

**TAMALPAIS UNION HIGH SCHOOL DISTRICT  
Larkspur, California**

**Course of Study**

**HONORS SPANISH 5h-6h**

**I. INTRODUCTION**

Honors Spanish 5-6 is a one-year course that is designed to offer a more demanding experience for the student who is adequately prepared and who desires to achieve a higher level of competency in the language than would be possible in the regular Spanish 5-6 course. A more extensive development of skills is emphasized and an expanded variety of materials, resources and instructional strategies are utilized.

**II. EXPECTATIONS**

**A. Target Proficiencies**

In addition to the proficiencies described in the section for Spanish 5-6, this Honors course will emphasize the following:

1. Listening

The students will be exposed to Spanish as the primary language of instruction and will strengthen receptive skills through the use of a variety of aural stimuli.

Through increased auditory practice students will become aware of the variety of pronunciation and intonation patterns in Spanish.

Receptive vocabulary should increase to at least 2,500 words.

Students will demonstrate an increasing ability to comprehend native Spanish speakers of different geographic regions.

A higher capability of responding to impromptu questions will be demonstrated.

2. Reading

Students will be expected to master a more advanced level of reading material including periodicals, informational documents, fiction and non-fiction prose, poetry, and drama.

Reading vocabulary should be increased to at least 2,500 words.

Students will increase their ability to decode written material of an unknown subject containing unfamiliar lexical items.

### 3. Speaking

In conjunction with a higher degree of listening comprehension, an increased proficiency in speaking Spanish is to be expected.

A higher level of competency in pronunciation and intonation of the language will be achieved.

Greater spontaneity in speaking will be stressed. Students should be capable of initiating a conversation in the language and of sustaining it with students of equal ability.

The formulation of more complex questions will be emphasized as students continue to rely more on the target language for higher levels of problem solving.

Students will demonstrate confidence in expressing themselves and in sharing personal opinions with others using familiar vocabulary.

They will feel capable enough in speaking to become involved in direct conversation with native Spanish speakers using familiar vocabulary items.

### 4. Writing

Within the Honors level class students should be able to write a clear expression of personal opinion that properly uses Spanish tenses and moods. Students should be able to write a comprehensible and concise synopsis of a spoken or written experience.

Students will be capable of writing longer and more sophisticated compositions using practiced vocabulary and familiar grammatical structures.

Creative writing exercises will include the production of simple poetry and short stories.

### 5. Culture

An increased emphasis will be placed on the use of the Spanish language to develop an understanding and appreciation of related cultures.

Exposure to a greater variety of cultural realism will be made to the students through various media presentations.

A more profound discussion of cultural situations, customs and beliefs is to be covered through the reading of Spanish and Spanish American literature. Additional practice will be offered in completing business properly in contextual situations.

Students will be involved in an enhanced study of Spanish idioms and expressions.

A more in-depth study in the target language will be completed regarding the geographical features, people and customs of Spanish speaking countries.

## **B. Grammatical Concepts**

In addition to those listed for Spanish 5-6, grammatical concepts for the Honors class will include:

1. An expanded use of Spanish prepositions and conjunctions.
2. Idiomatic use of Spanish verbs.
3. The subjunctive used for idiomatic expressions.
4. The future and conditional used for expression of probability.

## **C. Suggested Materials**

1. Textbook: an advanced third-year text such as the comprehensive ALM Third Year, Second Edition.
2. Workbook exercises: ALM that accompany text.
3. Amsco supplementary workbook.
4. "Una Vez Mas" supplementary workbook.
5. Graded Spanish readers and short stories.
6. Spanish language weekly newspaper "El Mensajero."
7. Audiotapes from the "Circling the Globe" series.
8. Conversation stimuli such as "Conversar sin para" and "Otra Vista."
9. Teacher prepared handouts on grammatical and cultural concepts.
10. Commercial VHS-TV tapes in English and Spanish related to cultural items.
11. Taped TV and radio news and cultural programs recorded directly from local Spanish language stations.
12. Guest speakers and conversationalists from selected native speaking students and adult volunteers.

## **D. Expectations of Students, Means of Evaluation**

Students should expect to meet the demands of this Honors level course including more rapid coverage of content, higher levels of proficiency, and increased participation. Evaluation will be based upon class participation, oral and written assignments, oral and written examinations included a semester final.

### **III. GENERAL INFORMATION**

This course complies with the University of California guidelines for Honors level courses and grades for the course, when taken during the last two years of high school, will be counted on a scale A=5, B=4, C=3.

This course is accepted as part of the two-year university and college entrance requirement in foreign language and also as part of the 220 unit high school graduation requirement.

Prerequisites: Students who have earned grades of A and/or B in Spanish 1-4 and who have their Spanish 4 teacher's recommendation will be eligible for this course.

BOT 1/24/89