

Curriculum Guide
Stage Four: Spanish Curriculum

course: Intermediate IIH #385

1. Course Structure

This course meets four or five times per week. The class uses the language lab on the average of one hour a week in two twenty-five minute periods. One of those is often using the computers and the Internet.

2. Intended Audience

This is an elective course intended for students who have completed Spanish Intermediate I, IH or II (Culture and Conversation) with a minimum B- average or teacher recommendation. The course is open to all students but usually is mostly juniors and seniors.

3. Course Goals (skills)

Students expand their ability to perform all the functions developed in the previous courses. They also develop the ability to use sentences, strings of sentences, paragraph-length messages, and essay-length messages, with some errors which do not interfere with meaning to:

- give and understand advice and suggestions
- initiate, engage in, and close a conversation
- compare and contrast
- explain and support an opinion

4. Course Description

At this level, students have the opportunity to extend and refine their communicative skills in a cultural context. They do so by engaging in social conversations, group discussions, and presentations based on course readings. Students read authentic literature and other texts and media on a variety of topics such as politics, current events and the arts. Readings upon which discussion is based include 20th century short stories, and media articles from Spain, Latin America, and the United States. In order to perform these functions, students review fundamental grammar structures and acquire more sophisticated ones. Language skills and cultural knowledge are enhanced by the use of CDs, Internet, audio and videotapes, and slides. Varied methods such as group work, paired work, and direct instruction are used to help all students develop communicative proficiency.

5. Course Outline/Curriculum Map

Spanish Intermediate IIH emphasizes the development of advanced reading, writing, listening and speaking skills. It is intended for students who already have a basic knowledge of the language and cultures of Spanish speaking peoples. Extensive oral and written work are based on a variety of reading selections from Hispanic literature, video, and the Internet as described in the course content above. Grammar is reinforced through these activities. This course seeks to develop language skills that are valuable in academic and real-world contexts.

Grammar units are supported by short story readings from the Lectura text and are generally done in order:

- Unit 1 Narration and description in the past
- Unit 2 Description of our surroundings: differences and similarities
- Unit 3 Narration and description in the present
- Unit 4 How to express desire and obligation
- Unit 5 Narration and description in the future: Emotion, doubt and denial
- Unit 6 More detailed narration and description in the past

6. Course Text and Other Materials

Abriendo paso; Lectura

by Heinle & Heinle Publishers

Abriendo paso; Gramática, tape program

by Heinle & Heinle Publishers

En parejas selected oral pair work activities

Internet resources

Music CDs and activities

Videos: *El norte*, *Como agua para chocolate*, *Con ganas de triunfar*, and other selections as decided upon by the teacher, selections from *Univisión* and other Spanish language television programs

7. Instructional Methods/Course Activities

Structural content is conveyed through explicit and implicit presentation using examples or concepts apart from and from the text. Literature is introduced through class discussion of concepts and themes and pre-reading activities. Films reinforce literary themes.

8. Learning Strategies

Students practice structure in pairs and small groups in class and individually outside of class. Further practice in the language lab includes the Internet and *En parejas*. Students play review games and do further written practice for preparation for tests. Listening skills are reinforced using video tapes, audio tapes and music CDs.

Reading skills and strategies are emphasized as part of the presentation of literature. Readings are followed by activities for comprehension and writing and speaking activities for interpretation and personalization. Speaking activities include role plays and skits. Students also do a video project at the end of the year.

9. Assessment

Generally, there is a test, quiz, or other type of evaluation following each grammar, reading, and video segment. Speaking is practiced through class participation in all activities. Oral tests and projects are evaluated based on pronunciation, fluency, accuracy of structure, and amount of communication or content. Graded Writing assignments are evaluated based on organization, vocabulary, content, grammar.

10. Course evaluation

The assessment of this course occurs through:

- ongoing feedback from current students
- formal student questionnaires
- ongoing collaboration among instructors

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