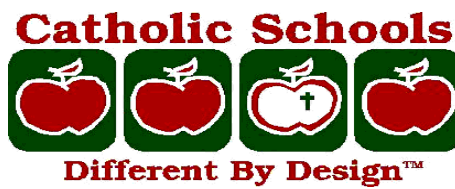


**DIOCESE OF TOLEDO**

**FOREIGN LANGUAGE  
SPANISH  
COURSE OF STUDY**



Catholic Youth and School Services  
1933 Spielbusch Avenue  
Toledo, Ohio 43697-0985  
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## TABLE OF CONTENTS

Review Committee	3
Introduction	4
Diocese of Toledo Philosophy	5
Philosophy of Foreign Language Study	6
Foreign Language Program Goals	7
Matrix for Spanish, Levels I, II, III, IV	8 – 11
Spanish I Learning Objectives	12 – 13
Spanish II Learning Objectives	14 – 16
Spanish III Learning Objectives	17 – 19
Spanish IV Learning Objectives	20 - 22

**FOREIGN LANGUAGE COURSE OF STUDY  
REVIEW COMMITTEE  
2001 - 2002**

Under the direction of the Superintendent, a review committee was formed in the spring of 2001. The review began in June 2001 and was finalized in January 2002. Members met for two weeks in June 2001 and twice during the 2001-2002 school year. The total committee of eight teachers represented one elementary school and five secondary schools. Sr. Mary Margaret Pachucki from the Catholic Youth and School Services office coordinated the committee's efforts during the summer of 2001.

**REVIEW COMMITTEE**

Superintendent: Sr. Janet Doyle, OP

Review Coordinators: Sr. Mary Margaret Pachucki, OP  
Barbara Trimble

Committee Members: Anna Gasiorski  
Notre Dame Academy, Toledo

Cindy Griesheimer  
Queen of Apostles, Toledo

Judith Howard  
St. Paul High School, Norwalk

Steve Loomis  
St. Francis de Sales High School, Toledo

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Barbara Trimble  
St. John's Jesuit High School, Toledo

Judith Widman  
Tiffin Calvert High School, Tiffin

## INTRODUCTION

Every student is capable of learning another language, given time, quality instruction, and optimal learning environments. Acting on this tenet, the Course of Study Revision Committee selected these guiding principles, which incorporate the national standards and reflect the growing importance and influence of foreign language study.

1. Foreign languages are for ALL students.
2. Proficiency in a foreign language is related to the length of a student's participation in an articulated, long-term, sequential foreign language program preK - 12.
3. Optimal instruction addresses the individual needs of learners.
4. Foreign language instruction actively engages students in real-life, authentic communication.
5. Assessments reflect instructional goals and are performance-based.
6. Foreign languages are a core component of the total school curriculum and are integrated with the entire school experience.
7. Language and culture are inseparable.

*(From "Ohio's Model Competency-Based Program.")*

The Committee consulted numerous documents concerning foreign language learning, among them, curricula issued by the Education Department of the following states: Alaska, Georgia, Maryland, New York, North Carolina, and Ohio.

The Foreign Language Course of Study includes:

- philosophy
- learning objectives for each target-language, levels (I – IV)
- matrices for each level
- cultural objectives
- interdisciplinary objectives

A separate document entitled "Foreign Language Course of Study Resource Guide" contains the following:

- a list of language instruction methods
- effective foreign language teaching behaviors
- assessment strategies
- activities
- sources for other resources

A third document entitled "Spanish Course of Study Pre-K through Grade 8" is available for elementary schools.

## DIOCESE OF TOLEDO PHILOSOPHY

“The duty of human perfection, like the whole universe, has been renewed, recast, supernaturalized, in the Kingdom of God. It is a truly Christian duty to grow... and to make one’s talents bear fruit...It is a part of the essentially Catholic vision to look upon the world as maturing--not only in each individual or in each nation, but in the whole human race.”

(Teilhard de Chardin, The Divine Milieu)

The schools of the Catholic Diocese of Toledo assist parents in preparing their youngsters to assume their Christian vocation. The schools enable youngsters to perfect and grow in the knowledge, skills, values and attitudes to which they are called by Jesus Christ. This vocation begins and grows as each member hears the message of the Gospel, seeks to achieve a personal relationship with Jesus Christ and shares in a commitment of love and service of God and others in order to transform self and society.

Christian education in the Toledo diocesan schools is intended to make students become people of faith who can experience--inside and outside the school setting--learning and living in the light of this faith commitment. Students are instructed in human knowledge and skills in order to best relate human culture to God’s plan for his evolving creation. Religious education, i.e., instruction in truths and development of values, is of primary concern. This religious education serves as the basis by which students can integrate their experiences of learning and living at each stage of their development.

This integration thrives in a thoroughly Christian atmosphere where faculties and staffs share and demonstrate in their professional and private lives this same commitment to personal perfection and growth in Jesus Christ.

Toledo diocesan schools enable students to extend their personal faith commitment through prayer and by serving others. Together with faculty and staff, students participate in liturgical activities which foster community. Students explore ways to meet the challenges of tensions and conflicts which occur in community, especially in peacemaking and the achievement of justice. Gospel values impel students to special concern for all who suffer any disadvantage. Students are enabled to commit themselves to the public interest by developing the skills and talents needed to contribute to the life of the nation.

This experience of integrating learning and living a commitment of faith is a reason for hope. It is the duty of the schools of the diocese of Toledo to continually explore and rekindle hope for the future in the light of the present reality of the universe. Engaging our members--and the community-at-large--in a search for growth and perfection is our never-ending obligation. Our ultimate goal is union with Jesus Christ, “the way, the truth and the life.”

## **PHILOSOPHY OF FOREIGN LANGUAGE STUDY**

*“For these people are all from Galilee, and yet we hear them speaking all the native languages of the lands where we were born!” (Acts 2: 7-8)*

God has given us voices to communicate not only with Him, but also with others. The study of foreign language empowers all learners to communicate with peoples of the world. Foreign language study from the onset of formal education enables students to expand their mental abilities, helping them to become effective thinkers, speakers, and writers in the target language as well as their own.

Knowledge of a foreign language is a powerful resource in a global community and lays the groundwork for life-long learning. As technology makes our world smaller, students need to study a foreign language to have the advantage of understanding how other cultures relate to the students' experience.

The advantages of developing skill in a foreign language go far beyond simply being able to translate a word or idea from one language to another. Study of a foreign language offers numerous benefits, such as:

- an appreciation for the role that language plays in human interaction
- a doorway to involvement in the business, political, and educational institutions of foreign countries
- increased knowledge of customs, history, art, literature, and music of other peoples
- an awareness that people of all cultures are created by God and that, regardless of their economic status, they enrich our world

As the facilitator of this philosophy, the foreign language teacher encourages students to see the worth of all people and to use this knowledge to serve others for the glory of God.

## **FOREIGN LANGUAGE PROGRAM GOALS**

**GOAL 1: To enable students to communicate in a foreign language for multiple purposes, in a variety of modes and within a wide range of cultural contexts.**

See Learning Objectives for French, German, Spanish, Latin

**GOAL 2: To enable students to demonstrate knowledge of the target language culture and develop an appreciation of that culture.**

The student will:

1. Demonstrate appropriate social behaviors.
2. Make and respond to introductions.
3. Use appropriate expressions of courtesy.
4. Identify cultural practices and behaviors.
5. Employ appropriate non-verbal communication.
6. Discuss unfounded generalizations and stereotypes.
7. Compare/contrast cultural practices among same language cultures.
8. Identify products of the foreign culture.
9. Identify foreign culture current events.
10. Identify folk art in the foreign culture.
11. Develop an understanding of geography, history, art, literature, music, religion and government of the foreign culture.
12. Identify and experience cuisine of the foreign culture.
13. Recognize traditional dress of the foreign culture.
14. Describe holy days, celebrations and holidays.

**GOAL 3: To enable students to use the knowledge gained in their language study to connect with other disciplines and to expand awareness of their own language and culture.**

The student will:

1. Compare cultural practices and behaviors.
2. Identify contributions of the culture.
3. Explore the general influence of geography, history, art, literature, music, religion and government.
4. Apply mathematical skills in foreign language.
5. Apply composition techniques to foreign language writing.
6. Apply technology skills to foreign language study.
7. Share knowledge from foreign language class in other classes.
8. Apply history knowledge / understanding to foreign language study.
9. Apply art knowledge / understanding to foreign language study.
10. Apply music knowledge / understanding to foreign language study.
11. Apply grammar and vocabulary learned to understanding of English.
12. Correlate current global trends to the study of the foreign culture.
13. Understand languages cannot be translated word-for-word.
14. Contrast structural patterns of languages.
15. Compare living patterns and religious practices.
16. Discuss cultural stereotyping.
17. Compare holy days, celebrations and holidays.
18. Use target language outside the classroom.
19. Present cultural events or products to the school or community.
20. Participate in school, church, and community events related to foreign culture.
21. Identify community resources for foreign language / culture research.
22. Establish contact with native speakers.
23. Participate in travel to the foreign culture.
24. Discover applications and uses of foreign language.

## SPANISH

### Matrix for Levels I, II, III, IV

#### LISTENING

The student will:

	<b>OBJECTIVE</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
1.	Recognize and discriminate among all consonant, diphthong, vowels and stress location in words.	x	x	x	x
2.	Follow simple directions in Spanish.	x	x	x	x
3.	Comprehend meaning of isolated vocabulary words.	x	x	x	x
4.	Comprehend simple phrases.	x	x	x	x
5.	Comprehend words that are elided in the manner of normal speech.	x	x	x	x
6.	Comprehend idiomatic expressions.	x	x	x	x
7.	Comprehend definitions given orally by using previously learned vocabulary and cognates.	x	x	x	x
8.	Comprehend multi-meaning words in context.	x	x	x	x
9.	Comprehend materials presented by various native speakers at near-native speed in a variety of voices and accents.	x	x	x	x
10.	Recognize differences between formal and familiar ways of expression.	x	x	x	x
11.	Distinguish question from statement by speaker's pitch and inflection.	x	x	x	x
12.	Comprehend narratives and dramatic passages within the vocabulary and syntactic range.	x	x	x	x
13.	Recognize how poetry sounds different from prose.			x	x
14.	Comprehend oral discussion and analysis of literary works.				x

#### SPEAKING

The student will:

	<b>OBJECTIVE</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
1.	Pronounce all vowel, diphthong and consonant sounds.	x	x	x	x
2.	Pronounce (isolated) words correctly and with appropriate stress.	x	x	x	x
3.	Use appropriate rhythm, intonation, and stress patterns in phrases, statements, questions, and commands.	x	x	x	x
4.	Use isolated vocabulary in simple contexts.	x	x	x	x
5.	Maintain a conversation with another person.	x	x	x	x
6.	Use multi-meaning words correctly.	x	x	x	x
7.	Give oral directions and explanations in Spanish.	x	x	x	x
8.	Retell, shifting from first, second, and third person.	x	x	x	x
9.	Retell, shifting tense as required.		x	x	x
10.	Produce complex sentences correctly.		x	x	x
11.	Narrate the details of visual materials.			x	x
12.	Discuss topics concerning local, national or world events.			x	x
13.	Describe a situation or an event.			x	x



## SPANISH

### Matrix for Levels I, II, III, IV

#### READING

The student will:

	OBJECTIVE	I	II	III	IV
1.	Recognize in written form words learned aurally.	X	X	X	X
2.	Recognize diacritical marks and how they affect the sound and meaning.	X	X	X	X
3.	Read and comprehend isolated vocabulary words.	X	X	X	X
4.	Recognize cognates and their patterns of similarity with English.	X	X	X	X
5.	Read and comprehend sentences and paragraphs with structures ranging from simple to complex.	X	X	X	X
6.	Comprehend questions related to the reading material.	X	X	X	X
7.	Read aloud in the target language.	X	X	X	X
8.	Read and comprehend directions, short reading selections, dialogues and poems.	X	X	X	X
9.	Derive meanings of new words through context.	X	X	X	X
10.	Read and comprehend salutations and conclusions of letters.	X	X	X	X
11.	Read and generally comprehend authentic materials.	X	X	X	X
12.	Read and comprehend selected short stories and novels that have been edited and abridged.		X	X	X
13.	Read poetry for theme and rhyme.		X	X	X

#### GRAMMAR

The student will learn the following grammatical concepts:

	OBJECTIVE	I	II	III	IV
1.	Infinitives	X	X	X	X
2.	Present tense of regular verbs	X	X	X	X
3.	Present tense of verbs with stem changes	X	X	X	X
4.	Present tense of irregular verbs	X	X	X	X
5.	Future with "ir"	X	X	X	X
6.	Present participles, present progressive tense with <i>seguir</i> and <i>estar</i>	X	X	X	X
7.	Verbs requiring prepositions	X	X	X	X
8.	<i>Gustar</i> and similar verbs	X	X	X	X
9.	<i>Ser</i> and <i>estar</i>	X	X	X	X
10.	Verbs that mean "to know"	X	X	X	X
11.	Verbs that mean "to play"	X	X	X	X
12.	Idiomatic uses of "to make"	X	X	X	X
13.	Idiomatic uses of "to have"	X	X	X	X
14.	Verb endings for use with <i>vosotros</i>	X	X	X	X
15.	Subject-verb agreement	X	X	X	X
16.	Noun, pronoun, and adjective agreement in number and gender	X	X	X	X
17.	Personal "a"	X	X	X	X
18.	Definite and indefinite articles	X	X	X	X
19.	Neuter article "lo"	X	X	X	X
20.	Subject pronouns	X	X	X	X

## SPANISH

### Matrix for Levels I, II, III, IV

21.	Interrogative words	x	x	x	x
22.	Negation	x	x	x	x
23.	Cardinal numbers	x	x	x	x
24.	Ordinal numbers	x	x	x	x
25.	Dates	x	x	x	x
26.	Telling time	x	x	x	x
27.	Position of adjectives	x	x	x	x
28.	Possession	x	x	x	x
29.	Possessive adjectives	x	x	x	x
30.	Demonstrative adjectives	x	x	x	x
31.	Demonstrative pronouns	x	x	x	x
32.	Prepositions	x	x	x	x
33.	Contractions of “ <i>al</i> ” and “ <i>del</i> ”	x	x	x	x
34.	Formation of questions	x	x	x	x
35.	Forms and uses of <i>haber</i> ( <i>hay</i> )	x	x	x	x
36.	Preterite tense		x	x	x
37.	Imperatives		x	x	x
38.	Reflexive verbs and reflexive pronouns		x	x	x
39.	Direct object pronouns		x	x	x
40.	Indirect object pronouns		x	x	x
41.	Prepositional pronouns		x	x	x
42.	Double object pronouns		x	x	x
43.	Adverb formation and placement		x	x	x
44.	Adverbs of time		x	x	x
45.	Comparative and superlative forms of adjectives and adverbs		x	x	x
46.	Expressions of equality		x	x	x
47.	Shortening of adjectives		x	x	x
48.	Conjunctions		x	x	x
49.	Prefixes and suffixes ( <i>hacer</i> and <i>rehacer</i> , <i>tener</i> and <i>mantener</i> )		x	x	x
50.	Imperfect tense			x	x
51.	Uses of past tenses			x	x
52.	Future tense			x	x
53.	Conditional tense			x	x
54.	Past progressive tense			x	x
55.	Past participles and present perfect tense			x	x
56.	Past perfect tense (pluperfect)			x	x
57.	Conditional and future perfect tenses			x	x
58.	Reciprocal uses of reflexive verbs			x	x
59.	Present subjunctive mood			x	x
60.	Uses of present subjunctive (adjective, adverb, and noun clauses, after certain verbs, impersonal expressions, and conjunctions)			x	x
61.	Past subjunctive mood			x	x
62.	Idiomatic uses of “to become”			x	x
63.	Uses of “ <i>se</i> ”			x	x
64.	Time expressions ( <i>¿Cuánto tiempo hace que...? Hace</i> (length of time) <i>que ....., ¿desde cuándo?</i> , etc.)			x	x
65.	Adjectives used as nouns			x	x
66.	Possessive pronouns			x	x

## SPANISH

### Matrix for Levels I, II, III, IV

67.	<i>Por</i> and <i>para</i>			x	x
68.	Uses of past subjunctive (sequence of tenses: present and past)				x
69.	“ <i>Si</i> ” clauses				x
70.	Passive voice and substitutes				x
71.	Relative pronouns				x
72.	<i>Sino</i> and <i>sino que</i>				x
73.	Complex rules of accent marks				x

### WRITING

The student will:

	<b>OBJECTIVES</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
1.	Use capitalization and punctuation correctly.	x	x	x	x
2.	Use diacritical marks correctly. (accents, tilde, etc.)	x	x	x	x
3.	Write correctly from dictation materials.	x	x	x	x
4.	Compose answers to questions in complete sentences.	x	x	x	x
5.	Create dialogues utilizing appropriate pronoun and verb forms.	x	x	x	x
6.	Translate sentences from Spanish to English and from English to Spanish.	x	x	x	x
7.	Compose sentences, paragraphs, compositions and narratives about various topics.			x	x
8.	Use a dictionary to select words that are connotatively correct.			x	x
9.	Summarize a story or relate an event, using descriptive words and phrases.			x	x
10.	Compose letters, both personal and business, employing correct style, heading and conclusion.			x	x

## **SPANISH I**

### **LISTENING I**

The student will:

1. Recognize and discriminate among all consonant, diphthong, vowels and stress location in words.
2. Follow simple directions in Spanish.
3. Comprehend meaning of isolated vocabulary words.
4. Comprehend simple phrases.
5. Comprehend words that are elided in the manner of normal speech.
6. Comprehend idiomatic expressions.
7. Comprehend definitions given orally by using previously learned vocabulary and cognates.
8. Comprehend multi-meaning words in context.
9. Comprehend materials presented by various native speakers at near-native speed in a variety of voices and accents.
10. Recognize differences between formal and familiar ways of expression.
11. Distinguish question from statement by speaker's pitch and inflection.

### **SPEAKING I**

The student will:

1. Pronounce all vowel, diphthong and consonant sounds at an appropriate level.
2. Pronounce (isolated) words correctly and with appropriate stress.
3. Use rhythm, intonation, and stress patterns in phrases, statements, questions, and commands.
4. Use isolated vocabulary in simple contexts.
5. Maintain a conversation with another person.
6. Use multi-meaning words correctly.
7. Give oral directions and explanations in Spanish.
8. Retell, shifting from first, second, and third person.

### **READING I**

The student will:

1. Recognize in written form words learned aurally.
2. Recognize diacritical marks and how they affect the sound and meaning.
3. Read and comprehend isolated vocabulary words.
4. Recognize cognates and their patterns of similarity with English.
5. Read and comprehend sentences and paragraphs with structures ranging from simple to complex.
6. Comprehend questions related to the reading material.
7. Read aloud in the target language.
8. Read and comprehend directions, short reading selections, dialogues and poems.
9. Derive meanings of new words through context.
10. Read and comprehend salutations and conclusions of letters.
11. Read and generally comprehend authentic materials.

## SPANISH I

### GRAMMAR I

The student will learn the following grammatical concepts:

1. Infinitives
2. Present tense of regular verbs
3. Present tense of verbs with stem changes
4. Present tense of irregular verbs
5. Future with “*ir*”
6. Present participles, present progressive tense with *seguir* and *estar*
7. Verbs requiring prepositions
8. *Gustar* and similar verbs
9. *Ser* and *estar*
10. Verbs that mean “to know”
11. Verbs that mean “to play”
12. Idiomatic uses of “to make”
13. Idiomatic uses of “to have”
14. Verb endings for use with *vosotros*
15. Subject-verb agreement
16. Noun, pronoun, and adjective agreement in number and gender
17. Personal “*a*”
18. Definite and indefinite articles
19. Neuter article “*lo*”
20. Subject pronouns
21. Interrogative words
22. Negation
23. Cardinal numbers
24. Ordinal numbers
25. Dates
26. Telling time
27. Position of adjectives
28. Possession
29. Possessive adjectives
30. Demonstrative adjectives
31. Demonstrative pronouns
32. Prepositions
33. Contractions of “*a*” and “*del*”
34. Formation of questions
35. Forms and uses of *haber* (*hay*)

### WRITING I

The student will:

1. Use capitalization and punctuation correctly.
2. Use diacritical marks correctly. (accents, tilde, etc.)
3. Write correctly from dictation materials.
4. Compose answers to questions in complete sentences.
5. Create dialogues utilizing appropriate pronoun and verb forms.
6. Translate sentences from Spanish to English and from English to Spanish.
7. Compose sentences, paragraphs, compositions and narratives about various topics.
8. Use a dictionary to select words that are connotatively correct.

## **SPANISH II**

### **LISTENING II**

The student will:

1. Recognize and discriminate among all consonant, diphthong, vowels and stress location in words.
2. Follow simple directions in Spanish.
3. Comprehend meaning of isolated vocabulary words.
4. Comprehend simple phrases.
5. Comprehend words that are elided in the manner of normal speech.
6. Comprehend idiomatic expressions.
7. Comprehend definitions given orally by using previously learned vocabulary and cognates.
8. Comprehend multi-meaning words in context.
9. Comprehend materials presented by various native speakers at near-native speed in a variety of voices and accents.
10. Recognize differences between formal and familiar ways of expression.
11. Distinguish question from statement by speaker's pitch and inflection.
12. Comprehend narratives and dramatic passages within the vocabulary and syntactic range.

### **SPEAKING**

The student will:

1. Pronounce all vowel, diphthong and consonant sounds at an appropriate level.
2. Pronounce (isolated) words correctly and with appropriate stress.
3. Use appropriate rhythm, intonation, and stress patterns in phrases, statements, questions, and commands.
4. Use isolated vocabulary in simple contexts.
5. Maintain a conversation with another person.
6. Use multi-meaning words correctly.
7. Give oral directions and explanations in Spanish.
8. Retell, shifting from first, second, and third person.
9. Retell, shifting tense as required.
10. Produce complex sentences correctly.

### **READING II**

The student will:

1. Recognize in written form words learned aurally.
2. Recognize diacritical marks and how they affect the sound and meaning.
3. Read and comprehend isolated vocabulary words.
4. Recognize cognates and their patterns of similarity with English.
5. Read and comprehend sentences and paragraphs with structures ranging from simple to complex.
6. Comprehend questions related to the reading material.
7. Read aloud in the target language.
8. Read and comprehend directions, short reading selections, dialogues and poems.
9. Derive meanings of new words through context.
10. Read and comprehend salutations and conclusions of letters.
11. Read and generally comprehend authentic materials.
12. Read and comprehend selected short stories and novels that have been edited and abridged.
13. Read poetry for theme and rhyme.

## SPANISH II

### GRAMMAR II

The student will learn the following grammatical concepts:

1. Infinitives
2. Present tense of regular verbs
3. Present tense of verbs with stem changes
4. Present tense of irregular verbs
5. Future with “*ir*”
6. Present participles, present progressive tense with *seguir* and *estar*
7. Verbs requiring prepositions
8. *Gustar* and similar verbs
9. *Ser* and *estar*
10. Verbs that mean “to know”
11. Verbs that mean “to play”
12. Idiomatic uses of “to make”
13. Idiomatic uses of “to have”
14. Verb endings for use with *vosotros*
15. Subject-verb agreement
16. Noun, pronoun, and adjective agreement in number and gender
17. Personal “*a*”
18. Definite and indefinite articles
19. Neuter article “*lo*”
20. Subject pronouns
21. Interrogative words
22. Negation
23. Cardinal numbers
24. Ordinal numbers
25. Dates
26. Telling time
27. Position of adjectives
28. Possession
29. Possessive adjectives
30. Demonstrative adjectives
31. Demonstrative pronouns
32. Prepositions
33. Contractions of “*a*” and “*del*”
34. Formation of questions
35. Forms and uses of *haber* (*hay*)
36. Preterite tense
37. Imperatives
38. Reflexive verbs and reflexive pronouns
39. Direct object pronouns
40. Indirect object pronouns
41. Prepositional pronouns
42. Double object pronouns
43. Adverb formation and placement
44. Adverbs of time
45. Comparative and superlative forms of adjectives and adverbs
46. Expressions of equality
47. Shortening of adjectives
48. Conjunctions
49. Prefixes and suffixes (*hacer* and *rehacer*, *tener* and *mantener*)

## **SPANISH II**

### **WRITING II**

The student will:

1. Use capitalization and punctuation correctly.
2. Use diacritical marks correctly. (accents, tilde, etc.)
3. Write correctly from dictation materials.
4. Compose answers to questions in complete sentences.
5. Create dialogues utilizing appropriate pronoun and verb forms.
6. Translate sentences from Spanish to English and from English to Spanish.
7. Compose sentences, paragraphs, compositions and narratives about various topics.
8. Use a dictionary to select words that are connotatively correct.



## **SPANISH III**

### **LISTENING III**

The student will:

1. Recognize and discriminate among all consonant, diphthong, vowels and stress location in words.
2. Follow simple directions in Spanish.
3. Comprehend meaning of isolated vocabulary words.
4. Comprehend simple phrases.
5. Comprehend words that are elided in the manner of normal speech.
6. Comprehend idiomatic expressions.
7. Comprehend definitions given orally by using previously learned vocabulary and cognates.
8. Comprehend multi-meaning words in context.
9. Comprehend materials presented by various native speakers at near-native speed in a variety of voices and accents.
10. Recognize differences between formal and familiar ways of expression.
11. Distinguish question from statement by speaker's pitch and inflection.
12. Comprehend narratives and dramatic passages within the vocabulary and syntactic range.
13. Recognize how poetry sounds different from prose.

### **SPEAKING III**

The student will:

1. Pronounce all vowel, diphthong and consonant sounds at an appropriate level.
2. Pronounce (isolated) words correctly and with appropriate stress.
3. Use appropriate rhythm, intonation, and stress patterns in phrases, statements, questions, and commands.
4. Use isolated vocabulary in simple contexts.
5. Maintain a conversation with another person.
6. Use multi-meaning words correctly.
7. Give oral directions and explanations in Spanish.
8. Retell, shifting from first, second, and third person.
9. Retell, shifting tense as required.
10. Produce complex sentences correctly.
11. Narrate the details of visual materials.
12. Discuss topics concerning local, national or world events.
13. Describe a situation or an event.

### **READING III**

The student will:

1. Recognize in written form words learned aurally.
2. Recognize diacritical marks and how they affect the sound and meaning.
3. Read and comprehend isolated vocabulary words.
4. Recognize cognates and their patterns of similarity with English.
5. Read and comprehend sentences and paragraphs with structures ranging from simple to complex.
6. Comprehend questions related to the reading material.
7. Read aloud in the target language.
8. Read and comprehend directions, short reading selections, dialogues and poems.
9. Derive meanings of new words through context.
10. Read and comprehend salutations and conclusions of letters.
11. Read and generally comprehend authentic materials.
12. Read and comprehend selected short stories and novels that have been edited and abridged.
13. Read poetry for theme and rhyme.

## SPANISH III

### GRAMMAR III

The student will learn the following grammatical concepts

1. Infinitives
2. Present tense of regular verbs
3. Present tense of verbs with stem changes
4. Present tense of irregular verbs
5. Future with “*ir*”
6. Present participles, present progressive tense with *seguir* and *estar*
7. Verbs requiring prepositions
8. *Gustar* and similar verbs
9. *Ser* and *estar*
10. Verbs that mean “to know”
11. Verbs that mean “to play”
12. Idiomatic uses of “to make”
13. Idiomatic uses of “to have”
14. Verb endings for use with *vosotros*
15. Subject-verb agreement
16. Noun, pronoun, and adjective agreement in number and gender
17. Personal “*a*”
18. Definite and indefinite articles
19. Neuter article “*lo*”
20. Subject pronouns
21. Interrogative words
22. Negation
23. Cardinal numbers
24. Ordinal numbers
25. Dates
26. Telling time
27. Position of adjectives
28. Possession
29. Possessive adjectives
30. Demonstrative adjectives
31. Demonstrative pronouns
32. Prepositions
33. Contractions of “*a*” and “*del*”
34. Formation of questions
35. Forms and uses of *haber* (*hay*)
36. Preterite tense
37. Imperatives
38. Reflexive verbs and reflexive pronouns
39. Direct object pronouns
40. Indirect object pronouns
41. Prepositional pronouns
42. Double object pronouns
43. Adverb formation and placement
44. Adverbs of time
45. Comparative and superlative forms of adjectives and adverbs
46. Expressions of equality
47. Shortening of adjectives
48. Conjunctions
49. Prefixes and suffixes (*hacer* and *rehacer*, *tener* and *mantener*)

## SPANISH III

50. Imperfect tense
51. Uses of past tenses
52. Future tense
53. Conditional tense
54. Past progressive tense
55. Past participles and present perfect tense
56. Past perfect tense (pluperfect)
57. Conditional and future perfect tenses
58. Reciprocal uses of reflexive verbs
59. Present subjunctive mood
60. Uses of present subjunctive (adjective, adverb, and noun clauses, after certain verbs), impersonal expressions, and conjunctions
61. Past subjunctive mood
62. Idiomatic uses of “to become”
63. Uses of “se”
64. Time expressions (*¿Cuánto tiempo hace que...? Hace (length of time) que ....., ¿desde cuándo?, etc.*)
65. Adjectives used as nouns
66. Possessive pronouns
67. *por* and *para*

## WRITING III

The student will:

1. Use capitalization and punctuation correctly.
2. Use diacritical marks correctly. (accents, tilde, etc.)
3. Write correctly from dictation materials.
4. Compose answers to questions in complete sentences.
5. Create dialogues utilizing appropriate pronoun and verb forms.
6. Translate sentences from Spanish to English and from English to Spanish.
7. Compose sentences, paragraphs, compositions and narratives about various topics.
8. Use a dictionary to select words that are connotatively correct.
9. Summarize a story or relate an event, using descriptive words and phrases.
10. Compose letters, both personal and business, employing correct style, heading and conclusions.

## **SPANISH IV**

### **LISTENING IV**

The student will:

1. Recognize and discriminate among all consonant, diphthong, vowels and stress location in words.
2. Follow simple directions in Spanish.
3. Comprehend meaning of isolated vocabulary words.
4. Comprehend simple phrases.
5. Comprehend words that are elided in the manner of normal speech.
6. Comprehend idiomatic expressions.
7. Comprehend definitions given orally by using previously learned vocabulary and cognates.
8. Comprehend multi-meaning words in context.
9. Comprehend materials presented by various native speakers at near-native speed in a variety of voices and accents.
10. Recognize differences between formal and familiar ways of expression.
11. Distinguish question from statement by speaker's pitch and inflection.
12. Comprehend narratives and dramatic passages within the vocabulary and syntactic range.
13. Recognize how poetry sounds different from prose.
14. Comprehend oral discussion and analysis of literary works.

### **SPEAKING IV**

The student will:

1. Pronounce all vowel, diphthong and consonant sounds at an appropriate level.
2. Pronounce (isolated) words correctly and with appropriate stress.
3. Use appropriate rhythm, intonation, and stress patterns in phrases, statements, questions, and commands.
4. Use isolated vocabulary in simple contexts.
5. Maintain a conversation with another person.
6. Use multi-meaning words correctly.
7. Give oral directions and explanations in Spanish.
8. Retell, shifting from first, second, and third person.
9. Retell, shifting tense as required.
10. Produce complex sentences correctly.
11. Narrate the details of visual materials.
12. Discuss topics concerning local, national or world events.
13. Describe a situation or an event.

### **READING IV**

The student will build upon previously learned concepts

1. Recognize in written form words learned aurally.
2. Recognize diacritical marks and how they affect the sound and meaning.
3. Read and comprehend isolated vocabulary words.
4. Recognize cognates and their patterns of similarity with English.
5. Read and comprehend sentences and paragraphs with structures ranging from simple to complex.
6. Comprehend questions related to the reading material.
7. Read aloud in the target language.
8. Read and comprehend directions, short reading selections, dialogues and poems.
9. Derive meanings of new words through context.

## SPANISH IV

10. Read and comprehend salutations and conclusions of letters.
11. Read and generally comprehend authentic materials.
12. Read and comprehend selected short stories and novels that have been edited and abridged.
13. Read poetry for theme and rhyme.

### GRAMMAR IV

The student will learn the following grammatical concepts

1. Infinitives
2. Present tense of regular verbs
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38. Reflexive verbs and reflexive pronouns
39. Direct object pronouns
40. Indirect object pronouns
41. Prepositional pronouns
42. Double object pronouns
43. Adverb formation and placement

## SPANISH IV

44. Adverbs of time
45. Comparative and superlative forms of adjectives and adverbs
46. Expressions of equality
47. Shortening of adjectives
48. Conjunctions
49. Prefixes and suffixes (*hacer* and *rehacer*, *tener* and *mantener*)
50. Uses of past tenses
51. Future tense
52. Conditional tense
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54. Past participles and present perfect tense
55. Past perfect tense (pluperfect)
56. Conditional and future perfect tenses
57. Reciprocal uses of reflexive verbs
58. Present subjunctive mood
59. Uses of present subjunctive (adjective, adverb, and noun clauses, after certain verbs, impersonal expressions, and conjunctions)
60. Past subjunctive mood
61. Idiomatic uses of “to become”
62. Uses of “*se*”
63. Time expressions (*¿Cuánto tiempo hace que...? Hace* (length of time) *que .....*, *¿desde cuándo?*, etc.)
64. Adjectives used as nouns
65. Possessive pronouns
66. *Por* and *para*
67. Uses of past subjunctive (sequence of tenses: present and past)
68. “*Si*” clauses
69. Passive voice and substitutes
70. Relative pronouns
71. *Sino* and *sino que*
72. Complex rules of accent marks

## WRITING IV

The student will:

1. Use capitalization and punctuation correctly.
2. Use diacritical marks correctly. (accents, tilde, etc.)
3. Write correctly from dictation materials.
4. Compose answers to questions in complete sentences.
5. Create dialogues utilizing appropriate pronoun and verb forms.
6. Translate sentences from Spanish to English and from English to Spanish.
7. Compose sentences, paragraphs, compositions and narratives about various topics.
8. Use a dictionary to select words that are connotatively correct.
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