trends, opportunities for exchange, influence of one country on another; cultural links; economic relations; governmental relations; individual perceptions

Situations:

- LISTENING:
 - Information and announcements from providers of common public services in face-to-face communications.
 - Information (bulletins/announcements) provided over loudspeakers, radio, and television
 - Short presentations of interest to the general public given in person, on radio, or on television
 - Songs, live and recorded
 - Feature programs on television, in the movies, and on the radio.

- LISTENING/SPEAKING:
 - Interaction with providers of common public services in face-to-face communications
 - Informal everyday conversations with individual peers and adults.
 - Interaction with providers of common public services by telephone
 - Group conversations among peers and familiar adults
 - Group discussions with peers
 - Informal presentations to groups of peers and familiar adults

- READING:
 - Information provided to the general public on forms, signs, billboards, posters, labels, programs, timetables, maps, plans, menus, etc.
 - Announcements, ads, and short reports of general interest in newspapers, magazines, and other publications; short, informal notes
 - Simple business correspondence and pamphlets
 - Facts, opinion, feelings, and attitudes in correspondence from acquaintances and friends (peers and adults)
 - Letters to the editor and feature articles from general interest publications
 - Excerpts from poetry and prose for cultural appreciation

- **WRITING:**
 - Forms to be filled out for the use of common public services
 - Informal notes for communication in everyday life situations
 - Brief reports describing simple situations and sequences of events
 - Personal letters to acquaintances and friends (peers and adults)
 - Formal letters to agencies, institutions, and businesses on topics of personal needs
 - Short samples of expository or creative writing

Functions:

- **SOCIALIZING:**
 - greeting
 - leave-taking
 - introducing
 - thanking
 - apologizing
- **PROVIDING AND OBTAINING INFORMATION ABOUT:**
 - facts
 - events
 - needs
 - opinions
 - attitudes
 - feelings
- **EXPRESSING PERSONAL FEELINGS ABOUT:**
 - facts
 - events
 - opinions
 - attitudes
- **GETTING OTHERS TO ADOPT A COURSE OF ACTION BY:**
 - suggesting

- requesting
- directing
- advising
- warning
- convincing
- praising

Proficiencies:

- LISTENING:

Can understand standard speech delivered with some repetition and rewording by a native speaker not used to dealing with foreigners. Can understand the essential points of discussions or presentations on familiar topics. Tension, pressure, emotional stress and unfavorable listening conditions as well as vocabulary and complex utterances may hinder comprehension. Can sometimes detect emotional overtones and understand inferences.

- LISTENING/SPEAKING:

Can handle most communicative situations with confidence but may need help with any complication or difficulty. Vocabulary, with some circumlocutions, is sufficient to communicate. Can handle elementary construction accurately. Limited control of more complex structures may interfere with communication.

- READING:

Can understand most factual information in non-technical prose as well as some expository texts on topics related to areas of special interest. Can read excerpts from literature for pleasure. Is able to separate main ideas from lesser ones and thus begins to analyze material that is written for the general public. Is able to use linguistic contexts and prior knowledge to increase comprehension. Can detect the overall tone or intent of the text.

- WRITING:

Can compose unified and organized texts on everyday topics with sufficient vocabulary to express oneself simply with some circumlocution. Is able to show good control of the morphology of the language and the most frequently used syntax structures, but error

may still occur. Can express complex ideas sequentially with simple language. Writing is comprehensible to a native speaker not used to reading the writing of foreigners.

- **CULTURE:**

Shows understanding of most culturally determined behaviors of the second language speaker and begins to demonstrate a general appreciation for their culture. Is generally able to avoid major misunderstandings in common everyday situations with native speakers not accustomed to foreigners. Is able to use the cultural context to guess at the meaning of some unfamiliar cultural behaviors. Shows some initiative and ease in using culturally appropriate behaviors acquired by observation of authentic models.

For Information

For the complete Advanced Placement course outline/syllabus, [click here](#).

For more information on the Advanced Placement program, see

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

For a complete review of the NYS Learning Standards for Languages Other Than English (LOTE), see:

<http://www.emsc.nysed.gov/ciai/lote/pub/lotelea.pdf>

For a complete core curriculum for LOTE, (especially pp. 12 – 19), see:

<http://emsc32.nysed.gov/guides/lote/partI1.pdf>