



Global Languages Department

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Course Title: French I

Length: 1 year (two semesters); 1.0 credits earned upon successful completion of the course

Prerequisites: High School Placement Test

Textbooks: Textbook- *T'es Branché 1*
Publisher: EMC Publishing (2014)
ISBN-10: 0821958526

Workbook- *T'es Branché 1*
Publisher: EMC Publishing (2014)
ISBN-10: 0821959840

Course Goals/ Objectives: By the end of French I, students will be able to read, speak, and write about the following topics: their nationalities, their favorite activities, ordering in a restaurant, themselves, their family members, and their school life. They will learn about France and different French-speaking countries.

Course Description:

This one- year course will provide a general introduction to the language and culture of the French-speaking world. This class will focus on the acquisition of basic vocabulary, language structure, and grammatical skills that will enable you to function effectively within realistic settings. Listening comprehension, understanding French cultures, communicating and speaking, reading and writing will be incorporated into daily lessons. The course is divided by units and each unit builds upon the previous unit's material.

Itemized Details of Course Content:

First Semester:

Units 1, 2, and 3

- Greetings and Expressions
- Nationalities
- How to introduce oneself and someone else
- Francophones in France and North America
- How are you/ goodbye
- Pastimes and Sports
- Weather
- Say what you like and do not like to do
- Ask what someone likes to do
- Subject Pronouns
- Regular –er verbs
- Numbers 0-1000
- Gender of nouns and definite articles
- Irregular Verb **avoir**
- Plurals of articles and nouns
- Classroom subjects
- Time expressions
- The European Union
- Irregular verb **être**
- La cantine
- Irregular verb **aller**

Second Semester:

Units 4, 5, 6, and 7

- Soccer/ Le foot in France
- The metro
- Aller + infinitive
- Forming questions
- Food and drink
- Cafés and bistros in France
- Irregular verb **prendre**
- Avoir expressions
- Movie genres and French cinema
- Quel
- Irregular verb **voir**
- Family members
- Possessive adjectives
- Months and birthdays
- Ask someone's age
- La FNAC
- Regular –ir verbs
- Professions
- C'est vs. Il est/Elle est
- Articles of clothing
- Colors
- Shopping in France
- Verb acheter
- Irregular verb **vouloir**
- Stores and grocery items
- Regular –re verbs
- Tell a story through pictures
- Fruits and vegetables
- Outdoor markets in France
- The partitive
- Rooms in a house
- Furniture
- Housing in France
- Ordinal numbers
- **Devoir** and **mettre**

Course Title: French II

Department: Global Languages

Length: 1 year (two semesters); 1.0 credits earned upon successful completion of the course

Prerequisites: French I

Textbooks: Textbook- *T'es Branché 2*
Publisher: EMC Publishing (2014)

Workbook- *T'es Branché 2*
Publisher: EMC Publishing (2014)

Course Goals/ Objectives: By the end of French II, students will be able to read, speak, and write in French in both the present and past tenses. Students will have a stronger vocabulary and will incorporate this into their daily work.

Course Description:

This one- year course will focus on listening comprehension, understanding French cultures, communicating and speaking in French, reading and writing. The course is divided by units and each unit builds upon the previous unit's material.

Itemized Details of Course Content:

First Semester:

Units 1, 2, and 3

- Holidays in France, Quebec, and the United States
- Quebec City
- Verb review
- Television programs
- Ask for an opinion
- Luxembourg
- Rides and attractions at amusement parks
- Review of **Aller**, **Venir** and **Faire**
- Art terms
- Types of paintings
- The Louvre
- Describe a painting
- The past tense

- Places in the neighborhood
- Ask for directions
- Give directions
- Vouloir, pouvoir, devoir
- Modes of transportation
- Versailles
- Ask about transportation
- Past tense
- The superlative
- Toiletries
- Daily Routine
- Reflexive Verbs
- Household chores
- Make comparisons
- S'asseoir
- Recount past events
- Past tense of reflexive verbs

Second Semester:

Units 4, 5, 6, and 7

- Describe past events
- Imperfect tense
- Professions of the past
- Montmartre
- Il y a + time
- University life
- Make a suggestion
- Past tense and imperfect
- At the airport
- Describe a health problem
- Give instructions
- Air France
- Direct object pronouns
- Types of cars
- Expressions
- Direct object pronouns
- Hotels
- French breakfast
- Indirect object pronouns
- Things we read
- Things we write
- Say what a book is about
- Morocco
- **Lire and écrire**
- Music genres
- Music instruments
- La Francophonie
- **Savoir and connaître**
- Accessories
- Begin and end a letter
- **Recevoir and ouvrir**
- Food and courses
- Alsace
- Strasbourg
- Qui and que
- The pronoun **en**
- French regions and their adjectives
- Normandy
- Interrogative pronouns

Course Title: French III

Department: Global Languages

Length: 1 year (two semesters); 1.0 credits earned upon successful completion of the course

Prerequisites: French II

Textbooks: Textbook- *T'es Branché 3*
Publisher: EMC Publishing (2014)

Workbook- *T'es Branché 3*
Publisher: EMC Publishing (2014)

Course Goals/ Objectives: By the end of French III, students will be able to read, speak, and write in French. French III is more intense with writing and grammar skills. Students will be reading short excerpts in French. The class is conducted in French.

Course Description:

French III is conducted in French. Students will be introduced to five new grammar tenses, which they will be using in every day reading and writing. There is one essay per semester. Students will have a better understanding of the French-Speaking world.

Itemized Details of Course Content:

First Semester:

Units 1, 2, and 3

- Les émotions et la jeunesse
- La francophonie
- Les blogs
- Les moments de la vie
- Maisons de jeunes et de la culture
- Verbes: -er, -re, -ir
REGULIER ET
IRREGULIER
- Depuis + PRESENT
- La jeunesse et les jeux
- Découvrir
- Courir

- Révision: Passé
Composé avec avoir
et être
- L'imparfait
- Le travail
- Le mariage
- La Francophonie
- Le conditionnel
- Si+ CONDITIONNEL
- Les rapports entre les
gens
- Noël
- Le repas
- Les fêtes
- Les pronoms
interrogatifs
- Les objets directs
- Les descriptions
- La cuisine française
- La nouvelle cuisine
- Les objets indirects
- C'est vs. Il est/elle est
- La conversation
- Le repas
- Qui/ que
- Les pronoms relatifs
- Les États-Unis
- Les ancêtres
- Alliance Française
- Le Québec
- Les pronoms y et en
- Les histoires
- Conte de fées
- La Tunisie
- Les verbes réfléchis
- Les logements
- HLM/ les allocations
familiales
- Le Sénégal
- Comparatif/Superlatif

Second Semester:

Units 4, and 5

- Les sports et les
activités
- La Réunion
- Chamonix
- La Négation
- Le ski
- Haute Savoie
- Savoir vs. Connaître
- Il faut que...
- Le Subjonctif
- Les sports d'hiver
- La Francophonie
- À l'hôtel
- Monaco
- Le Subjonctif
- Bourgogne
- Les restaurants
- Le cinéma
- Les expressions
- Les Césars
- Quel/ lequel/ duquel/
auquel

Course Title: French IV

<u>Department:</u>	Global Languages
<u>Length:</u>	1 year (two semesters); 1.0 credits earned upon successful completion of the course
<u>Prerequisites:</u>	French III and teacher recommendation; Teacher must recommend student to French IV
<u>Textbooks:</u>	<p>Textbook- <i>T'es Branché 3</i> <i>Le Fantôme de L'Opéra</i> Publisher: EMC Publishing (2014)</p> <p>Workbook- <i>T'es Branché 3</i> Publisher: EMC Publishing (2014)</p> <p><i>Maigret Et Le Clochard</i> George Simenon Publisher: Emc Pub (1987) ISBN-10: 0821914626</p>

Course Goals/ Objectives: By the end of French IV, students will be able to read, speak, and write in French using different verb tenses. Students will learn more about French history and current events in France and the French-Speaking world.

Course Description: This course is conducted in French. Students will be reading short stories in French, and will learn about real-world situations when traveling to France.

Itemized Details of Course Content:

First Semester:

Units 6, 7, and 8

- La banque
- La carte bleue
- Le futur
- Les romans
- Les écrivains
- de+ nom
- Futur+ quand
- À la poste

- Les pronoms
- Les arts
- La Révolution Française
- Writing a résumé in French

Second Semester:

- French Poetry
- *Un Été Pas Comme Les Autres*
- Current Events
- *Le Fantôme de L'Opéra*
- French Companies
- Advertisements
- *Maigret Et Le Clochard*

Course Title: French V

<u>Department:</u>	Global Languages
<u>Length:</u>	1 year (two semesters); 1.0 credits earned upon successful completion of the course
<u>Prerequisites:</u>	French IV and teacher recommendation; Teacher must recommend student to French V
<u>Textbooks:</u>	<p><i>Le Petit Prince</i> (French Language Edition) 1st Edition Antoine de Saint-Exupéry ISBN-10: 9780156013987</p> <p>French Three Years: Review Text Paperback Blume and Stein Publisher: Amsco School Pubns (1994) ISBN-10: 1567653014</p>

Course Goals/ Objectives: By the end of French V, students will be able to read, speak, and write in French. We will read *Le Petit Prince* and discuss the symbolism and phenomenon of this book. Students will learn more about current issues in France and discuss current events weekly.

Course Description:

To provide a comprehensive review and thorough understanding of the elements of the French language and culture. This class is conducted in French and may be taken as an independent study, per the teacher and academic deans.

Itemized Details of Course Content:

First Semester:

Grammar Review, Current Events, Articles, *Le Petit Prince*, Cultural Awareness

Second Semester:

Grammar Tenses, Current Events, Poetry, Theme 1- Global Challenges, Theme 2- Science and Technology, Theme 3- Contemporary Life, Theme 4- Personal and Public Identities, Theme 5- Families and Communities, Theme 6- Beauty and Aesthetics

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Course Title: Latin I

Syllabus 2019/2020

Course Description:

Latin I offers students an opportunity to further their knowledge of/in literature, grammar, vocabulary-development, Roman Catholic History/Theology and composition/sentence structure. The course will minimally present all of the essential and core expectations provided in the Michigan High School Grade Level Content Expectations (GLCEs) for “Latin I” credit toward the Michigan Merit Graduation Requirements and a State-endorsed HS Diploma.

Objectives:

Participation in this course is designed to bring about a comprehensive understanding and appreciation of human life as we know it here on Planet Earth, our unique means of leaving behind a LEGACY and HISTORY of COMMUNICATION – and to improve our own COMMUNICATIVE COMPETENCE in reading, writing and speaking. In addition, we will explore the relationship between our Latin Language studies and Roman Catholic Faith and History; some of the major goals include the development of your own personal two (2) sets of vocabulary/nomenclature, an understanding of simple and complex literary genres, declensions, conjugations and parts of speech, and working towards college and career readiness in terms of generating documents and understanding syntax.

Textbooks: Oxford Latin Course 2nd Edition (Balme & Morwood)

Any solid Latin-English / English-Latin Dictionary

Course Content (Units):

Declensions	Nominative	Accusative	Active
Conjugations	Genitive	Ablative (Absolute)	Passive
Vocabulary	Dative	Roman Catholicism & Latin	Subjunctive

Latin I Grading Policy:

Homework is typically worth 10 points.

Major essays, projects, quizzes, exams, tests and other assessments are worth 50 points.

All grades and completed/corrected work will be posted at StMarysPrep.com via Net Classroom.

Latin I grades will be proficiency based:

Grades will reflect meaningful work tied to the standards and expectations designated for this specific course and will be translated to letter grades based on the St. Mary's Prep Grading Scale.

Students are encouraged to complete THREE (3) years of GLOBAL LANGUAGE COURSE-WORK to meet the Michigan Merit Graduation Requirements in Language Arts. ½ (.50) Credit is earned for successful completion of a 1 (one) semester class.

Successful completion of this course will be accomplished when a student has earned a passing grade in the summative mean of 3 marking-periods and 1 final exam within a single semester.

To earn a full credit, students must successfully complete 2 semesters of Latin I.

Classroom Rules:

Come to class prepared to learn. (Ink-pen, paper, textbook and notebooks).

Start now – do **NOT** use pencil(s). They are unprofessional.

Respect all people and property. (School property, personal property, and others' property).

Respect all ideas given and shared in class.

Students are expected to behave in a courteous and respectful manner to the instructor and to each other.

Students are expected to be sitting in their seats and ready for class to begin by the start of class.

All work must be completed in ink or typewritten. Please do not use pencils.

Wait for a word or sign of dismissal by the teacher before departing the classroom for any reason.

Classes will be held here in Prep Classroom 207.

“Food-stuffs, Beverages, Phones and Hooded Gear” are not allowed in class unless authorized; follow all school rules related to dress-code. (Plain Water in a sealed/capped container or bottle is OK).

Extra Credit:

Extra credit is typically NOT available in this class as your focus should be on assigned work.

Make-up work:

Late work is not generally accepted unless a mitigating circumstance determined by the instructor is deemed valid AND correspondence is attempted/executed prior to the due date BY THE STUDENT.

“Unit Assessment” part of grade:

No “curving” of tests will occur; no dropping of lowest scores.

No “extra credit” or “test corrections” will be used nor implemented.

Review for Exams will always be conducted – always ...

- My expectation for any written work assigned OUTSIDE of CLASS is MUCH HIGHER than that assigned in-class wrto spelling, grammar and syntax.

Course Title: Spanish IV

Department: Global Languages

Length: 1 year (2 semesters)

Course Prerequisites: Spanish III and previous instructor approval

Required Textbooks: Pearson Realidades 4 textbook, Pearson Realidades 4 workbook

Course Goals/Objectives: By the end of Spanish 4, students will be able to read, write, speak, and listen at length in Spanish about topics such as fashion, health, technology, diversity, and the economy.

Course Description: Students will review and hone grammar skills from Spanish III. They will learn new vocabulary, give presentations, research different cultures, listen to native speakers, read authentic texts, and write original compositions to further their knowledge of the Spanish language.

Itemized Course Content:

Semester 1

- Preterite vs. imperfect
- Future tense
- Subjunctive in noun clauses
- Indirect commands
- Object pronouns
- Verbs like *gustar*
- Reflexive constructions
- Present perfect tenses and past participles

Semester 2

- Subjunctive in adjective clauses
- Future perfect and pluperfect

- Comparatives and superlatives
- Subjunctive in adverbial clauses
- Formal and informal commands
- Time expressions with *hacer* and *desde*
- Por* and *para*
- Imperfect subjunctive
- Conditional and conditional perfect with if clauses

Course Title: Spanish 1

Department:	Global Languages
Length:	1 year (2 semesters); 1.0 credits earned upon successful completion of the course
Prerequisites:	None
Textbooks:	Realidades 1 (Pearson) Realidades 1 workbook

Course Goals and Objectives: Students will learn to communicate in the Spanish language on a novice level. They will also broaden their cultural awareness of the Spanish-speaking world.

Course Description:

General Overview: This course is an introduction to the basic grammar and vocabulary of the Spanish language. Speaking, listening, reading, and writing skills are practiced. Cultural information about Spanish-speaking countries is also presented.

Itemized Details of Course Content:

First Semester (the order of instruction may change based on teacher discretion)

- a) Greetings/Introductions
- b) Alphabet
- c) Numbers
- d) Calendar
- e) Weather
- f) Infinitives
- g) Negation
- h) Likes/Dislikes
- i) Adjectives
- j) Definite and indefinite articles
- k) Subject pronouns
- l) Present tense of -ar verbs
- m) The verb estar
- n) Plurals
- o) Present tense of -er and -ir verbs

Second Semester (the order of instruction may change based on teacher discretion)

- a) The verb ser
- b) The verb ir
- c) Asking questions
- d) Ir + a + infinitive
- e) The verb jugar
- f) The verb tener
- g) Possessive adjectives
- h) The verb venir

- i) The verbs ser and estar
- j) Making comparisons
- k) Superlatives
- l) Affirmative tú commands
- m) The present progressive tense

Course Title: Spanish II

Department: Global Languages

Length: 1 year (.50 credits per semester)

Course Prerequisites: Spanish I or high school placement test

Required Textbooks: Pearson Realidades 2 textbook, Pearson Realidades 2 workbook

Course Description:

Spanish II is a continuation of first year Spanish with emphasis on grammar and development of skills to understand, speak, read and write in Spanish. The geography, history and culture of the Hispanic world, including cities in the U.S. with predominant Hispanic populations, are explored further.

Course Objectives:

By the end of Spanish II, students will expand their skills in speaking, listening, reading, writing and cultural awareness. Students will be able to understand and express himself using both the present and past tense grammar structures. Students will be able to write short compositions using the vocabulary and grammatical structures studied throughout the course. Students will be able to understand authentic materials in the target language. Students will be able to discuss the cultural elements of Spanish speaking countries and compare/contrast his own culture.

Itemized Detail of Course Content:

Semester 1 (the order of instruction may change based on teacher discretion)

- Alphabet Review

- Classroom Vocabulary

- Noun/Adjective agreement review
- Review all present tense regular/ irregular verb conjugation
- Review and assess 75 most common present tense verbs definitions
- Forming questions using the Spanish words and punctuation.
- Hispanic geography
- Review vocabulary associated with free time/ extracurricular activities
- Review places vocabulary
- Affirmative and negative words
- Classroom rules in Spanish
- Pluralizing words
- Hace + tiempo + que construction
- Equal comparisons
- Saber vs. Conocer usage
- Culture: Mexican traditions, Day of the Dead, indigenous beliefs, compare/contrast cultures
- Famous Latino artists
- Phonics using syllable stress and accent marks
- Reflexive verbs with daily routines
- Clothing vocabulary and items used to get ready
- Infinitive verb after conjugated verb
- Possessive adjectives and possessive pronouns
- Ser vs. Estar usage
- Present progressive verbs
- Regular preterite tense verbs
- Por vs. para (basic)

- Using adjectives as nouns
- Discuss hispanic holidays and compare/contrast

Semester 2 (the order of instruction may change based on teacher discretion)

- Preterite “yo form changers -car, gar, zar ending verbs
- Numbers 101+
- Demonstrative adjectives and noun agreement
- Ask for assistance in shopping situations
- Knowing about products used in other countries and the U.S.
- Discuss languages have similarities and origins of words
- Read and understand short readings and poetry in Spanish
- Discuss hispanic holidays and compare/contrast
- Understand differences in Spain and Latin American shopping, pharmacies and prescription requirements and why
- Famous Latinos
- Direct object pronouns
- Affirmative and negative commands giving directions (+attaching pronouns)
- Irregular preterite tense
- Direction/town/transportation vocabulary
- Cultural issues in regard to transportation in the Spanish speaking world
- Indirect object pronouns & comparing sentence structure
- Present progressive partial stem changes
- Imperfect tense
- Preterite vs. imperfect tense
- Reciprocal actions using reflexive pronouns

- Preterite partial stem changes
- Childhood vocabulary/rhymes/songs
- Diminutives and superlatives using Spanish suffixes.
- Describing events in the past tense
- Communicate family relations and holiday celebrations in the present and past tense
- Read and discuss about holidays in the target culture. Compare/contrast cultures
- Discuss cultural differences in manners and greetings
- Know how to express reciprocal actions using plural reflexive pronouns
- Double object pronouns
- Read about and understand about the different languages and dialects in Spain.
- Natural disaster vocabulary with basic understanding of hardships associated with
- Expressions with tener
- Conjugation of the irregular spelling of Preterite verbs using “y”

Course Title: Realidades 3. Spanish 3

Department: Global Languages

Number of Semesters: Two

Course Prerequisites: Spanish II completion with passing grade

Required textbook: Realidades 3 textbook and workbook

Course Description: This is a program designed for teaching the Spanish language to groups of foreign students of any nationality, based on the four types of integrative language skills: listening, speaking, reading, and writing.

The schedule of courses is structured on the basis of communicative needs, interests and motivations of foreign students to interact with native speakers from a sociocultural, geographical and historical perspectives.

-General Objectives.

- 1 – To develop language skills that will allow students to interact with proficiency in the Spanish language, in both oral and written format, according to the level taught.
- 2 – To know the communicative functions that will allow the students to communicate effectively with native speakers.
- 3 – To provide geographical, historical, cultural information of Spanish-speaking people.
- 4 – To work with texts of average complexity.
- 5 – To be able to produce oral and written communication, using appropriate vocabulary, grammar, and communicative intentions.
- 6 – To establish comparative judgments between the students' culture and the Spanish culture.

Course Goals/ Objectives:

Oral communication:

- 1 - Students will understand the overall meaning of the communicative information between Spanish speaking people.

2 – The students will participate in describing issues, speaking in different tenses, giving opinions, feelings, desires, etc. in conversations with a vocabulary and proper performance for the level where they are.

3 - Students will talk at a rate and degree of phonetic and grammar correctness according to the given level.

Written communication:

1 - Students will understand texts of average complexity (dialogues, narratives and descriptions, songs, newspaper articles, etc.).

2 - Students will express their ideas in writing descriptions, summaries, essays, dialogues, etc.

3 - Students will achieve an acceptable command of penmanship, spelling, grammar and writing.

Sociocultural aspects:

1 - Students will reflect and compare aspects related to the Spanish culture and their own culture, using the appropriate communicative functions.

2 - Students will report on aspects of geography, history, culture and psychosocial aspects of Spanish speakers.

Itemized Course Content:

First Semester

Para empezar. (Getting started). 2

- Your daily life and routines, the school, free time, special days, week-ends and celebrations. 8

My life. Activities in my community. 14, 15

- Present of regular verbs. Present tense verbs with irregular “yo” forms.

- Verbs with spelling and stem changes in present.

- Vocabulary.

Chapter 1. “Unforgettable Days”

Let's see if you remember. Review. 16

- Grammar: The preterit: Irregular verbs. 17, 19
- Outside activities. Sports. Vocabulary. 18

Exploring the Spanish world.

At first sight 1

- Camping activities. Features of the natural environment. Vocabulary. 22, 26

Let's get to work 1

- Verbs with spelling and stem changes in preterit. 30, 31, 33

At first sight 2

- Athletic events. Other kind of competitions. Goals and prizes. Vocabulary 36

Let's get to work

- When I was a child. The imperfect. Vocabulary. 40, 42, 44

Move forward

- Bridge between cultures. El Camino de Santiago. 48
- Integration. What are you telling me?: Two adventures 50
- .
- Oral presentation. An unforgettable experience 51
- Written presentation. Adventures under the sun 52
- Review Vocabulary and grammar. 58, 60

Chapter 2. “How do you express yourself?”

Let’s see if you remember. Vocabulary. Review. 62

- Grammar. Review. Adjective agreement and comparison. 63
- Adjective agreement and the superlative 65
- Vocabulary. Review. The theater 64

Exploring the Spanish world.

At first sight 1

- Vocabulary in context. Different types of art. Art materials. 68

Let’s get to work 1

- Vocabulary in use. More practice 72
- Grammar. Preterit vs imperfect. Estar + participle 76 79
- Tutorial. Art work. More practice.

At first sight 2

- Vocabulary in context. Music, drama, and dance performances. Art Review. 82
More practice.

Let's get to work 2

- Vocabulary in use. More practice. 86
- Grammar. ser/ estar 86
Tutorial. Different sense verbs in preterit and imperfect. 88
Tutorial. El concierto. More practice

Move forward!

- Bridge between cultures. The World of Francisco de Goya. More practice 94
- Integration. What are you telling me?: Still life 96
- Oral presentation. "Artist of the year" 97

- Written presentation. The best candidate 98
- Reading. When I was Puerto Rican fragment. More practice 100

Review

Vocabulary and grammar 104

Test preparation 106

Chapter 3. “What do you do to be in shape?”

Let’s see if you remember. Vocabulary. Review. 108, 110

- Grammar. Review. Direct Object Pronouns. 109
Indirect Object Pronouns 110
- At First Sight 1.
- Vocabulary. Review. Symptoms and remedies. Health, food and nutrition 114

Let’s get to work 1

- Vocabulary in context. 118
- Grammar: Affirmative commands with Tú 121
- Grammar. Negative commands with Tú 122
- Grammar. Affirmative and negative commands with Ud. and Uds. 123

- Tutorial. Art work. More practice.

At first sight 2

- Vocabulary in context. Physical fitness equipment. Exercises to stay fit. Giving advice 126
More practice.

Let's get to work 2

- Vocabulary in use. More practice. 130
- Grammar. The present subjunctive tense. Regular verbs 132
Tutorial. . The present subjunctive tense. Irregular verbs 135
Stem changing verbs. 137

Move forward!

- Bridge between cultures. A very old game. 140
- Integration. What are you telling me?: To the Club or to eat? 142
- Oral presentation. A healthy life. 143
- Written presentation. For a more healthy life. 144
- Reading. Change your habits!. More practice 146

Review

Vocabulary and grammar 150

Test preparation 152

Chapter 4. “How to you get along with others?” Second Semester

Let's see if you remember. Vocabulary. Review. 154, 156

- Grammar. Review. Reflexive verbs other uses 155
 - Reciprocal reflexive verbs 157
- At First Sight 1.
- Vocabulary. Review. Love and friendship. Personality traits. 160

Let's get to work 1

- Vocabulary in context. 164
- Grammar: The subjunctive tense with verbs of emotion 168
- How do you get along with? por and para 171 1
- Tutorial. Art work. More practice.

At first sight 2

- Vocabulary in context. Conflicts and how to resolve them. Friends and family relationships. 174
More practice.

Let's get to work 2

- Vocabulary in use. More practice. 1178
- Grammar. Nosotros commands 182
Tutorial. . Conflicts. Possessive pronouns 184

Move forward!

- Bridge between cultures. El amor las artes. 186
- Integration. What can you tell me?: Conflicts with or without solutions 188
- Oral presentation. A session of the student council. 189
- Written presentation. A relationship. 190
- Reading. Poetry, expression of love and friendship 192

Review

Vocabulary and grammar 196

Preparation for the exam 198

Chapter 5. “Work and community”

Let’s see if you remember. Vocabulary. Review. The work. The community 200, 202

- Grammar. Review. The present participle 201
 - Where reflexive and direct or indirect pronouns go 203
- At First Sight 1.

- Vocabulary. Review. Getting a job 206
 - Skills and abilities needed to perform a job.
 - Interviewing techniques

Let’s get to work 1

- Vocabulary in context. 210
- Grammar: Present perfect tense 214
- Tutorial. What jobs have you had? 214
 - The past perfect tense 217.

At first sight 2

- Vocabulary in context. Volunteer work in your community. How can you help 220
 - More practice.

Let's get to work 2

- Vocabulary in use. More practice. 224
- Grammar. Present perfect subjunctive 227
- Tutorial. Volunteer
- Adjective and demonstrative pronouns 229

Move forward!

- Bridge between cultures. The United States ... in Spanish 232
- Integration. What can you tell me? Looking for a job 234
- Oral presentation. Class selection 235
- Written presentation. Letter to apply for a job 236
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Course Title: ¡Continuemos! Spanish 5

Department: Global Languages

Number of Semesters: Two

Course Prerequisites: Spanish IV completion with passing grade

Required textbook: “¡Continuemos!” textbook

Course Description: It is a 10 units, complete, fully integrated intermediate Spanish program for two- and four-year colleges and universities. Designed to consolidate the language skills acquired in introductory-level courses and to build communicative skills and cultural competence. It emphasizes the natural use of practical, high-frequency language for communication.

Course Goals/ Objectives:

- 1 – To reinforce and expand the vocabulary base acquired by students in first-year Spanish. Practical, high-frequency vocabulary presented in culturally authentic contexts takes students beyond the basic survival skills acquired in introductory classes and sets the stage for extended discourse.
- 2 – To review fundamental grammar structures and to foster the mastery of concepts not fully acquired in the first year of study. The presentation of most structures in ¡Continuemos! expands on the morphological and syntactical elements normally presented in beginning Spanish.
- 3 – To strengthen communicative competence by providing ongoing opportunities for oral practice in realistic contexts (cultural discussions, debates, role-plays, and problem-solving situations) that lend themselves to more sophisticated discourse strategies, for example circumlocution and paraphrasing.
- 4 – To broaden students’ knowledge of the geography of the Spanish-speaking world, to increase their familiarity with the contemporary cultures from these countries, and to expand their ability to make cross-cultural comparisons.
- 5 – To develop students’ ability to read and understand authentic texts from the Spanish-speaking world and to articulate their observations, reactions, and opinions.
- 6 – To develop listening comprehension skills by exposing students to natural language in real-life contexts, as spoken by native speakers from a variety of countries from the Spanish-speaking world.

7 – To improve writing skills by providing ongoing practice in contexts that reinforce the vocabulary and structures taught in the text.

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