

WORLD LANGUAGES PHILOSOPHY

The world language curriculum supports the goal of the WMRHSD “to prepare students in life beyond high school” because it enables students to interact with people of other cultures and to be productive and sensitive members of a diverse community. Instruction is focused on directing communication (interpersonal, interpretive, and presentational) within a cultural context. Our curriculum follows The National Standards in Foreign Language Education and the New Jersey Core Curriculum Standards, which define what students should know and be able to do in foreign language education.

Foreign language study offers something for everyone. At WMC and WMM, five goal areas are recognized, which encompass the reasons students study foreign languages: *Communication, Cultures, Connections, Comparisons, and Communities*. These five goal areas underpin the goals and objectives of the World Languages Department.

Communication is central in second language study, whether the communication is face-to-face, in writing, or across centuries through the reading of literature.

Through the study of other languages, students gain knowledge and understanding of the ***cultures*** that use that language. It is essential for mastery of language that cultural contexts are mastered in which the language occurs.

Learning languages also provides ***connections*** to other disciplines and perspectives that may otherwise be unavailable to monolingual English speakers.

Through ***comparisons*** and contrast with the language being studied, students develop not only insight into the nature of language but also the concept of culture and realize that there are multiple ways of viewing the world.

Together, these elements enable the language students to participate in multilingual ***communities*** at home and around the world in a variety of contexts and in ways germane to the culture.

“Knowing how, when, and why to say what to whom.”

Formerly, most teaching in foreign language classrooms concentrated on the *how* (grammar) to say *what* (vocabulary). These components of language are indeed crucial. The current organizing principle of foreign language study is, however, *communication*, which also emphasizes the *why*, the *whom*, and the *when*. While grammar and vocabulary are essential tools for communication, it is the acquisition of the ability to communicate meaningfully, effectively, and accurately with speakers of other languages. This is the ultimate goal of foreign language teaching and learning at WMC and WMM.

The 5 goals of the National Standards in Foreign Language Education are:

<p>Communication Communicate in Languages Other than English</p>	<p>Standard 1.1 Interpersonal Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2 Interpretive Students understand and interpret written and spoken language on a variety of topics. Standard 1.3 Presentational Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>
<p>Cultures Gain Knowledge and Understanding of Other Cultures</p>	<p>Standard 2.1 Practices Students demonstrate and understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2 Products Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>
<p>Connections Connect with Other Disciplines and Acquire Information</p>	<p>Standard 3.1 Across Disciplines Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2 Added Perspective Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>
<p>Comparisons Develop Insight into the Nature of Language and Culture</p>	<p>Standard 4.1 Language Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2 Culture Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
<p>Communities Participate in Multilingual Communities at Home and Around the World</p>	<p>Standard 5.1 Practical Applications Students use the language both within and beyond the school setting. Standard 5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>

(<http://globalteachinglearning.com/standards/5cs.shtml>)

Among the many benefits of language learning, some major components are:

It correlates with higher academic achievement.

It increases the development of reading abilities.

It enables the ability to hypothesize in science.

It improves cognitive abilities.

It helps develop a more positive attitude toward the target language and/or culture.

(<http://www.actfl.org/i4a/pages/index.cfm?pageid=4524>)

New Jersey has two standards for World Language curriculum.

Standard 7.1 Communication

“All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.” There are three communicative modes: interpretive (understanding and interpretation of spoken or written communication), interpersonal (direct oral or written communication), and presentational (spoken or written communication for an audience).

Standard 7.2 Culture

“All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its product and practices.” Language and culture are inseparable. Students will learn and appreciate cultural differences through the study of the products (i.e., the arts, cuisine, media, etc.) the practices (gestures, traditions, routines) and the perspectives (popular beliefs, values, folk ideas, assumptions).

In order to demonstrate their knowledge and understanding, students will be assessed by a variety of strategies that reflect the classroom activities and tasks. Besides the traditional pencil-and-paper assessments, there are portfolios, journals, performances, presentations, interviews, products, daily participation, just to mention some.

ESSENTIAL QUESTIONS FOR WORLD LANGUAGES

1. How does the aural perception of individual sounds produce decoding of comprehensible language?
2. What are the mechanics used to produce language in written form to convey a concrete or abstract image?
3. How are words used to achieve the communication of a basic image or complex idea?
4. How are sets of words put together to produce sentences or ideas?
5. How can the knowledge of diverse cultures cultivate an understanding and appreciation of the world community?
6. How are grammar rules and verb tenses used to create language?
7. How do aural skills impact the language acquisition and reproduction process?
8. How does a person use a word or set of words to communicate when speaking?
9. How does the knowledge of vocabulary, tenses, recognition of derivations and stems of words help reading comprehension?
10. How are sets of words combined in written form to communicate a need or image?
11. What can we learn from analyzing the similarities and differences of cultures?

Spanish 1 Academic

A. Descripción del curso

Este curso está diseñado para estudiantes que no hayan estudiado el idioma español. Este programa de introducción consiste de escuchar, hablar, leer, escribir y comprender el idioma. En este programa el estudiante estudiará el vocabulario básico y gramática estructurada en el presente del diario vivir. Las experiencias de diversas culturas se enfocarán a través de varios aspectos de diferentes países hispanohablantes. Los estudiantes emplearán el idioma para lograr metas específicas mientras desarrollan un nivel competente y apropiado del idioma.

Course Description

This is an introductory level class offered to students with little or no previous exposure to the language. The student begins to simultaneously develop the skills of listening, speaking, reading and writing. Basic everyday vocabulary and present tense grammar are introduced through recognition and recall. Cultural awareness is emphasized through the study of various aspects of life in Spanish speaking countries. Students will use language to perform tasks while developing an appropriate level of proficiency.

B. Course Objectives

Students will demonstrate ability to:

1. Speak predominantly in Spanish
2. Comprehend and respond to a variety of listening exercises
3. Identify present tense and immediate future grammar in text and assignments
4. Compare/Contrast school and adolescent life in the United States and Spanish speaking countries
5. Converse in both written and oral form in the target language while using, but not limiting themselves to, ongoing vocabulary themes such as school, family, weather and food

C. Course Content

Students will demonstrate ability to:

Vocabulary and Grammar Goals:

1. Exchange personal information: name, age, origin, birthday, telephone number
2. Identify classroom vocabulary and use it to express it personal needs
3. Describe people and things
4. Discuss family relationships
5. Converse about leisure activities and hobbies
6. Explain daily routine
7. Distinguish subjects and verbs in sentences
8. Apply the regular present tense and immediate future of verbs
9. Answer and ask questions appropriately and accurately
10. Express negation

Cultural Goals

1. Name the Spanish speaking countries and their capitals
2. Compare/Contrast adolescent and school life in the United States and Spanish speaking countries
3. Make connections between cultural norms in a variety of vocabulary units.

D. Study Skills

Students are expected to:

1. Keep an agenda
2. Take effective notes-both guided and free hand
3. Keep an organized notebook
4. Make corrections on tests and assignments
5. Determine subjects and verbs in sentences
6. Distinguish conjugation form dependent on the subject
7. Make flashcards
8. Drill and practice
9. Utilize extra help
10. Participate in Peer Tutoring

E. Instructional Resources

1. En Español 1 Textbook and Ancillary Material
Gahala, Estella; Carlin, Patricia Hamilton; Heining-Boynton, Audrey L.; Otheguy, Ricardo; Rupert, Barbara J. En español 1. Evanston, Illinois: McDougal Littell, 2004.
2. Exprésate 1 Textbook and Ancillary Material
Humbach, Nancy; Velasco, Sylvia Madrigal; Chiquito, Ana Beatriz; Smith, Stuart; McMinn, John. Exprésate 1. Orlando: Holt, Rinehart and Winston, 2008.
3. Exprésate 1 Workbooks: Vocabulario y Gramática, Grammar Tutor, TPR Storytelling, Cuaderno de Actividades, Activities for Communication, Assessment Program
Humbach, Nancy; Velasco, Sylvia Madrigal; Chiquito, Ana Beatriz; Smith, Stuart; McMinn, John. Grammar Tutor for Students of Spanish. Orlando: Holt, Rinehart and Winston, 2008.

Humbach, Nancy; Velasco, Sylvia Madrigal; Chiquito, Ana Beatriz; Smith, Stuart; McMinn, John. TPR Storytelling Book. Orlando: Holt, Rinehart, and Winston, 2008.

Humbach, Nancy; Velasco, Sylvia Madrigal; Chiquito, Ana Beatriz; Smith, Stuart; McMinn, John. Cuaderno de vocabulario y gramática. Orlando: Holt, Rinehart, and Winston, 2008.

Humbach, Nancy; Velasco, Sylvia Madrigal; Chiquito, Ana Beatriz; Smith, Stuart; McMinn, John. Cuaderno de actividades. Orlando: Holt, Rinehart, and Winston, 2008.

Humbach, Nancy; Velasco, Sylvia Madrigal; Chiquito, Ana Beatriz; Smith, Stuart; McMinn, John. Activities for Communication. Orlando: Holt, Rinehart, and Winston, 2008.

Humbach, Nancy; Velasco, Sylvia Madrigal; Chiquito, Ana Beatriz; Smith, Stuart; McMinn, John. Assessment Program. Orlando: Holt, Rinehart, and Winston, 2008.

4. Dime 1 Textbook and Ancillary Material
Samaniego, Fabián; Brown, Carol B.; Carlin, Patricia Hamilton; Gorman, Sidney E.; Sparks, Carol L. Dime 1. Lexington, Massachusetts: D.C. Heath and Company, 1993.
5. Transparencies
6. Multi-Media Materials
7. Authentic Magazines and Newspapers
8. DVD tutor/Audio Cds

F. Teaching Strategies and Activities

1. Interpretive Activities
 - a) Readings with comprehension questions
 - b) Library Research
 - c) Guided Essays/Letters
 - d) Homework Assignments
 - e) Listening Activities from various sources
 - f) Directions
 - g) Dictation
 - h) Poems
 - i) Note Taking
 - j) Multi-media: Video, commercials, song, etc.

2. Interpersonal Activities
 - a) Pair Readings
 - b) TPS Activities
 - c) Communicative Activities
 - d) Small group work
 - e) Group Discussion
 - f) Simulated Activities
 - g) Guest speakers

3. Presentational Activities
 - a) Class Discussion
 - b) Question/Answer with class
 - c) Dialogue
 - d) Role Play Dramatizations
 - e) Project Presentations
 - f) Orals with Teacher
 - g) Field Trips
 - h) Hispanic musicians that tie in with the Spanish speaking countries/cities

G. Methods of Evaluating

Evaluation will incorporate the areas of vocabulary, grammar, and cultural awareness. The four basic skill areas (listening speaking, reading and writing) will be evaluated by any or all of the following methods:

1. Teacher designed tests and quizzes to assess students' knowledge of subject matter, content comprehension, vocabulary, grammar, and/or ability to apply skills.
2. Homework assignments-completion and accuracy
3. Notebook checks
4. Class participation
5. Listening comprehension activities and exercises
6. Dialogues
7. Alternative assessments
8. Computer based activities

Spanish 1 Advanced

A. Descripción de Curso

Este curso está diseñado para estudiantes que no hayan estudiado el idioma español. Este programa de introducción consiste en escuchar, hablar, leer, escribir y comprender el idioma. En este programa el estudiante estudiará el vocabulario básico y gramática estructurada del diario vivir. Las experiencias de diversas culturas se enfocarán a través de varios aspectos de diferentes países hispanohablantes. Los estudiantes emplearán el idioma para lograr metas específicas mientras desarrollan un nivel competente y apropiado del idioma.

Course Description

This course is designed for students who have had little or no previous exposure to the language. This is a comprehensive introductory program enabling students to simultaneously develop listening, speaking, reading and writing competency in Spanish. Basic everyday vocabulary and simple grammatical structures are introduced. Cultural awareness is emphasized through the study of various aspects of life in Spanish speaking countries. Students will use language to perform tasks while developing an appropriate level of proficiency.

B. Course Objectives

Students will demonstrate ability to:

1. Speak exclusively in Spanish
2. Comprehend and respond to a variety of listening exercises
3. Identify present tense and immediate future grammar in text and assignments
4. Dramatize and role play real life situations in the target language
5. Compare/Contrast school and adolescent life in the United States and Spanish speaking countries
6. Converse in both written and oral form on various vocabulary themes which may include but are not limited to: time, date, likes and dislikes, leisure activities, school and family

C. Course Content

Students will demonstrate ability to:

Vocabulary and Grammatical Goals:

1. Exchange personal Information: name, age, origin, birthday, telephone number
2. Identify classroom vocabulary and use it to express it personal needs
3. Describe people and things
4. Discuss family relationships
5. Converse about leisure activities and hobbies
6. Explain daily routine
7. Distinguish subjects and verbs in sentences
8. Apply the regular present tense and immediate future of verbs
9. Answer and ask questions appropriately and accurately
10. Express negation

Cultural Goals

1. Name and locate the Spanish speaking countries and their capitals
2. Compare/Contrast school and adolescent life in the United States and Spanish speaking countries.
3. Make connections between cultural aspects of food and clothing in the United States and Spanish speaking countries.

D. Study Skills

Students are expected to:

1. Keep an agenda
2. Take effective notes-both guided and free hand
3. Keep an organized notebook
4. Make corrections on tests and assignments
5. Determine subjects and verbs in sentences

6. Distinguish conjugation form dependent on the subject
7. Make flashcards
8. Drill and practice
9. Utilize Extra Help
10. Participate in Peer Tutoring

E. Instructional Resources

1. **Exprésate 1 Textbook and Ancillary Material**
 Humbach, Nancy; Velasco, Sylvia Madrigal; Chiquito, Ana Beatriz; Smith, Stuart; McMinn, John. Exprésate 1. Orlando: Holt, Rinehart and Winston, 2008.
2. **Exprésate Workbooks: Vocabulario y Gramática, Grammar Tutor, TPR Storytelling, Cuaderno de Actividades, Activities for Communication, Assessment Program.**
 Humbach, Nancy; Velasco, Sylvia Madrigal; Chiquito, Ana Beatriz; Smith, Stuart; McMinn, John. Grammar Tutor for Students of Spanish. Orlando: Holt, Rinehart and Winston, 2008.

 Humbach, Nancy; Velasco, Sylvia Madrigal; Chiquito, Ana Beatriz; Smith, Stuart; McMinn, John. TPR Storytelling Book. Orlando: Holt, Rinehart, and Winston, 2008.

 Humbach, Nancy; Velasco, Sylvia Madrigal; Chiquito, Ana Beatriz; Smith, Stuart; McMinn, John. Cuaderno de vocabulario y gramática. Orlando: Holt, Rinehart, and Winston, 2008.

 Humbach, Nancy; Velasco, Sylvia Madrigal; Chiquito, Ana Beatriz; Smith, Stuart; McMinn, John. Cuaderno de actividades. Orlando: Holt, Rinehart, and Winston, 2008.

 Humbach, Nancy; Velasco, Sylvia Madrigal; Chiquito, Ana Beatriz; Smith, Stuart; McMinn, John. Activities for Communication. Orlando: Holt, Rinehart, and Winston, 2008.

 Humbach, Nancy; Velasco, Sylvia Madrigal; Chiquito, Ana Beatriz; Smith, Stuart; McMinn, John. Assessment Program. Orlando: Holt, Rinehart, and Winston, 2008.
3. **Dime 1 Textbook and Ancillary Material**
 Samaniego, Fabián; Brown, Carol B.; Carlin, Patricia Hamilton; Gorman, Sidney E.; Sparks, Carol L. Dime 1. Lexington, Massachusetts: D.C. Heath and Company, 1993.
4. **En Español 1 Textbook and Ancillary Material**
 Gahala, Estella; Carlin, Patricia Hamilton; Heining-Boynton, Audrey L.;

Otheguy, Ricardo; Rupert, Barbara J. En español 1. Evanston, Illinois: McDougal Littell, 2004.

5. Cuentos y Cultura-Interactive Beginning Reader
Velasco, Sylvia Madrigal. Cuentos y cultura: Interactive Beginning Reader. Orlando: Holt, Rinehart, and Winston, 2008.
6. Authentic Magazines and Newspapers
7. Multi-Media Materials
8. DVD tutor/Audio Cds

F. Teaching Strategies and Activities

1. Interpretive Activities
 - a) Readings with comprehension questions
 - b) Library research
 - c) Guided essays/letters
 - d) Homework assignments
 - e) Listening activities from various sources
 - f) Directions
 - g) Dictation
 - h) Poems
 - i) Note taking
 - j) Multi-media: video, commercials, song, etc.
2. Interpersonal Activities
 - a) Pair Readings
 - b) TPS Activities
 - c) Communicative Activities
 - d) Small group work
 - e) Group Discussions
 - f) Simulated Activities
 - g) Group projects
 - h) Guest speakers
3. Presentational Activities
 - a) Class Discussion
 - b) Question/Answer with Class
 - c) Dialogue
 - d) Role Play Dramatizations
 - e) Presentations
 - f) Orals with Teacher (preparing for final exam)
 - g) Field Trips
 - h) Hispanic musicians that tie in with the Spanish speaking countries/cities

G. METHODS OF EVALUATING

Evaluation will incorporate the areas of vocabulary, grammar, and cultural awareness. The four basic skills areas (listening, speaking, reading and writing) will be evaluated by any or all of the following methods:

1. Teacher designed tests and quizzes to assess students' knowledge of subject matter, content comprehension, vocabulary, grammar, ability to apply skills, and cognition of higher level thinking.
2. Homework assignments-completion and accuracy
3. Notebook checks
4. Class participation
5. Listening comprehension activities and exercises
6. Alternative assessments

Spanish 2 Academic

A. Descripción del Curso

Español 2 Académico es un curso para el estudiante que ya ha completado de los requisitos de Español 1.

El énfasis es en el desarrollo de los principios básicos del año previo. Se introduce nuevos tiempos de verbos con un énfasis especial en el pretérito y el imperfecto. El vocabulario es ampliado y la instrucción de la gramática presenta conceptos más avanzados.

El conocimiento de la cultura continúa con la exploración de los diversos países y culturas latinoamericanas.

Los estudiantes usarán el idioma para destacarse mientras desarrollan un nivel apropiado de las cuatro destrezas básicas de leer, escribir, hablar, y escuchar.

Course Description

Spanish 2 Academic is the next course of studies for students who have already developed some skills in Spanish 1 Academic or have had some previous exposure to Spanish.

Emphasis is placed on further development of the basic principles developed in the previous year. New tenses are introduced, with a special emphasis on the preterit and the imperfect. Vocabulary is expanded and grammar instruction focuses on more advanced concepts.

Cultural awareness continues through the exploration of Latin American countries and cultures.

Students will use language to perform tasks while developing an appropriate level of proficiency in the four basic skills.

B. Course Objectives and Goals

Students will demonstrate ability to:

1. Speak
 - a. Communicate with simple expressions
 - b. Ask and answer questions in Spanish
 - c. Speak about events in the past
 - d. Improve pronunciation
2. Listen
 - a. Identify preterit and imperfect tense grammar
 - b. Comprehend formal and informal spoken Spanish at a slower than normal rate
 - c. Be able to follow classroom instructions
3. Write
 - a. Describe in the present, past and immediate future
 - b. Recognize proper sentence structure
 - c. Write about the past
 - d. Guided compositions
4. Read
 - a. Read and respond to oral and written questions
 - b. Recognize main ideas
 - c. Use context to understand and summarize plot
5. Cultural Awareness
 - a. Compare/Contrast school and adolescent life in the United States and Spanish speaking countries

C. Course Content

1. Grammar Topics
 - a. Present Tense
 - b. Present Progressive
 - c. Immediate future
 - i. use of “Ir a”
 - d. Preterit
 - e. Imperfect
 - f. Preterit vs. Imperfect usage
 - g. Pronouns
 - i. Reflexive verbs
 - ii. Indirect Object
 - iii. Direct Object
 - h. Commands

- i. informal
 - ii. negative informal
 - i. Ser vs. Estar
 - j. Saber vs. Conocer
 - k. Interrogatives
- 2. Thematic Units
 - a. Art and Literature
 - b. Describing people, routines and activities
 - c. Professions
 - d. The house
 - e. Chores
 - f. Places in and around town
 - g. Asking and giving directions
 - h. Sports
 - i. Human body parts
 - j. Describing and treating injuries
 - k. Life and activities as a child
- 3. Skills Development
 - a. Listening skills are acquired by using audio/video activities that feature native speakers from various regions of the Hispanic world. Post-audio/video activities verify understanding.
 - b. Speaking skills are enhanced through guided conversations, dialogues and story telling.
 - c. Reading skills are developed analyzing narratives and short stories
 - d. Writing skills are developed by incorporating the new vocabulary and grammar.
- 4. Study Skills Development
 - a. Keep an agenda
 - b. Take effective notes-both guided and free hand
 - c. Drill and practice
 - d. Utilize Extra Help
 - e. Participate in Peer Tutoring

D. Instructional Resources and Texts

- 1. Textbook
 - i. Expresate Dos: Holt Rinehart and Winston, c. 2006
 - ii. Expresate Workbooks” Vocabulario y Gramática, Grammar Tutor, TPR Storytelling, Cuaderno de Actividades, Activities for Communication
- 2. Audio CD

3. Film
4. Video, radio, and television programs
5. Web activities

E. Teaching Strategies/Activities

1. Class discussion and student participation
2. Role Playing
3. Simulation activities
4. Lecture
5. Video presentations
6. Pictionary and word games
7. Intrapersonal Activities
8. Readings with comprehension questions
9. Library Research
10. Guided Essays/Letters
11. Homework Assignments
12. Listening Activities from various sources
13. Poems
14. Note Taking
15. Multi-media
 - a. Videos
 - b. Commercials
 - c. Music videos
 - d. Song
16. Interpersonal Activities
17. Pair Readings
18. TPS Activities
19. Small group work
20. Group projects
21. Presentational Activities
22. Class Discussion
23. Question/Answer with Class
24. Dialogue
25. Presentations
26. Field Trips

F. Methods of Evaluating and Testing

1. Unit tests
 - a. short responses
 - b. essay questions
2. Quizzes
3. Writing activities
 - a. Journals
 - b. Short essays

- c. Descriptive paragraphs
 - d. Storybooks
- 4. Class Participation
- 5. Homework assignments
- 6. Creative Projects
- 7. Oral Presentations
- 8. Group presentations
- 9. Final Exam with common sections that all student must take and a section created by the individual teacher that reflects specific emphasis points within their class
- 10. Rubrics
- 11. Digital Recording

Spanish 2 Advanced

A. Descripción del Curso

Español 2 Avanzado es la siguiente asignatura en el curso de estudios en la lengua española para los estudiantes que han cumplido con los requisitos de Español 1 Avanzado.

Los principios básicos del nivel anterior serán repasados y desarrollados a un nivel superior. El vocabulario continuará siendo ampliado, y la gramática se enfocará en conceptos más avanzados.

Los estudiantes continuarán desarrollando un conocimiento de la cultura hispana por el estudio de los países hispano-parlantes en el mundo y también las regiones en los Estados Unidos donde se habla español.

Los estudiantes usarán el idioma para hacer algunos trabajos mientras desarrollan un nivel apropiado de las 4 destrezas básicas de leer, escribir, hablar, y escuchar.

Course Description

Spanish 2 Advanced is the course of studies for students who have successfully completed skills at the Spanish 1 Advanced level.

Emphasis is placed on further development of the basic principles developed at the previous level. Grammar instruction focuses on more advanced concepts and vocabulary is expanded.

Cultural awareness continues through the exploration of Spanish speaking countries and cultures as well as Spanish speaking areas of the United States.

Students will use language while developing an appropriate level of proficiency in the four basic skills of reading, writing, speaking, and listening.

B. Course Objectives and Goals

Students will demonstrate the ability to:

1. Speak
 - a. Communicate with simple expressions
 - b. Ask and answer questions in Spanish using speech creatively with greater detail and in complete sentences
 - c. Improve pronunciation
2. Listen
 - a. Identify preterit and imperfect tense grammar
 - b. Comprehend formal and informal spoken Spanish at a slower than normal rate
 - c. Be able to follow classroom instructions
3. Write
 - a. Narrate and describe events in the present, past and immediate future
 - b. Express comprehensible meaning with correct spelling, appropriate word choices, and good control of structures

- c. Write guided compositions
- 4. Read
 - a. Read and respond to oral and written questions
 - b. Recognize meaning and purpose of authentic text
 - c. Use context to understand and summarize plot
- 5. Gain cultural awareness
 - a. Compare/contrast school and adolescent life in the United States and Spanish speaking countries

C. Course Content

- 1. Grammar Topics
 - a. Present tense
 - b. Present progressive
 - c. Verbs followed by infinitives
 - d. Special phrases with “tener”
 - e. Immediate future
 - i. use of “Ir a”
 - f. Preterit
 - g. Imperfect
 - h. Prepositions
 - i. Preterit vs. imperfect
 - j. Reflexive verbs
 - k. Direct/Indirect objects
 - l. Informal and formal commands
 - m. Ser vs. estar
 - n. Saber vs. conocer
 - o. Interrogatives
 - p. Adjective / noun agreement
 - q. “gustar”
- 2. Thematic Units
 - a. Art and literature
 - b. Describing people, routines, and activities
 - c. Professions
 - d. The house
 - e. Chores
 - f. Places in and around town
 - g. Asking and giving directions
 - h. Sports
 - i. Human body parts
 - j. Describing and treating injuries
 - k. Life and activities as a child
- 3. Skills Development

- a. Listening skills are acquired by using audio / video activities that feature native speakers from various regions of the Hispanic world. Post-audio / video activities verify understanding.
 - b. Speaking skills are enhanced through conversations, dialogues, and story telling.
 - c. Reading skills are developed by analyzing short narratives.
 - d. Writing skills are developed by incorporating new vocabulary and grammar.
4. Study Skills Development
- a. Keep an agenda
 - b. Take effective notes -- guided and free hand
 - c. Keep an organized notebook
 - d. Drill and practice
 - e. Utilize extra help
 - f. Participate in peer tutoring

D. Instructional Resources and Texts

- 1. Textbook/ Workbook
Humbach, Nancy, Sylvia Madrigal Velasco, Stuart Smith, and John McMinn. ¡Exprésate! 2. Austin: Holt, Rinehart and Winston, 2006.

Holt Spanish 2 Cuaderno de actividades. Austin: Holt, Rinehart and Winston, 2006.
- 2. Audio CD
- 3. Authentic films
- 4. Video, radio, and television programs
- 5. Web activities

E. Suggested Teaching Strategies/Activities

- 1. Class discussion and student participation
- 2. Role playing
- 3. Simulation activities
- 4. Lecture
- 5. Video presentations
- 6. Pictionary and word games
- 7. Intrapersonal activities
- 8. Readings with comprehension questions
- 9. Library research and web quests
- 10. Guided essays / letters
- 11. Homework
- 12. Listening activities from various sources
- 13. Poems
- 14. Note taking
- 15. Multi-media
 - a. Videos

- b. Commercials
- c. Music videos
- d. Songs
- 16. Interpersonal Activities
- 17. Pair readings
- 18. TPS activities
- 19. Small group work
- 20. Group projects
- 21. Presentational activities
- 22. Class discussion
- 23. Question /answer with class
- 24. Dialogue
- 25. Presentations
- 26. Field trips

F. Methods of Evaluating and Testing

- 1. Unit / thematic tests
 - a. short responses
 - b. essay questions
- 2. Quizzes
- 3. Writing activities
 - a. Journals
 - b. Short essays
 - c. Descriptive paragraphs
 - d. Storybooks
- 4. Class participation
- 5. Homework assignments
- 6. Creative projects
- 7. Oral presentations
- 8. Group presentations
- 9. Final exam with common sections that all students must take and a section created by the individual teacher that reflects specific emphasis points within their class
- 10. Rubrics

Spanish 2 Honors

A. Descripción del Curso

Español 2 honores es el siguiente curso para estudiantes que se sienten estar altamente motivados con el lenguaje y que han completado exitosamente el Español 1 Avanzado o dos años de estudios en la escuela intermedia del primer nivel de Español. Este curso está diseñado a ser acelerado con altas expectativas. Los estudiantes deberán utilizar en abundancia la preparación fuera de la clase. El estudiante debe mostrar una base estable del idioma y el deseo e interés de dedicar el tiempo necesario para adquirir conocimiento conversacional e lingüístico del idioma.

La meta para este curso es desarrollar un nivel acelerado, más complejo y refinado de expresión, uso lingüístico y de vocabulario. El desarrollo de las iniciaciones establecidas en el nivel 1 es enfatizado. Los estudiantes estarán expuestos a nuevos conceptos lingüísticos especialmente poniendo énfasis en el pretérito y el imperfecto. El vocabulario y los conceptos lingüísticos son expandidos a base de conceptos más acelerados. Los estudiantes desarrollarán más conocimiento de los diversos países, culturas y los diferentes lugares hispanohablantes dentro de los estados unidos. Los estudiantes utilizaran el idioma para desarrollar y realizar tareas de altos niveles mientras desarrollan un nivel superior de las cuatro habilidades fundamentales del idioma.

Course Description

Spanish 2 Honors is the next course of studies for highly motivated students who have successfully completed Spanish 1 Advanced . The course is fast-paced with high expectations of out-of-class preparation. The student must demonstrate a strong foundation and the eagerness to devote the time required to achieve success in the spoken and written Spanish language.

The goal of this course is to encourage a higher level of expression, and a more complex and refined use of grammar and vocabulary. Emphasis is placed on further development of the principles established in level 1. New tenses are introduced, grammar instruction focuses on more advanced concepts and vocabulary is expanded. Cultural awareness continues through the exploration of Spanish speaking countries and cultures as well as Spanish speaking areas of the United States. Students will use the target language while developing a higher level of proficiency in the four skills.

B. Course Objectives and Goals

Students will demonstrate ability to:

1. Speak
 - a. Communicate through original, complex and sophisticated language production
 - b. Ask and respond accurately to questions using creative, extemporaneous and complete sentences with minimal error
 - c. Improve pronunciation
2. Listen
 - a. Thoroughly understand the main ideas and all details of the topic presented
 - b. Follow extended discourse, make inferences based on information received and include social and cultural references
3. Write
 - a. Use language creatively for a variety of purposes.
 - b. Utilize effective expression in formal and informal writing tasks, on practical, social and professional topics treated both abstractly as well as concretely
 - c. Present well developed ideas, opinions, arguments and hypotheses through extended discourse
 - d. Control structures, vocabulary, spelling, symbol production, punctuation, diacritical marks, and cohesive devices with little or no pattern of error to distract the reader
4. Read
 - a. Understand the meaning and purpose of authentic text
 - b. Identify and interpret specific details
 - c. Make relevant inferences
5. Cultural Awareness
 - a. Compare/Contrast school and adolescent life in the United States and Spanish speaking countries

C. Course Content

1. Grammar Topics
 - a. Review Present Tense
 - b. Present Progressive
 - c. Verbs Followed by Infinitives
 - d. Idiomatic Expressions with Tener
 - e. Immediate future
 - i. use of “Ir a”
 - f. Preterit
 - g. Imperfect
 - h. Preterit vs. Imperfect
 - i. Pronouns
 - i. Reflexive

- ii. Indirect object
 - iii. Direct object
 - iv. Prepositional
 - j. Informal, formal and plural commands
 - k. Ser vs. Estar
 - l. Saber vs. Conocer
 - m. Interrogatives
 - n. Adjective Noun Agreement
 - o. Gustar/other verbs like Gustar
 - p. Impersonal se
 - q. Past participles used as adjectives
 - r. Negative expressions
2. Suggested Thematic Units
- a. Art and Literature
 - b. Describing people, daily routines and activities
 - c. Professions
 - d. The house
 - e. Chores
 - f. Places in and around town
 - g. Asking and giving directions
 - h. Sports
 - i. Parts of the body
 - j. Describing and treating injuries
 - k. Describing life and activities as a child
3. Skills Development
- a. Listening skills are acquired by using audio/ video activities that feature native speakers from various regions of the Hispanic world. The recorded materials include excerpts from readings and movie clips. Post-audio/video activities verify understanding
 - b. Speaking skills are enhanced through conversations dialogues and story telling
 - c. Reading skills are developed by analyzing narratives and short stories
 - d. Writing skills are developed by incorporating new vocabulary and grammar

D. Suggested Instructional Resources and Texts

1. Textbook

Expresate Dos: Holt Rinehart and Winston, c. 2006

Expresate Workbooks” Vocabulario y Gramática, Grammar Tutor, TPR Storytelling, Cuaderno de Actividades, Activities for Communication

Realidad y Fantasia. New York: AMSCO School Publications, INC, 1984.

2. Video programs & Films
3. Web activities
4. Audio CD

E. Suggested Teaching Strategies/Activities

1. Class discussion and student participation
2. Role Playing
3. Simulation activities
4. Lecture
5. Video presentations
6. Grammar and vocabulary games
7. Intrapersonal Activities
8. Readings with comprehension questions
9. Library Research
10. Essays/Letters
11. Listening Activities from various sources
12. Music Videos
13. Poems
14. Note Taking
15. Multi-media: Video, commercials, song, etc.
16. Interpersonal Activities
17. Pair Readings
18. TPS Activities
19. Gap Activities
20. Small group work
21. Group projects
22. Presentational Activities
23. Class Discussion
24. Question/Answer with Class
25. Dialogue
26. Presentations

F. Methods of Evaluating and Testing

1. Unit/ Thematic tests
 - a. Short responses
 - b. Answering questions
 - c. Open-ended statements
 - d. Compositions
 - e. Listening comprehension
 - f. Individual oral assessments
2. Quizzes
3. Writing activities
 - a. Journals
 - b. Compositions
 - c. Descriptive paragraphs

- d. Storybooks
- 4. Class participation
- 5. Homework assignments
- 6. Alternate Assessments
- 7. Oral presentations
- 8. Group presentations
- 9. Final Exam with common sections that all student must take and a section created by the individual teacher that reflects specific emphasis points within their class
- 10. Rubrics

CURRÍCULO DE ESPAÑOL 3 **CURRICULUM – SPANISH 3**

A. Descripción del Curso

Español 3 es el tercer curso del idioma. Se comienza con un repaso de las estructuras claves de Español 2 seguido por unas expectativas más avanzadas de producción en la lengua. Como en los años previos, el español es el medio de comunicación oral y escrita, y los alumnos lo usarán no sólo en situaciones auténticas sino también por todos los temas y las actividades del nivel. Los alumnos leerán, comprenderán, interpretarán, y discutirán textos largos además de escribir composiciones bien desarrolladas. También, estudiarán vocabulario y gramática avanzados. Dependiendo del nivel del español 3, se anticipa un aumento de la calidad, la cantidad, la profundidad y la sofisticación de la producción oral y escrita.

Curso prerequisite: Español 2 (Español 2 de Honores para seguir Español 3 de Honores / Pre BI y con una recomendación del maestro).

Course Description

Spanish 3 begins with a review of key components of Spanish 2, continues the study of vocabulary and grammar, and progresses to a higher level of expectation of production. Emphasis continues to be placed on the use of Spanish for communication in oral and written form through a wide range of authentic situations and cognitively engaging content. Students will read, comprehend, interpret, and discuss longer written passages as well as write well-developed compositions in Spanish. The quality, the quantity, the depth, the sophistication, and the expectation of oral and written production increase with the levels of the course.

Prerequisite: Spanish 2 (Spanish 2 Honors/Pre IB for Spanish 3 Honors/Pre IB with teacher recommendation)

B. Course Objectives

The objective of communicative-based instruction is to prepare students for authentic language situations beyond the school. The study of grammar and vocabulary support the needs of communication and proficiency in Spanish.

2. Develop greater proficiency in communication.
 - a. Demonstrate increasing fluency and control of vocabulary and grammar.
 - b. Understand and interpret oral and written discourse, with few errors in comprehension.
 - c. Acquire knowledge and new information from comprehensive, authentic texts.
 - d. Demonstrate ability to comprehend and respond appropriately to verbal cues.
 - e. Engage in direct oral and/or written communication with a wider range of appropriate vocabulary and tenses.
 - f. Present information, concepts and ideas to an audience of listeners or readers.

- g. Write longer passages with supporting detail.
 - h. Use culturally appropriate behavior.
3. Be able to demonstrate proficiency of tenses and moods.
 4. Be able to compare and contrast languages and cultures by identifying patterns, making predictions, and analyzing similarities and differences.

C. Course Content

1. Vocabulary Related Themes (suggested, but not limited to):

- a. Family and Friends, Health, Life Styles, Famous People, Current Events, Travel, Careers & Employment, Environmental Issues, Chores, Community Issues, Human Rights.

2. Cultural Topics (suggested, but not limited to):

Academic Spanish 3 and Advanced Spanish 3

- a. Spain – Castilla / La Mancha
- b. *El Caribe*
- c. Mexico
- d. Immigration
- e. Legends and Folklore

Honors / Pre IB Spanish 3

- a. Immigration
- b. Legends and Folklore
- c. José Martí and Cuban Independence
- d. Moorish Invasion of Spain and its lasting influence
- e. Popular music / musicians
- f. Human rights
- g. Cuisine
- h.

3. Grammatical Structures

Besides an on-going review of structures learned in levels 1 & 2, the following new structures are presented.

Academic Spanish 3

- a. Future Tense
- b. Conditional Tense
- c. Present Perfect Tense
- d. Present Subjunctive Mood– forms and usage in noun clauses

Advanced Spanish 3

- a. Future Tense
- b. Conditional Tense
- c. Present Perfect Tense
- d. *Por* vs. *Para*
- e. Present Subjunctive Mood – forms and usage in noun clauses

Honors / Pre IB Spanish 3

- a. Future Tense
- b. Conditional Tense

- c. All Perfect Tenses (Present Perfect, Pluperfect, Future Perfect, Conditional Perfect)
- d. Por vs. Para
- e. Gender (discrete characteristics)
- f. Comparisons
- g. Present Subjunctive Mood (noun clauses, adverbial clauses, adjective clauses, indefinite expressions)
- h. Idiomatic expressions

a. **Skills Development**

- a. **Listening skills** improve through the use of audio activities that feature native speakers throughout the Hispanic world. The materials include recorded activities linked to textbook lessons as well as selections from other sources, such as movies, web sites, radio, television, musical lyrics, etc. Post audio activities verify understanding.
- b. **Speaking skills** increase and improve through question/answer practices, paired practices, guided conversations, open-ended responses, impromptu situations, oral presentations, interviews, and discussions. Some activities will be recorded and assessed. Emphasis is placed on pronunciation, grammatical structures, and communication.
- c. **Reading skills** continue to improve as students are able to move from shorter to longer passages. The materials come from a variety of authentic sources and incorporate different literary formats such as newspapers, magazines, short stories, and poems. Students will demonstrate understanding through a variety of activities.
- d. **Writing skills** continue to develop and improve. Students incorporate the new vocabulary and grammar presently being studied as well as practicing structures previously learned. Writing topics of varying lengths are assigned throughout the course. In the Advanced and Honors / Pre IB levels, students begin writing formal and longer compositions/essays that must be well organized and incorporate the characteristics of appropriate essay development. In the Academic and Advanced levels, writing topics are assessed following the writing rubric located in the Rubrics section. In the Honors / Pre IB level several writing topics follow the suggested themes from the IB curriculum, and student compositions/essays are assessed according to the Standard Level writing rubric.

D. Instructional Resources and Texts

- 1. **Technology** – Technology is a tool that makes direct connections between the students and the speakers and the culture of the target language. This is done through:
 - a. Teacher and student-made power point presentations
 - b. Internet researches
 - c. Web sites for grammar activities that offer immediate feedback

- d. Smart Board
- e. Videos
- f. CD's and recordings
- g. Pod Casts
- h. Blogging
- i. Teacher web page

a. **Technology Texts and internet resources**

Adey, Margaret, and Louis Albini. Galería de Arte y Vida. Woodland Hills: Glencoe/McGraw Hill, 1997.

Conner, John. Breaking the Spanish Barrier Level Two Intermediate. Groton: Breaking The Spanish Barrier, Inc. 2006.

Conner, John, and Kathy Folts. Breaking the Spanish Barrier. Winchester: Book Tech, Inc. 1999.

Curland, David. La Catrina El Último Secreto. Glenview: Addison-Wesley Educational Publishers, Inc., 1999.

Diaz, José M., and María Nadel. En Marcha. Glenview: Prentice Hall, 2001.
 Gilman, Graciela Ascarrunz, and K. Josu Bijuesca. Horizontes Gramática y Conversación. 4th ed. Boston: Heinle & Heinle, 2001.

Humbach , Nancy, and Sylvia Madrigal Velasco. Exprésate 3. Orlando: Holt, Rinehart and Winston, 2006.

Lozano, Patti. Leyendas con canciones. Houston: Dolo Publications, Inc., 1997.

Ministerio de Educación, Política Social y Deporte, "TECLA". Consejería de Educación Reino Unido. <http://www.mepsyd.es/exterior/uk/es/tecla/tecla.shtml>.

Ministerio de Educación y Ciencia, "Materiales para la enseñanza multicultural". Consejería de Educación y Ciencia.
<http://www.mec.es/sgci/usa/es/publicaciones/materiales/prev.shtml>.

Scholastic Magazine. Jefferson City: Scholastic, Inc.

Valette, Rebecca M., and Joy Renjilian-Burgy. Álbum. Lexington: D. C. Heath & Company, 1993.

Wald, Heywood. Spanish is Fun Book 2. New York: Amsco School Publications, Inc., 2006.

3. **Other Resources**

- a. Newspaper articles
- b. Current Spanish magazines

E. Teaching Strategies and Activities

1. Listening Activities

All levels incorporate the following activities:

- a. Interpreting oral clues and responding
- b. Textbook-based listening activities
- c. Theme-based videos in the target language
- d. Listening activities on quizzes and tests

In addition, in the **Advanced** and **Honors Pre IB** levels students interpret song lyrics.

2. Oral Activities

Oral communication and participation are in Spanish and are assessed daily through a variety of activities.

Academic Spanish 3

- a. Class

Advanced Spanish 3

- a. Class Interaction
- b. Interviews
- c. Summarizing
- d. Paraphrasing
- e. Reading Aloud
- f. Show and Tell
- g. Student Presentation
- h. Dialogues
- i. Role Playing
- e. Oral Tasks

Honors / Pre IB Spanish 3

This level incorporates the same activities as Spanish 3 Advanced, but, in addition, conducts debates and impromptu skits in the target language.

3. Reading Activities

All levels are required to read, to interpret and to follow written instructions as well as to read and to interpret short passages of various literary formats.

4. Written Activities

Academic and Advanced Spanish 3

- a. Responses to open-ended statements and question
- b. Summarizations
- c. Formal Compositions
- d. Peer Editing
- e. Dictation
- f. Quizzes and Tests

Honors / Pre IB Spanish 3

- a. In addition to the written activities of the Academic and Advanced levels, the
- b. Honors level class includes also:
 - i. Journal entries
 - ii. Short Stories
 - iii. Poems
 - iv. Movie Reviews
 - v. Sequels to stories
 - vi. Formal and informal letters

F. Methods of Evaluating and Testing

Based on the research of Wiggins (1994) and other experts in the field of performance assessment, the *New Jersey World Languages Curriculum Framework* identifies key components of assessment. Suggested classroom assessments are, but not limited to: performance, teaching observation, conferencing, self-assessment, peer assessment, and portfolios. When appropriate, rubrics are used for assessing a performance task that measures specific elements of the task against an established and defined scale. Rubrics assist in identifying a set of standards and criteria to be used by all students and applied to all students performing a given task. Different scoring rubrics may be designed for a variety of assessment activities and may be developed by teachers and/or students.

Español 4 Avanzado **Spanish 4 Advanced**

A. Descripción del Curso

El programa de estudios repasa las estructuras básicas y continúa el desarrollo de estas tres destrezas lingüísticas: la receptiva, la productiva, y la interactiva. Motiva a los estudiantes a que desarrollen sus estrategias de comunicación en varios contextos auténticos de la vida cotidiana. Los profesores proporcionan un entorno monolingüe típico en el cual mayormente se habla español. Se consta de desarrollar la capacidad comunicativa intercultural tanto como la lingüística.

Course Description

This course reviews the fundamentals of the Spanish language and continues to develop receptive, productive, and interactive linguistic skills. It focuses on enabling students to communicate with increasing accuracy of expression in a variety of contexts. Students study in an immersion environment in which mostly Spanish is spoken. Intercultural understanding is stressed as well as linguistic development.

B. Course Objectives

1. Students will be able to communicate in a range of situations, demonstrating increasing linguistic and intercultural competence.
2. Students will be able to understand and use vocabulary and grammar to express and respond to a range of ideas with increasing accuracy and fluency.
3. Students will be able to use language appropriate to a range of interpersonal/cultural contexts.
4. Students will be able to organize ideas on a range of topics, in a clear, coherent and convincing way .
5. Students will be able to understand and respond to a range of written and spoken texts.
6. Students will be able to explore and respond to values and attitudes of the culture.

C. Course Content

1. Language Expressions and Mechanics

A comprehensive review of structures learned in Spanish 1, 2 and 3 will be conducted. The following will be introduced:

- a. Tenses
- b. Present perfect subjunctive
- c. Past perfect Subjunctive
- d. Imperfect Subjunctive
- e. Grammatical Structures
- f. Noun Clauses
- g. Adjective Clauses

- h. Adverbial Clauses
 - i. Structural Elements
 - j. Cohesion
- 2. Themes**
- a. Change and Today's World
 - b. Technology and Scientific Developments
 - c. Media
 - d. Environment
 - e. Immigration
 - f. Leisure and Travel
 - g. Arts
 - h. Sports
 - i. Health and Well-Being
 - j. Community
 - k. Adolescents
 - l. Cultural Traditions
- 3. Skills Development**
- a. Students will be able understand main ideas of connected discourse on a variety of topics.
 - b. Students will be able to initiate, sustain, and close a general conversation.
 - c. Students will be able to read and comprehend situational and subject matter texts.
 - d. Students will be able to write about a variety of relevant topics with detail.

D. Suggested Instructional Resources and Texts

Blanco, José A., and María Isabel García. Enfoques. Boston, Massachusetts: Vista Higher Learning, 2004

Valette, Rebecca M., and Joy Renjilian-Burgy. Album. Lexington, Massachusetts: D.C. Heath and Company, 1984

Gahala, Estella, Patricia Hamilton Carlin, Audrey L. Heining-Boyton, Ricardo Otheguy and Barbara J. Rupert. En Español. Evanston, Illinois: McDougal Little Inc. 2000

Levy, Stephen L., and Robert J. Nassi. Spanish Three Years Workbook. New York, NY: Amsco School Publications, Inc. 1988

La Cometa. Dublin 2 Ireland: Authentik, 2006-2009

TECLA, Revista Electrónica de la Consejería de Educación en Reino Unido e Irlanda, 2005 – 2009: <http://www.mepsyd.es/exterior/uk/es/tecla/tecla.shtml>

World Wide Web

Culturally appropriate films

E. Teaching Strategies and Activities

1. Class discussion based on reading
2. Research
3. Individual/Group Presentations
4. Creative projects
5. Writing samples
6. Audio-visual materials
7. Guest speakers
8. Field trips
9. Dramatic performances
10. Interviews
11. Role Plays

F. Methods of Evaluating and Testing

1. Quizzes
2. Unit tests including objectives questions, responses, and essays
3. Final Examination
4. Writing Assignments
5. Homework
6. Oral Presentations
7. Cooperative Learning
8. Use of target language in class

*Student work may be assessed using rubrics. See sample rubrics for the Spanish department.

CURRÍCULO DE ESPAÑOL 5 AVANZADO

CURRICULUM SPANISH 5 AVANZADO

A. Descripción del Curso

Los estudiantes de este nivel seguirán desarrollando su destreza escrita, oral, auditiva y de lectura. Se le dará énfasis al estudio más definido del vocabulario, a la comprensión de selecciones literarias y a los aspectos culturales. Habrá un repaso intenso de las estructuras gramaticales. Los estudiantes en grupos o a solas ejecutarán actividades en que demostrarán su destreza oral y escrita. Las selecciones literarias incluirán cuentos, poemas, leyendas y dramas de la literatura hispana y se incorporarán artículos de revistas y periódicos. La habilidad escrita y oral se logrará a través de la práctica del lenguaje. Este curso se realizará completamente en español.

Course Description

Students in Spanish 5 Advanced will continue to develop their listening, speaking, reading, and writing skills. Emphasis will be placed on vocabulary building, reading comprehension, and cultural awareness. A thorough review of all previously learned tenses will be conducted. Students will work separately and in groups on creative exercises for oral and written expression. Original readings in short stories, poems, legends, and plays from Spanish and Latin American literature as well as authentic text from magazines and newspapers will be introduced. The four basic skills will be reinforced and refined through practice in the language. The course will be conducted entirely in Spanish.

B. Course objectives

Students will demonstrate the ability to:

1. Listening

- a. Comprehend formal and informal spoken Spanish at a near normal rate
- b. Be able to follow classroom lectures and oral reports in a broad variety of topics.
- c. Follow plots of Spanish and Latin American movies.

2. Speaking

- a. Have a fairly broad vocabulary in order to have fluency appropriate to the level.
- b. Discuss in the target language through questions and answers and guided conversation what they have just read.
- c. Express personal opinions on issues of general and current interest.

3. Reading

- a. Read and understand a variety of literary works by traditional and modern writers of the Spanish-speaking world.
- b. Be able to read for specific text's content or scan the text for an idea rather than complete knowledge of every word.

- c. Draw conclusion from material read. Summarizing and analyzing plot, theme, character, etc.
- 4. Writing**
- a. Have a good written control of most grammatical forms.
 - b. Answer to questions with accuracy and write paragraphs, compositions, and informal letters of different lengths that are organized and comprehensible.
 - c. Incorporate into the writing the new active vocabulary and grammar presently being studied in the unit.
- 5. Cultural Awareness**
- a. Increase their awareness of the Spanish cultures through
 - b. Guided reading selections
 - c. Films, television, music and art

C. Course Content

Spanish 5 Advanced is composed of thematic units dealing with topics of human interest and artistic expressions, as well as a grammar section that has been carefully incorporated into the unit. Each unit provides students with a wealth of opportunities to interact with each other as they discuss the many cultural and literary readings of the Spanish speaking world.

1. Suggested Thematic Units (Cuadros)

- a. El arte/la literatura
- b. El humorismo
- c. El heroísmo
- d. El indio
- e. La leyenda
- f. La economía y el trabajo
- g. La inmigración
- h. La religión/la política
- i. La cultura popular y los medios de comunicación
- j. La tecnología y la ciencia

2. Suggested Literary Readings

- a. *Seis estrellas de la pintura hispana: El Greco, Diego Velázquez, Francisco Goya, Pablo Ruiz Picasso, Salvador Dalí, and Frida Kahlo.*
- b. *Una carta a Dios* (Gregorio López y Fuentes)
- c. *El gato de Sévres* (Marco A. Almazan)
- d. *Signos de puntuación* (M. Toledo y Benito)
- e. *El mensajero de San Martín*
- f. *Viva Numancia*
- g. *La yanqui hermosa* (Amado Nervo)
- h. *El Nahual* (Rigoberta Menchú)
- i. *El lago encantado*
- j. *La vieja del candilejo* (Antonio Jiménez Landi)
- k. *La camisa de Margarita*
- l. *El abanico* (Vicente Riva Palacio)
- m. *El Prócer* (Cristina Peri Rossi)

3. Structures

Besides an on-going review and an in depth study of structures learned in levels 3 & 4, the following new structures are presented.

- a. Indicative Mood
- b. Subjunctive Mood
- c. Relative Pronouns
- d. Passive voice and other constructions with *se*

4. Skills Development

- a. Listening skills are improved by using audio activities that feature native speakers from various regions of the Hispanic world. The recorded materials include excerpts from readings. Post-audio activities verify understanding.
- b. Speaking skills are enhanced through guided conversations, oral presentations, and discussions that follow each literary and cultural selections read.
- c. Reading skills are further developed by first analyzing shorter and more concise narratives and gradually moving to longer and more thought-provoking readings.
- d. Writing skills are further developed by using the process of incorporating into the writing the new active vocabulary and grammar presently being studied in the unit as well as other grammatical structures previously taught.

D. Instructional Resources and Tests

1. Textbooks:
Galería de arte y vida Blanco, José.
Enfoques. Vista Higher Learning, 2004
2. Writing activities, workbook, and audio activities
3. Audio CD
4. Films to support the themes in the curriculum
5. Video, radio, and television programs
6. Web activities

E. Suggested Teaching Strategies and Activities

1. Class discussions and student participation based on literary and cultural readings
2. Individual/group oral presentations
3. Small group activities
4. Reading Assignments with oral and written comprehension questions
5. Introduction and practice of theme-related vocabulary
6. Written and oral grammar exercises
7. Guided compositions
8. Audio-visual materials
9. Web activities

F. Method of Evaluating and Testing

1. Assessments at the end of each unit
2. Quizzes
3. Class participation

4. Homework assignment
5. Oral presentations in class (group and individual)
6. Compositions
7. Rubrics. Students' oral work and written work will be assessed using sample rubrics.

CURRÍCULO DE ESPAÑOL 5 BI/AP CURRICULUM SPANISH 5 IB/AP

A. Descripción del Curso

Este curso está diseñado para el estudiante que esté motivado y que tenga la determinación de dedicar el tiempo y el esfuerzo necesarios para desarrollar su destreza escrita y oral en el idioma castellano. Los estudiantes en este curso deberán haber aprobado con una nota satisfactoria los cursos de Español III Pre-BI y Español IV Honores/BI.

El propósito de este curso es fomentar un nivel más alto de expresión, realizar un repaso de la gramática enfatizando las estructuras gramaticales más complejas y avanzadas, y el estudio más definido del vocabulario. Las actividades incluyen conversaciones, ensayos, entrevistas, simulaciones, debates, películas y selecciones de lecturas. Los aspectos culturales se desarrollarán a través de la utilización de diferentes géneros literarios, obras de arte, películas, grabaciones musicales y de actividades auditivas. Este programa estimula a aquellos dedicados al estudio del castellano a ser estudiantes activos y receptivos de las culturas hispanas y del idioma.

Course Description

This course is designed for the highly motivated student with a willingness to devote the time required to achieve maximum success in the development of proficiency in the spoken and written Spanish language. It is intended for those who have chosen to develop their proficiency in Spanish without special emphasis on literature. The students must have completed successfully the Pre-IB Spanish III and the IB Spanish 4.

The course goal is to promote a higher level of expression, a review of grammar, with emphasis on the more complex and advanced structures, and a refined study of vocabulary. Activities include conversations, essays, interviews, dramatizations, debates, films, authentic and literary reading selections. Cultural awareness is developed through the use of authentic materials, including magazines, art, videos, musical recordings, and listening comprehension activities. This program encourages students to become active, compassionate and lifelong learners of the Spanish language and cultures.

B. Course Objectives

Students will have the ability to

1. Comprehend formal and informal Spanish at a near normal rate
2. Speak in Spanish exclusively
3. Read and write extensively
4. Enhance cultural knowledge
5. Appreciate the similarities and differences within the worldwide Spanish community
6. Become effective communicators
7. Become self-directed learners

Listening

Authentic materials – sources of spoken material and their possible communicative purposes.

SOURCE OF SPOKEN MATERIAL	POSSIBLE COMMUNICATIVE PURPOSE
news bulletin	<ul style="list-style-type: none">• description• explanation• spoken interaction
documentary	<ul style="list-style-type: none">• description• explanation• argument
feature program	<ul style="list-style-type: none">• description• explanation• argument
interview	<ul style="list-style-type: none">• spoken interaction• explanation• argument
speech	<ul style="list-style-type: none">• argument• narration
advertisement	<ul style="list-style-type: none">• description• explanation
film or video	<ul style="list-style-type: none">• narration• spoken interaction
songs	<ul style="list-style-type: none">• exploration
conference, lecture	<ul style="list-style-type: none">• description• argument• analysis• critique

Speaking

Use of appropriate language for a given situation in which ideas are presented in a coherent and convincing manner.

CONVERSATIONAL SITUATIONS	POSSIBLE COMMUNICATIVE PURPOSE
making a class presentation or a speech	<ul style="list-style-type: none">• description• narration• explanation• argument
defending an opinion in a debate	<ul style="list-style-type: none">• explanation• argument
giving instructions	<ul style="list-style-type: none">• description

interviewing a character, real or fictitious	<ul style="list-style-type: none"> • spoken interaction
role play	<ul style="list-style-type: none"> • spoken interaction • explanation • argument

Reading

A number of types of text that serve a particular communicative purpose.

PRESCRIBED COMMUNICATIVE PURPOSES		EXAMPLES
description	<ul style="list-style-type: none"> • factual • evocative 	set of instructions travel brochure
narration	<ul style="list-style-type: none"> • factual • imaginative 	news story
written interaction	<ul style="list-style-type: none"> • informal • formal 	letter to family or friends business letter
spoken interaction	<ul style="list-style-type: none"> • transcribed • reported 	play-script interview
explanation	<ul style="list-style-type: none"> • factual • argumentative 	report proposal
argument	<ul style="list-style-type: none"> • controversial • balanced 	editorial debate
analysis & critique	<ul style="list-style-type: none"> • subjective • objective 	review, biography academic analysis
exploration	<ul style="list-style-type: none"> • promotional • poetic 	advertisement poem
graphics	<ul style="list-style-type: none"> • factual • imaginative 	diagram cartoon

Writing

Produce texts in written response

PRESCRIBED COMMUNICATIVE PURPOSES		EXAMPLES
description	<ul style="list-style-type: none"> • factual • evocative 	a. set of instructions, guidelines, introduction b. brochure, pamphlet
narration	<ul style="list-style-type: none"> • factual • imaginative 	c. statement to the police d. anecdote

written interaction	<ul style="list-style-type: none"> informal formal 	<ul style="list-style-type: none"> e. letter to family or friends f. business letter, job application
spoken interaction	<ul style="list-style-type: none"> reported 	<ul style="list-style-type: none"> g. interview
explanation	<ul style="list-style-type: none"> factual argumentative 	<ul style="list-style-type: none"> h. report of a situation or event i. proposal
argument	<ul style="list-style-type: none"> controversial balanced 	<ul style="list-style-type: none"> j. letter to a newspaper, speech on controversial issue k. essay, analysis of evidence
analysis & critique	<ul style="list-style-type: none"> subjective 	<ul style="list-style-type: none"> l. review of book, film or play

C. Course Content

1. Suggested Thematic Units

The IB/AP Spanish 5 course is composed of thematic units dealing with topics of human interest and artistic expression as well as a systematic presentation, development and review of grammatical structures that have been carefully incorporated into each unit. The course will be conducted entirely in Spanish and will give the students ample opportunities to reinforce the specific language skills of **listening, speaking, reading, and writing**. Each thematic unit incorporates a vocabulary section that facilitates reading comprehension and relates specifically to the major themes of:

- a. El medio ambiente: naturaleza y ecología
- b. Ficción hispana
- c. Jóvenes de hoy
- d. Salud y bienestar
- e. De viaje por el mundo hispano
- f. Medios de comunicación y tecnología
- g. Panorama cultural
- h. Sociedad
- i. Educación
- j. Personajes
- k. Ocio
- l. Una mirada a España
- m. El mundo del trabajo
- n. El español en el mundo
- o. La creciente influencia hispana en los EE.UU.
- p. La inmigración

- q. Problemas contemporáneos
- r. Los derechos humanos
- s. El arte y la música hispana
- t. El cine español y latinoamericano

2. Structures

In addition to on-going review and in depth study of structures learned in levels 3 & 4, the following structures are presented.

- a. Overview of indicative mood
- b. Overview of subjunctive mood
- c. Subjunctive Mood (Present, Present Perfect, Imperfect, Pluperfect)
- d. Use of Subjunctive and Indicative in Adverbial Clauses
- e. If Clauses
- f. Relative Pronouns
- g. Passive voice and other constructions with *se*

3. Suggested Literary Readings

- a. *La fiesta del árbol* (Gabriela Mistral)
- b. *Árbol adentro* (Octavio Paz)
- c. *Paisaje* (Federico García Lorca)
- d. *Meciendo* (Gabriela Mistral)
- e. *Las abejas de bronce* (Marco Denevi)
- f. *Tres mitos latinoamericanos- La historia de Quetzalcóatl, El casamiento del sol, Los primeros incas*
- g. *Cadena rota* (Gary Soto)
- h. *Muerte de su amiga intoxicada por la fumigación en la finca* (Rigoberto Menchú)
- i. *Al niño enfermo* (Miguel de Unamuno)
- j. *Por qué muchas personas no figuran en el último censo* (Conrado Nalé Roxio)
- k. *Un señor muy viejo con unas alas enormes* (Gabriel García Márquez)
- l. *Los dos reyes y los dos laberintos* (Jorge Luís Borges)
- m. *de Don Quijote de La Mancha* (Miguel de Cervantes)
- n. *de Autobiografía de un esclavo* (Juan Francisco Manzano)
- o. *En la noche* (Horacio Quiroga)
- p. *La sala de espera* (Enrique Anderson Imbert)
- q. *Historia de cronopios y famas* (Julio Cortázar)
- r. *Un instante en la estación* (Antonio Nieto)
- s. *La guitarra, Canción del jinete, Romance de la luna luna* (Federico García Lorca)
- t. *Cajas de cartón* (Francisco Jiménez)
- u. *Cuando yo era puertorriqueña* (Esmeralda Santiago)

- v. Poesía chicana: *Where you from* (Gina Valdez), *Que hay otra voz* (Tito Villanueva), *Ya no más* (José L. Varela Ibarra), *El oro lado* (Sylvia Lizarraga), *Mi gente los latinos* (Félix Aguilar)
- w. *Baby HP* (Juan José Arreola)
- x. *Los mutantes* (Luis Ruibal)
- y. *Apocalypsis* (Marco Denevi)
- z. *Génesis* (Marco Denevi)
- aa. *Un día de estos* (Gabriel García Márquez)
- bb. *Me llamo Rigoberta Menchú y así me nació la conciencia*. Selecciones (Rigoberta Menchú)
- cc. *Es que somos muy pobres* (Juan Rulfo)

4. Skills development

- a. Listening skills are improved by using audio activities that feature a variety of native speakers with different accents from various regions of the Hispanic World. The recorded materials include short and long excerpts from authentic selections from a variety of sources (texts, magazines, radio, television, newspapers, web sites, movies, etc.). Post audio activities verify understanding.
- b. Speaking skills are enhanced through guided conversations, researched oral presentations, debates, interviews, persuasive speeches, and discussions that follow each literary and cultural selection read. Some of these activities will be recorded to simulate the IB/AP test, and emphasis will be placed on pronunciation, grammatical structures, interaction and appropriate vocabulary.
- c. Reading skills are further developed by first analyzing shorter and more concise narratives and gradually moving to longer and more thought provoking readings. The Reading materials come from various formats: literary fragments, newspapers, magazines, etc. The students should be able to demonstrate proficiency in understanding drawing inferences from the material read.
- d. Writing skills are further developed by using the process of incorporating into the writing the new active vocabulary and grammar presently being studied in the unit as well as other grammatical structures previously taught. Writing topics of different lengths that relate thematically to the lesson taught in the unit are assigned throughout the course. Formal and longer essays must be well organized and must provide introductory remarks, transitions, and a conclusion.

D. Suggested Instructional Resources and Texts

Thematic Units. The IB/AP Spanish 5 course uses a wide range of texts—written, spoken, literary, and non-literary—which fulfill the student’s need and interest in the preparation for the different parts of the IB/AP language exam. The wide variety of text types are linked to the course theme by means of work units in different lengths. Since there is no prescribed booklist, the work unit’s format uses selections from authentic sources and exploits them in a variety of ways relevant to the students and in keeping with the aims and objectives of the program.

1. Loreto, Iñigo Fernández . IB Spanish B (Teaching Point). TEACHINGpoint Publisher, 2006
2. Kristof, Barbara. Nuevas Vistas. Holt, Rinehart, Winston, 2006
3. Bretz, Mary Lee, Trisha Kirschner and Carl Dvorak. Pasajes: Lengua. McGraw-Hill, 1997
4. Pasajes: Literatura (McGraw Hill)
5. Puntos de Vista: Redacción. (Heinle & Heinle)
6. Jarvis, Ana C., Raquel Lebrede and Francisco Mena-Ayllón. Aventuras Literarias. D.C. Heath & Company, 1995
7. Kanter, Abby. Encuentros Maravillosos. Addison Wesley Longman, 1998
8. Díaz, Nadel, and Collins. Abriendo paso: Gramática. Pearson/Prentice Hall, 2007
9. Couch, James H, Rebecca D. McCann, Walter Carmel Rodríguez, and Angel Rubio-Maroto. Una Vez Más. Longman Publishing Group 1993
10. Iglesias, Mario, and Walter Meiden. Spanish for Oral and Written Review. Holt McDougal, 1995
11. Sample of IB/AP exams. Students will be trained in exercises taken from IB/AP program exams and other sources.
12. Writing and audio activities
13. Videos, radio, and television programs
14. Web activities
15. *Authentik & Claro* – Revista y CD para estudiantes de nivel avanzado
16. Revistas – *Muy Interesante, ¡Mira!, Buen Hogar, People (en español)*,

*National Geographic (en español), Reader's Digest (en español),
Prevention (en español), Hispanic Business*

17. Various Authentic Films that support the themes and curriculum.

E. Teaching Strategies and Activities

1. Class discussions and student participation based on literary and cultural readings
2. Individual/group oral presentations
3. Small group activities
4. Reading assignments with oral and written comprehension questions
5. Introduction and practice of the basic vocabulary of the thematic unit
6. Practice of the grammar and conjugation, conjugation, and uses of the verbs following the guidelines of the IB/AP tests
7. Compositions
8. Debates
9. Audio visual material
10. Web activities

F. Method of Evaluating and Testing

1. Written Assessments
2. Oral assessments
3. Essays assessed using IB/AP rubrics
4. Alternate Assessments
5. Quizzes
6. Class participation
7. Homework assignments
8. Oral presentations (individual/group) assessed using IB/AP rubrics
9. Practice IB/AP language exams