



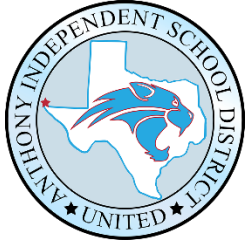
Anthony High School

Spanish Courses Syllabi

Teacher: Soraya Yanar

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Anthony High School

Teacher: S. YANAR

Subject: Spanish 1 Syllabus

First Semester

1st Nine Weeks

Unit 1 (Weeks 1-9): Introduction to Spanish and Basic Communication

- **Themes:** Greetings, introductions, classroom language, numbers, days, and basic verbs.
- **Skills:** Listening and speaking simple phrases, understanding basic questions, and presenting personal information.
- **Projects:** Introduce yourself, describe your family, classroom role-plays.
- **TEKS Alignment (Grades 9-12, Level I):**
 - (b)(1)(A) - Understand and interpret spoken and written language on familiar topics.
 - (b)(2)(A) - Participate in simple conversations.
 - (b)(3)(A) - Present information on familiar topics using learned vocabulary.
 - (b)(5)(A) - Explore cultural practices related to greetings and everyday life.

2nd Nine Weeks

Unit 2 (Weeks 10-18): Describing People and Daily Activities

- **Themes:** Descriptions (physical and personality), daily routines, telling time, and weather.
- **Skills:** Listening to descriptions, asking and answering questions, writing simple sentences.
- **Projects:** Describe a friend or family member, daily schedule presentations.
- **TEKS Alignment:**

- (b)(1)(B) - Understand simple descriptions and narratives.
- (b)(2)(B) - Exchange information about daily life.
- (b)(3)(B) - Present descriptions and routines.
- (b)(5)(B) - Understand cultural practices related to daily life.

3rd Nine Weeks

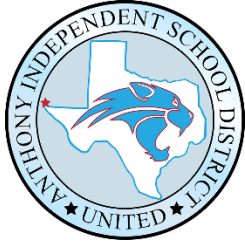
Unit 3 (Weeks 19-27): Food, Shopping, and Leisure

- **Themes:** Food vocabulary, shopping expressions, likes/dislikes, and leisure activities.
- **Skills:** Comprehend authentic dialogues, order food, express preferences, write short paragraphs.
- **Projects:** Role-play shopping, create menus, discuss hobbies.
- **TEKS Alignment:**
 - (b)(1)(C) - Comprehend simple conversations on shopping and leisure.
 - (b)(2)(C) - Engage in exchanges about preferences.
 - (b)(3)(C) - Present on favorite foods and activities.
 - (b)(5)(C) - Explore cultural food practices.

4th Nine Weeks

Unit 4 (Weeks 28-36): Family, Community, and Celebrations

- **Themes:** Family members, celebrations, holidays, and community roles.
- **Skills:** Interpret cultural texts, describe family, discuss traditions, write about celebrations.
- **Projects:** Research and present on a Hispanic holiday, family tree project.
- **TEKS Alignment:**
 - (b)(1)(D) - Understand texts on cultural celebrations.
 - (b)(2)(D) - Discuss family and community roles.
 - (b)(3)(D) - Present on traditions and celebrations.
 - (b)(5)(D) - Understand cultural perspectives on family and festivals.



Anthony High School

Teacher: S. YANAR

Subject: Spanish 2 Syllabus

First Semester

1st Nine Weeks

Unit 1 (Weeks 1-9): Review and Expansion of Basic Communication

- **Themes:** Review of greetings, descriptions, present tense verbs, and expanded vocabulary.
- **Skills:** More complex conversations, writing paragraphs, and listening comprehension.
- **Projects:** Personal narratives, interviews.
- **TEKS Alignment (Grades 9-12, Level II):**
 - (b)(1)(A) - Understand spoken and written language on familiar and some new topics.
 - (b)(2)(A) - Participate in conversations with expanded vocabulary.
 - (b)(3)(A) - Present information clearly using appropriate grammar.
 - (b)(5)(A) - Explore cultural perspectives in greater depth.

2nd Nine Weeks

Unit 2 (Weeks 10-18): Pastimes, Travel, and Health

- **Themes:** Leisure activities, travel vocabulary, health and wellness.
- **Skills:** Narrate past events, describe travel plans, express feelings and health issues.
- **Projects:** Travel brochures, dialogues about health.
- **TEKS Alignment:**

- (b)(1)(B) - Comprehend narratives in past tense.
 - (b)(2)(B) - Converse about pastimes and health.
 - (b)(3)(B) - Present stories and plans.
 - (b)(5)(B) - Understand cultural practices related to travel and health.
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3rd Nine Weeks

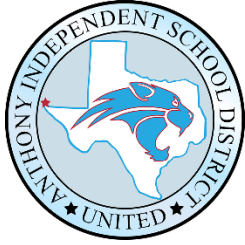
Unit 3 (Weeks 19-27): Daily Life and Social Issues

- **Themes:** Daily routines, social problems, community service.
 - **Skills:** Discuss social issues, write reflections, interpret authentic materials.
 - **Projects:** Community service reflections, social issue debates.
 - **TEKS Alignment:**
 - (b)(1)(C) - Understand authentic materials on social topics.
 - (b)(2)(C) - Discuss social challenges.
 - (b)(3)(C) - Present opinions and solutions.
 - (b)(5)(C) - Explore cultural perspectives on social responsibility.
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4th Nine Weeks

Unit 4 (Weeks 28-36): Future Plans and Careers

- **Themes:** Future tense verbs, career vocabulary, education.
- **Skills:** Talk about future goals, write resumes, describe career plans.
- **Projects:** Career presentations, goal setting essays.
- **TEKS Alignment:**
 - (b)(1)(D) - Comprehend spoken and written material on future plans.
 - (b)(2)(D) - Engage in discussions about careers.
 - (b)(3)(D) - Present future goals using appropriate language.
 - (b)(5)(D) - Understand cultural values about education and work.



Anthony High School

Teacher: S. YANAR

Subject: AP Spanish Syllabus

First Semester

1st Nine Weeks

Unit 1 (Weeks 1-9): Identity, Family, and Community

- **Themes:** Personal identity, family roles, social challenges, and community dynamics in Spanish-speaking cultures.
- **Skills:** Interpretive, interpersonal, and presentational communication.
- **Projects:** Immigration trends, family structure comparisons, migration stories.
- **TEKS Alignment (Grades 9-12):**
 - §114.42. Languages Other Than English, Level IV, High School, Spanish
 - (b)(1)(A) - Understand and interpret spoken and written language on familiar topics.
 - (b)(2)(A) - Engage in spoken and written exchanges of learned material.
 - (b)(3)(A) - Present information on familiar topics using appropriate vocabulary and grammar.
 - (b)(5)(C) - Understand cultural perspectives and practices related to family and community.
 - (b)(6)(A) - Use language to participate in discussions about social issues.

2nd Nine Weeks

Unit 2 (Weeks 10-18): Beauty, Aesthetics, and the Arts

- **Themes:** Perceptions of beauty, creativity, and arts in Hispanic cultures.
- **Skills:** Vocabulary for art description, cultural comparisons, expressive communication.

- **Projects:** Analyzing artworks by Botero and Dalí, virtual museum tours, essays on beauty and media influence.
 - **TEKS Alignment:**
 - (b)(1)(A) - Interpret authentic spoken and written materials on cultural topics.
 - (b)(2)(B) - Exchange information about artistic and cultural topics.
 - (b)(3)(B) - Present artistic and cultural topics with appropriate language.
 - (b)(5)(A) - Explore cultural products and perspectives related to arts and aesthetics.
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Second Semester

3rd Nine Weeks

Unit 3 (Weeks 19-27): Science, Technology, and Ethics

- **Themes:** Impact of scientific and technological advances, ethical considerations.
 - **Skills:** Listening and reading comprehension of authentic materials, surveys, data analysis, oral presentations.
 - **Projects:** Discussions on technology use, ethical debates, data-driven presentations.
 - **TEKS Alignment:**
 - (b)(1)(A) - Comprehend authentic audio and visual resources on scientific topics.
 - (b)(2)(A) - Engage in conversations on current scientific and technological issues.
 - (b)(3)(A) - Present findings and opinions on science and technology.
 - (b)(4)(B) - Analyze social and ethical implications of scientific developments.
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4th Nine Weeks

Unit 4 (Weeks 28-36): Global Challenges and Social Responsibility

- **Themes:** Environmental, social, and political challenges in Spanish-speaking and global communities.

- **Skills:** Reading comprehension of issues, debates, persuasive presentations, community service reflections.
- **Projects:** Environmental issue research, debates on responsibility and solutions, multimedia presentations.
- **TEKS Alignment:**
 - (b)(1)(A) - Interpret information from authentic sources on global challenges.
 - (b)(2)(A) - Collaborate in discussions about social and environmental responsibility.
 - (b)(3)(A) - Deliver presentations proposing solutions to societal challenges.
 - (b)(5)(D) - Understand the role of youth and community in social change.