

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE
2016**

Course #323 - SPANISH IA (3)

DESCRIPTIVE OVERVIEW

This course is open to all high school students. It is designed, along with Spanish IB, to fulfill the Hingham High School graduation requirement in Foreign Language, and/or to provide a basis for future Spanish study. Students develop an understanding of the Spanish language and culture through a variety of listening, speaking, reading, and writing activities. They work individually, in pairs and in groups on a variety of tasks which include fact-finding, explaining activities, interviewing, making requests and seeking directions. Students are expected to complete the first 5 chapters of the text, which emphasize the principles of the five C's of language learning, (Communication, Cultures, Connections, Comparisons, and Communities) with activities and strategies specifically focused on creating actively involved learners. Students are encouraged to express themselves articulately, interact meaningfully with others and become competent communicators in Spanish. Technology is incorporated into daily plans and enhances language learning. Students write and express ideas in simple sentences or short paragraphs. In addition, they create and present simple dialogues. As the year progresses more complex grammatical structures are taught to expand communication skills. When possible, authentic literature, music and art are presented in class.

GOALS AND OBJECTIVES

Students will be able to:

- Engage in interpersonal communication to provide and maintain information, express feelings and emotions, exchange opinions and present concepts and ideas
- Complete writing assignments that include short paragraphs and dialogues, emails and letters in order to further develop their vocabulary and grammar
- Develop beginning reading skills through short stories and dialogues, children's books and cultural readings that include level appropriate vocabulary and grammar.
- Demonstrate general knowledge of specific Spanish speaking countries and traditions as presented in the textbook and ancillary materials
- Engage in activities that require them to think critically and interpret spoken and written Spanish

RESOURCES AND REFERENCES

- *Espanol 1*, Santillana
- On-line ancillary materials: workbook, listening and speaking activities, review exercises

INSTRUCTIONAL MODEL

The instructional techniques of this course incorporate the five C's of language learning: communication, cultures, connections, comparisons, and communities. Each lesson includes a vocabulary section, four grammar topics, a reading selection, a writing assignment, a speaking assignment, a cultural reading and an overview of a Spanish speaking country. All concepts are presented to accommodate a variety of learning styles; visual, auditory and kinesthetic as well as social and individual. Presentations include on-line tutorials, YouTube videos, Google slideshows, SmartBoard manipulatives, Quizlet flashcards, Kahoot and Classtools review games, cultural and linguistic videos from a variety of sources, individual white boards, books, magazines, films and student generated visual aids.

Verbal and auditory presentations are performed in the classroom through questions and answers, paired or group work, dialogues and listening activities. In the language laboratory, which students will use approximately once per cycle, students will effectively communicate and record conversations and individual presentations. In addition, students will practice listening through authentic videos and listening materials.

Kinesthetic presentations include games and TPR (Total Physical Response) as well as manipulative activities. The online component of the textbook is an important part of both the classroom and at home practice.

ASSESSMENT

Student progress is measured daily in a variety of ways. Both formal and informal assessments are important. Different forms of assessment provide opportunities for all students to succeed. The results of both formal and informal assessment are analyzed to plan future lessons. In each lesson, students are given a variety of assessments which include written quizzes and tests, essays, dialogues and individual speaking presentations, group projects, online activities, cultural and listening assignments. The goal of assessment is to encourage students to succeed and become life-long learners.

**HINGHAM HIGH SCHOOL
CURRICULUM GUIDE
FOREIGN LANGUAGE**

Course # 324 - SPANISH IA (4)

DESCRIPTIVE OVERVIEW

This course is open to students in grades 9-11 and is designed to allow the level 4 student to fulfill the Hingham High School foreign language graduation requirement. Students begin the process of attaining a basic level of proficiency in Spanish IA, and continue this process in Spanish I-B the following year. Active participation with other students in a variety of speaking and listening tasks enables the learner to be understood and to understand the target language. Lessons are student-centered, and there is a particular focus on repetition, re-introduction and review. Listening and writing skills, the appreciation of cultural differences and similarities, and the comparison of the Spanish and English languages are fostered. In the classroom setting, students converse with their peers using cues for guided conversations, create original oral and written expressions, interview and question one another to seek opinions and feelings, and read and write short passages.

GOALS AND OBJECTIVES

Students will be able to:

- demonstrate comprehension through physical and verbal response.
- develop strategies for listening and speaking proficiency.
- develop strategies for reading, including recognizing cognates and picture clues.
- develop writing that provides opportunities for creative and personal expression.
- show what they know and are able to do in the language through speaking, listening, reading and written tasks.
- use grammar in a lexical and contextual way in a logical sequence.
- demonstrate an understanding of the nature of language by comparing Spanish and English.
- recognize the critical sound distinctions between English and Spanish
- replicate, in the target language, concepts learned in other subject areas.
- explore cultural differences.

RESOURCES AND REFERENCES

¿Cómo te va? A, Nivel verde, McGraw-Hill Education

INSTRUCTIONAL MODEL

The lesson theme is introduced through thematic vocabulary. A wide variety of activities are conducted during class to help students memorize and practice new vocabulary. Comprehension is demonstrated through physical response. Students respond with a partner in a group, or individually. Grammatical concepts are paired with newly-acquired vocabulary, and then practiced extensively through speaking, writing, reading and listening activities. Verbal communication progresses from limited response to personalized communication. Realia-based readings incorporate cognates with new and previously learned material. Ideas are generated and writing is guided to help the beginning learner. Writing tasks all relate to the chapter theme. The learner progresses from one word to open-ended responses in writing. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Students are regularly assessed through active participation in class. Effort and willingness to speak are key factors for good communication. Assessment is both formal and informal. Students prepare visuals, art work, projects, short paragraphs, and dialogues. Informal assessment includes oral participation and activities

assigned as class work or homework. Students keep portfolios in the classroom and are urged to maintain a Spanish notebook.

**HINGHAM PUBLIC SCHOOLS
CURRICULUM SUMMARY
FOREIGN LANGUAGE
2016**

Course # 322 - SPANISH IB (3)

DESCRIPTIVE OVERVIEW

This course is open to high school students who have successfully completed Spanish I-A (323). It is designed, along with Spanish IA, to fulfill the Hingham High School graduation requirement in Foreign Language, and/or to provide a basis for future Spanish study.

Students increase their understanding of the Spanish language and culture through a variety of listening, speaking, reading, and writing activities. They work individually, in pairs and in groups on a variety of tasks which improve their communication skills. Students are expected to complete the last 5 chapters of the text, which continue to emphasize the principles of the five C's of language learning, (Communication, Cultures, Connections, Comparisons, and Communities) with activities and strategies specifically focused on creating actively involved learners. Students are expected to express themselves articulately, interact meaningfully with others and become competent communicators in Spanish in oral and written forms. Technology continues to enhance language learning and skills. Students write and express orally more complex dialogues, sentences and paragraphs in Spanish. As the year progresses increasingly complex grammatical structures are taught to expand communication skills. When possible, authentic literature, music and art are presented in class.

GOALS AND OBJECTIVES

Students will be able to:

- engage in interpersonal communication that expands their ability to provide and maintain information, express feelings and emotions, exchange opinions and present concepts and ideas
- complete writing assignments that include longer length paragraphs and dialogues, emails and letters that further develop their vocabulary and grammar
- exhibit their improved reading skills through more detailed short stories and dialogues, children's books and cultural readings.
- demonstrate general knowledge of specific Spanish speaking countries and traditions as presented in the textbook and ancillary materials
- participate in activities that require them to think critically and interpret spoken and written Spanish

RESOURCES AND REFERENCES

- *Espanol 1*, Santillana
- On-line ancillary materials: workbook, listening and speaking activities, review exercises

INSTRUCTIONAL MODEL

The instructional techniques of this course continue to incorporate the five C's of language learning. Each lesson incorporates a vocabulary section, four grammar topics, a reading selection, a writing assignment, a speaking assignment, a cultural reading and an overview of a Spanish speaking country that are increasingly complex. All concepts are presented to accommodate a variety of learning styles; visual, auditory and kinesthetic as well as social and individual. Presentations include on-line tutorials, YouTube videos, Google slideshows, SmartBoard manipulatives, Quizlet flashcards, Kahoot and Classtools review games, cultural and linguistic videos from a variety of sources, individual white boards, books, magazines, films and student generated visual aids.

Verbal and auditory presentations are performed in the classroom through questions and answers, paired or group work, dialogues and listening activities that demand additional thought and preparation as well as the incorporation of new material. Students will use the language laboratory approximately once per cycle. In the

language laboratory, students expand their ability to communicate effectively and record conversations and individual presentations. Additionally, students improve their auditory skills by listening to more challenging authentic videos and listening materials. Kinesthetic presentations include games, role-plays and skits as well as manipulative activities. The online component of the textbook is an important part of both the classroom and at home practice.

ASSESSMENT

Student progress is measured daily in a variety of ways. Both formal and informal assessments are important. Different forms of assessment provide opportunities for all students to succeed. The results of both formal and informal assessments are analyzed to plan future lessons. In each lesson, students are given a variety of assessments which include written quizzes and tests, essays, dialogues and individual speaking presentations, group projects, online activities, cultural and listening assignments. The goal of assessment is to encourage students to succeed and become life-long learners.

**HINGHAM HIGH SCHOOL
CURRICULUM GUIDE
FOREIGN LANGUAGE
2016**

Course # 327 - SPANISH IB (4)

DESCRIPTIVE OVERVIEW

This course is open to students in grades 9-11 and is designed to allow the level 4 student to fulfill the HHS foreign language graduation requirement. Students have begun the process of attaining a basic level of proficiency in Spanish IA, and continue the process in this course, Spanish IB. Active participation with other students in a variety of speaking and listening tasks enables the learner to be understood and to understand the target language. Lessons are student-centered, and there is a particular focus on repetition, re-introduction and review. Listening and writing skills, the appreciation of cultural differences and similarities, and the comparison of the Spanish and English languages are fostered. Students converse with their peers using cues for guided conversations, create original oral and written expressions, interview and question one another to express opinions and feelings, and read and write short passages. Students are encouraged to practice and internalize patterns modeled in the classroom for optimal learning.

GOALS AND OBJECTIVES

Students will be able to:

- demonstrate comprehension through physical and verbal response
- develop strategies for oral proficiency by speaking with a peer, a small group or whole class, and by listening to and participating in recorded and interactive activities.
- improve strategies for reading, by deriving meaning through context.
- develop effective writing through a process approach which provides for creative and personal expression with a thematic focus.
- demonstrate their ability with the language in speaking, listening, reading and written tasks as new topics are introduced.
- recognize grammar in a lexical and contextual way in a logical sequence.
- demonstrate an understanding of the nature of language by comparing Spanish and English.
- replicate, in the target language an understanding of concepts learned in other subject areas such as weather, family relationships and values, math facts and geography.
- engage in appropriate activities that explore stereotyping and prejudice in order to avoid cultural misunderstandings. This will include learning about customs, holidays and habits of Spanish-speaking people.

RESOURCES AND REFERENCES

- *¡Así se dice!* Level 1, Mc-Graw-Hill Education
- Accompanying ancillary materials

INSTRUCTIONAL MODEL

The lesson theme is introduced through thematic vocabulary. Comprehension is demonstrated through physical response, such as pointing to a picture or holding up a flashcard. Students respond with a partner, in a group or individually. Grammatical concepts are paired with newly-acquired vocabulary, and then practiced extensively through speaking, writing, reading and listening activities. Verbal communication progresses from limited response to personalized communication. Students answer questions and create their own responses in paired practices. Visual cues guide their initial responses. Realia-based readings incorporate cognates with new and previously learned material. Students reinforce what they know while acquiring new patterns of vocabulary and

structure. Ideas are generated and writing is guided to help the beginning learner. Writing tasks relate to the chapter theme. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Students are assessed on a regular basis through active participation in class. Effort and willingness to speak are key factors for good communication. Assessment is both formal and informal. Formal assessment includes oral, speaking, listening and written tests. Students are asked to prepare visuals, art work, projects, short paragraphs, and dialogues. Students are expected to complete assignments and to show improvement. Informal assessments include oral participation and activities assigned as class work or homework. Students keep portfolios in the classroom and are urged to maintain a Spanish notebook.

**HINGHAM HIGH SCHOOL
CURRICULUM GUIDE
FOREIGN LANGUAGE
2016**

Course # 325 - SPANISH II (2)

DESCRIPTIVE OVERVIEW

This is the second year of a sequential course for students who have successfully completed Spanish I level 2 or 3. Students continue to improve their proficiency in listening, speaking, reading, writing and cultural understanding and further develop their skills in language acquisition through performance based tasks and projects. Students are expected to interact with their teachers, peers and community using technology in both written and oral forms. They interpret what they observe, hear, read and view to add to their knowledge of Hispanic culture to better understand and appreciate the various peoples of the Hispanic world.

GOALS AND OBJECTIVES

Students will be able to:

- demonstrate increasing proficiency in understanding and interpreting written and spoken language; enhancing and refining their writing and speaking skills in terms of structure, substance and style.
- view and listen to filmed material featuring native speakers.
- broaden their appreciation for other cultures.
- reinforce and further their knowledge of other disciplines through Spanish.
- learn to appreciate distinctive viewpoints available through Spanish language and cultures.
- demonstrate and understanding of the nature of language and the concept of culture through comparisons between Spanish and English.

RESOURCES AND REFERENCES

- *Descubre II*, Vista Higher Learning
- Accompanying ancillary materials

INSTRUCTIONAL MODEL

The instructional strategies for this course incorporate a multi-sensory approach to learning. Visual presentations and practices may include: white boards, Smart Board technology, charts, posters, television, PowerPoint presentations, Google technology, books, magazines, picture diagrams, flash cards, bulletin boards, films or videos, including those generated and presented by students. Auditory presentations and practice may be performed and/or tested in either the Language Lab or in the classroom and include oral questions and answers, paired or group work, dialogues, role-playing and CDs. Kinesthetic presentations entail the students' use of manipulatives, chart materials, gestures, signals, songs, games and role-playing. Students work in pairs or groups to promote student self-confidence and to improve their abilities in speaking and understanding the Spanish language. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Formal and informal evaluation is based on three types of assessment: formative, authentic, and performance-based. Formative assessment is used to guide on-going instruction. Authentic assessment challenges students to use the language creatively and personally. Performance-based assessment evaluates the productive skills of speaking and writing. Assessments are differentiated to allow all students the opportunity to demonstrate their knowledge. Students self-assess through the use of student folders. Assessments evaluate student performance in comprehension, language control, vocabulary use, communication strategies and cultural awareness. Students are expected to demonstrate responsibility for their own learning and to take an active part in the learning process.

Advanced students will learn at an accelerated pace, required to sharpen writing and problem solving skills, study in greater detail, and develop study skills for tackling rigorous course work.

**HINGHAM HIGH SCHOOL
CURRICULUM GUIDE
FOREIGN LANGUAGE
2016**

Course #326 SPANISH II (3)

DESCRIPTIVE OVERVIEW

This is the second year of a sequential course for students who have successfully completed Spanish I. Students continue to improve their proficiency in the skill areas of speaking, listening, reading and writing. Students also increase their knowledge of Hispanic culture. They further develop their skills in language acquisition through performance tasks and projects. Students are expected to interact with their teachers, peers, and community using technology in both written and oral forms. Students interpret what they observe, hear, read, and view to add to their knowledge of Hispanic culture to better understand and appreciate the various peoples of the Hispanic world.

GOALS AND OBJECTIVES

Students will be able to:

- demonstrate increasing proficiency in understanding and interpreting written and spoken language; enhancing and refining their writing and speaking skills in terms of structure, substance and style.
- view and listen to filmed material featuring native speakers.
- broaden their appreciation for other cultures through class discussions and attendance at school based activities.
- learn to appreciate distinctive viewpoints available through Spanish language and cultures.
- demonstrate an understanding of the concept of culture through comparisons between Spanish and English speaking communities.

RESOURCES AND REFERENCES

- *Descubre II*, Vista Higher Learning
- Accompanying ancillary materials

INSTRUCTIONAL MODEL

The instructional strategies for this course incorporate a multi-sensory approach to learning. Visual presentations and practices may include Smartboard technology, use of smartphones, white boards, charts, posters, PowerPoint presentations, books, magazines, picture diagrams, films and videos including visual aids. Auditory presentations and practice may be performed and/or tested in either the Language Lab or in the classroom and include choral repetition, oral questions and answers, paired or group work, dialogues, role playing and CD's. Kinesthetic presentations entail the students' use of manipulatives, chart materials, gestures, signals, typing, songs, games, and role playing leading students to associate sentence construction with meaningful movement. Students are paired and/or grouped by differing abilities and levels of proficiency to encourage peer coaching, promote student self-confidence, enhance individual and group social skills and promote positive relations in the classroom. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Formal and informal evaluation is based on three types of assessment; formative, authentic, and performance-based. Formative assessment is used to guide on-going instruction. Authentic assessment challenges students to use the language creatively and personally. Performance-based assessment evaluates the productive skills of speaking and writing. Assessments are differentiated to allow all students to demonstrate their knowledge. Students are given the opportunity to self-assess through student portfolios. A global approach to assessment evaluates student performance in comprehension, language control, vocabulary use, communication strategies,

and cultural awareness. Students are expected to demonstrate responsibility for their own learning and to take an active part in the learning process. The assessment program encourages student performance and cultivates the desire to become a life-long learner of Spanish.

**HINGHAM HIGH SCHOOL
CURRICULUM GUIDE
FOREIGN LANGUAGE
2016**

Course # 328- SPANISH III (2)

DESCRIPTIVE OVERVIEW:

This course is designed for the student who has successfully fulfilled the requirements to enroll in a Spanish III honors course. Students will continue to reinforce and further develop their proficiency in listening, speaking, reading, writing and cultural understanding utilizing higher order thinking skills. The course is aligned with the Massachusetts Frameworks and promotes the learning of Spanish so that students are able to communicate with a level of proficiency that is comprehensible to native speakers globally. This course fosters an understanding and an appreciation of the cultures studied and their distinct beliefs. Student are expected to work individually, in pairs, and in small groups and engage in classroom activities that enhance their level of language proficiency. Students are required to use the language lab as well as a home computer to access and complete activities that are provided online. The foreign language program incorporates a multi-sensory approach to second language acquisition which supports differentiated instruction. Students will learn at an accelerated pace and are expected to demonstrate self-motivation, creativity and accuracy at an intermediate level.

GOALS AND OBJECTIVES:

Students will be able to:

- converse to provide and obtain information, express feelings, and exchange ideas and opinions.
- write letters, emails, and essays proposed in a real-life task scenario which further develop their writing skills with increased grammatical accuracy.
- demonstrate an understanding of the different Spanish cultures through a variety of multimedia activities.
- compare, contrast, think critically, reason, and form judgements in the target language.
- read and analyze a variety of contemporary and traditional literary genres such as poetry, short stories, excerpts, articles, etc.

RESOURCES AND REFERENCES

- *Descubre III* and accompanying ancillary materials
- Accompanying ancillary materials

INSTRUCTIONAL MODEL:

Each lesson is structured around a theme that includes vocabulary, grammatical structures, literature, culture, short film clips, and internet activities that support and expand the theme. Vocabulary concepts are explicitly presented, frequently reviewed and recycled to reinforce student understanding through a variety of activity that target multiple learning modalities. Grammatical structures are clearly and concisely defined, presented and practiced. Students are continually prompted to use Spanish in cultural contexts and enhance their critical thinking skills to make cultural connections and comparisons. Films, videos, songs, poetry, podcasts, and documentaries are used to expand students' linguistic cultural understandings. Students will use the language laboratory approximately once per cycle.

ASSESSMENT:

To assess student progress and learning in speaking, listening, writing, and reading Spanish. A variety of assessments will be used such as tests, quizzes listening comprehension tasks, short writing samples. As well as oral presentations and graded group discussions. Students are expected to demonstrate self-motivation, creativity, and accuracy on an intermediate level.

**HINGHAM HIGH SCHOOL
CURRICULUM GUIDE
FOREIGN LANGUAGE
2016**

Course # 326 SPANISH III (3)

DESCRIPTIVE OVERVIEW:

This course is designed for the student who has successfully fulfilled the requirements to enroll in a Spanish III upper standard course. Students will continue to develop a low intermediate proficiency in listening, speaking, reading, writing and cultural understanding, emphasizing higher-order thinking skills. The course is aligned with the Massachusetts Frameworks and promotes the learning of Spanish in order to be able to communicate with native speakers globally. This course fosters an understanding and an appreciation of the cultures studied and their distinct beliefs. Creativity, a willingness to attempt to use the target language exclusively, and a willingness to work independently are essential components to achieve success in this course.

GOALS AND OBJECTIVES:

The general goals of this course are as follows:

- Increase students' ability to understand spoken Spanish in a variety of contexts.
- Develop students' speaking abilities so that they are able to express themselves in Spanish on a select number of topics.
- Train students to decipher and interpret texts in Spanish of various lengths.
- Develop students' ability to write clearly and concisely in Spanish.
- Increase students' awareness of Spanish and Hispanic culture both present-day and historical.

The specific objectives of this course are as follows:

- Students will listen to and understand native speakers accustomed to dealing with language learners.
- Students will view and understand filmed material featuring native speakers.
- Students will speak in Spanish at a low intermediate level on a variety of subjects related to self, such as: expressing interest, opinions, supporting a point of view, expressing hopes and wishes.
- Students will speak in Spanish on a variety of subjects related to the world beyond the self, such as: discussing food, talking about past and future events, giving and receiving advice, and making recommendations.
- Students will respond in Spanish to questions and opinions expressed by a variety of speakers.
- Students will read a variety of Spanish texts of different lengths, such as newspaper and magazine articles, letters, and poems.
- Students will participate in class discussions analyzing the main ideas of texts in Spanish.
- Students will write paragraphs, letters and narratives in Spanish at a low intermediate level.
- Students will self and peer edit writing samples to improve orthography, grammar, and vocabulary.
- Students will research information about Spanish and Hispanic culture using a variety of resources, such as: the Internet, authentic films, books, and class discussion.
- Students will compare and contrast their own culture to that of the cultures they study.

RESOURCES AND REFERENCES

- *Descubre III*, Vista Higher Learning
- Accompanying ancillary materials

INSTRUCTIONAL MODEL

Each lesson is structured around a theme that includes vocabulary, grammatical structures, literature, culture, short films clips, and Internet activities that support and expand the theme. Vocabulary concepts

are explicitly presented, frequently reviewed, and recycled to reinforce student understanding through a variety of activities that target multi-learning modalities. Grammatical structures are clearly and concisely defined and modeled with sample content sentences. Students are encouraged to apply their knowledge of English grammar to make comparisons. Students are continually prompted to use Spanish in cultural contexts and enhance their critical thinking skills to make cultural connections and comparisons. Ancillary materials are used that reinforce a multi-sensory approach support student learning. Authentic realia such as films, videos, songs, podcasts and documentaries expand students' linguistic cultural framework. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Assessments are utilized to check for student comprehension and evaluate student progress. They are used as a way to identify student needs and modify instruction accordingly. The course incorporates assessments that offer a communicative approach to testing by eliciting open-ended, personalized responses comprehensive in scope and discrete answers. Diagnostic testing is used to assess students' readiness for the listening, reading, and writing activities included in each lesson. Students are expected to demonstrate self-motivation, creativity, and accuracy on an intermediate level. Tests are differentiated according to classroom and students' needs. Rubrics are used throughout the course to evaluate student progress.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE
2016**

Course #331 – SPANISH IV (2)

DESCRIPTIVE OVERVIEW

This course is designed for students who have successfully completed the requirements of Spanish III (2) or obtained the permission of the instructor to enroll in the course. Students will continue to develop proficiency in listening, speaking, reading, writing, and cultural understanding. There will be special attention given to those skills needed for advancing to AP Spanish courses in the following year.

GOALS AND OBJECTIVES

Students will be able to:

- speak in Spanish on a variety of themes at an ACTFL Intermediate high level
- participate in conversations with native speakers about a variety of subjects, including cultural comparisons
- listen to and understand native speakers from a variety of authentic sources at the advanced low level
- read and analyze authentic Hispanic literary selections of different genres at the ACTFL advanced low level
- write paragraphs, essays, and letters at the ACTFL advanced low level

RESOURCES AND REFERENCES

- *Conversaciones Creadoras*, Cengage Learning
- *Breaking the Spanish Barrier*, Breaking the Barrier, Inc.
- *Album: Cuentos del Mundo Hispanico*, Cengage Learning
- *Abriendo Paso: Lectura*, Pearson Prentice Hall
- *Abriendo Paso: Gramatica*, Pearson Prentice Hall

INSTRUCTIONAL MODEL

Students are introduced to and become proficient with vocabulary and advanced grammar concepts in each lesson of the text. Literature of many genres including short stories, poems, magazine articles and short plays are read and discussed in class. Topics will include Hispanic holidays, sports, leisure activities, traditions, geography, and societal issues. Technology is used to support instruction in all areas of study. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Students are assessed on their participation in class activities. Formative assessments include frequent quizzes and tests on speaking, reading comprehension, grammar, vocabulary, and writing. Summative assessments include comprehensive mid-year and final exams.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE
2016**

Course #331 – SPANISH IV (3)

DESCRIPTIVE OVERVIEW

This course is designed for students who have successfully completed the requirements for Spanish IV (3) . Students will continue to develop proficiency in listening, speaking, reading, writing, and cultural understanding. The course promotes learning of the Spanish language as well as an understanding of cultural differences and similarities of the peoples of the Hispanic world and our own. A willingness to use the target language and the ability to work independently and in Groups are essential components to achieve success in this course. Many ancillary materials are used to reinforce a multi-sensory approach to support learning the language.

GOALS AND OBJECTIVES

Students will be able to:

- speak in Spanish on a variety of themes at an ACTFL Intermediate low level
- listen to and understand native speakers from a variety of authentic sources at the intermediate mid level
- read a variety of authentic materials including short stories, poems, and magazine articles at the intermediate high level
- write paragraphs, essays, and letters at the ACTFL intermediate high level.
- compare and contrast their culture with those of the Spanish-speaking world.

RESOURCES AND REFERENCES

- *Conversaciones Creadoras*, Cengage Learning
- *Breaking the Spanish Barrier*, Breaking the Barrier, Inc.
- *Album: Cuentos del Mundo Hispanico*, Cengage Learning
- *Abriendo Paso: Lectura*, Pearson Prentice Hall
- *Abriendo Paso: Gramatica*, Pearson Prentice Hall

INSTRUCTIONAL MODEL

Students are introduced to a variety of cultural, grammatical and vocabulary themes in each lesson of the text. Each area is reinforced with many activities and practiced in groups of two or more. Each lesson also contains several reading selections and a video reinforcing the lesson's themes. Through their writing, students practice new vocabulary and grammatical concepts and develop the ability to communicate authentically in the context of the Spanish-speaking world. Selected short stories, poems, and magazine articles provide an insight into the culture of the Spanish-speaking world with many follow-up activities for speaking, listening, and writing. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Students are assessed on their participation in class activities. Formative assessments include frequent quizzes and tests on speaking, reading comprehension, grammar, vocabulary, and writing. Summative assessments include comprehensive mid-year and final exams.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE
2016**

Course #333– SPANISH V (2)

DESCRIPTION OVERVIEW

The core philosophy of the course is an interconnected approach to language learning in a global context through five goal areas: communication, cultures, connections, comparisons, and communities. The focus is on conversation and Hispanic culture. This course requires that students have an intermediate level of proficiency which they will utilize and improve on. Students will connect and compare their understanding of the similarities and differences we share with the countries studied through a deeper focus on critical thinking. Students will discuss and write about current themes that are relevant, controversial and of interest to today's students. Intermediate college-level texts and articles from Hispanic magazines and newspapers are used that include representative Spanish and Latin American literature, history, and comparative cultural similarities and differences. Grammatical structures will be reviewed in context as needed.

GOALS AND OBJECTIVES

Students will be able to:

- continue to develop their ability to understand native speakers via authentic sources such as: newscasts, movies, the internet, personal contacts, TV programs, audio recordings, etc.
- converse using a broad range of vocabulary on an intermediate level to express opinion, hopes and wishes. Students will debate, present, synthesize information, etc.
- demonstrate an awareness of current events in the Hispanic world through class discussions, small group discussions, presentations and formative assessments.
- read a variety of literary genres of representative authors from the Spanish-speaking world.
- write logically, effectively, creatively, and clearly incorporating advanced vocabulary, idiomatic expressions, and grammatical structures.
- self and peer edit writing and speaking samples to improve pronunciation, grammar, vocabulary, and orthograph.
- research, examine, and compare the practices, perspectives, and products of the cultures studied with their own.
- appreciate the ability of speaking another language as a lifelong skill required in the global community in which we now live and understand that this skill may be used in future career choices.

RESOURCES AND REFERENCES

- *Revista*, 2nd edition, Vista Higher Learning
- *Mundo 21*, Houghton Mifflin
- *Conversación y Controversia*, Pearson Prentice Hall
- Supplementary CDs, DVDs, videos, Internet activities, Hispanic newspapers, TV programs, movies, etc.
- Current event articles related to Hispanic culture and global issues from media sources such as: BBC Mundo, CNN, El Mundo, El País and el ABC.

INSTRUCTIONAL MODEL

Instruction is mostly conducted in Spanish. The main goal for students is to be able to communicate on an intermediate level in the target language. Various instructional strategies and techniques are incorporated, including: multimedia performance-based presentations, skits, and opportunities for self and peer editing and self-revision. Instruction includes a variety of activities that promote advanced vocabulary acquisition and grammatical usage, listening comprehension and writing activities. Reading skills develop as the students read

texts that increase with difficulty over the year. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Performance assessments are widely used to determine what students know and how they are able to express themselves both orally and in writing. Assessments focus on how well students can apply what they have learned. Students are assessed in a variety of ways that reflect the various linguistic skills central to the course in the classroom and in the language lab. This variety provides multi-learning style students a pathway to success and encourages all students to improve in all areas of language acquisition. All five skills are evaluated through both traditional and performance-based assessments. Listening is assessed through listening comprehension exercises, class discussions and comprehension of recorded media or live presentations. Speaking is evaluated through daily question and answer activities, individual, paired or group discussions, oral presentations, and daily participation. Reading is assessed through written or oral responses or class discussions about reading selections and current events. Writing is evaluated through compositions, essays, open-ended questions, and creative writing projects. Many forms of assessments are accompanied by a rubric designating scoring criteria.

For Spanish 5 Honors, the class will be conducted solely in Spanish. In addition, students will learn cultural topics with greater depth and analysis.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE
2016**

Course #332– SPANISH V (3)

DESCRIPTIVE OVERVIEW

The core philosophy of the course is an interconnected approach to language learning in a global context through five goal areas, effective communication, cultures, connections, comparisons, and communities. The focus is on conversation and Hispanic culture. This course requires that students have an intermediate level of proficiency which they will utilize and improve on. Students will connect and compare their understanding of the similarities and differences we share with the countries studied through a deeper focus on critical thinking. They will discuss and write about current themes that are relevant, controversial and of interest to today's students. Intermediate college-level texts and articles from Hispanic magazines and newspapers are used that include representative Spanish and Latin American literature, history, and comparative cultural similarities and differences. Grammatical structures will be reviewed in context as needed.

GOALS AND OBJECTIVES

Students will be able to:

- continue to develop their ability to understand native speakers via authentic sources such as: newscasts, movies, the internet, personal contacts, TV programs, audio recordings, etc.
- converse using a broad range of vocabulary on an intermediate level to express opinion, hopes and wishes. They will debate, present, synthesize information, etc.
- demonstrate an awareness of current events in the Hispanic world through class discussions, small group discussions, presentations and formative assessments.
- read a variety of literary genres of representative authors from the Spanish-speaking world.
- write logically, effectively, creatively, and clearly incorporating advanced vocabulary, idiomatic expressions, and grammatical structures.
- self and peer edit writing and speaking samples to improve pronunciation, grammar, vocabulary, and orthograph.
- research, examine, and compare the practices, perspectives, and products of the cultures studied with their own.
- appreciate the ability of speaking another language as a life long skill required in the global community in which we now live and understand that this skill may be used in future career choices.

RESOURCES AND REFERENCES

- *Revista*, 2nd edition, Vista Higher Learning
- *Mundo 21*, Houghton Mifflin
- *Conversación y Controversia*, Pearson Prentice Hall
- Supplementary CDs, DVDs, videos, Internet activities, Hispanic newspapers, TV programs, movies, etc.
- Current event articles related to Hispanic culture and global issues from media sources such as: BBC Mundo, CNN, El Mundo, El País and el ABC.

INSTRUCTIONAL MODEL

Instruction is mostly conducted in Spanish. The main goal for students is to be able to communicate on an intermediate level in the target language. Various instructional strategies and techniques are incorporated, including: multimedia performance-based presentations, skits, and opportunities for self and peer editing and self-revision. Instruction includes a variety of activities that promote advanced vocabulary acquisition and grammatical usage, listening comprehension and writing activities. Reading skills develop as the students read

texts that increase with difficulty over the year. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Performance assessments are widely used to determine what students know and how they are able to express themselves both orally and in writing. Assessments focus on how well students can apply what they have learned. Students are assessed in a variety of ways that reflect the various linguistic skills central to the course in the classroom and in the language lab. This variety provides multi-learning style students a pathway to success and encourages all students to improve in all areas of language acquisition. All five skills are evaluated through both traditional and performance-based assessments. Listening is assessed through listening comprehension exercises, class discussions and comprehension of recorded media or live presentations. Speaking is evaluated through daily question and answer activities, individual, paired or group discussions, oral presentations, and daily participation. Reading is assessed through written or oral responses or class discussions about reading selections and current events. Writing is evaluated through compositions, essays, open-ended questions, and creative writing projects. Many forms of assessments are accompanied by a rubric designating scoring criteria.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE
2016**

Course #335– AP SPANISH LANGUAGE AND CULTURE

DESCRIPTIVE OVERVIEW

The goal of this course is to prepare students to perform at high levels of proficiency in the five basic language skills: listening, speaking, reading, writing, and cultural understanding. The guidelines meet the ACTFL proficiency standards for advanced students. Upon completing the course, students are expected to comprehend formal and informal Spanish and to speak and write with a high level of accuracy. Also, students should be able to read and analyze authentic literature written in Spanish. This course challenges able students to obtain college credit or upper level placement. Students enrolled in the class are required to take the AP Spanish Language examination in the spring and to pay the required fees.

GOALS AND OBJECTIVES

Students will be able to:

- comprehend the essentials of conversations between native educated Spanish speakers.
- understand spoken Spanish from recorded material such as radio programs, telephone conversations, films, and music.
- speak with an accent that does not interfere with communication.
- hone their verbal skills to spontaneously speak about a wide variety of topics, express opinions, narrate, describe and explain.
- demonstrate a good command of grammatical forms and syntactic patterns.
- demonstrate proficiency in critical reading skills and critical thinking ability.
- enhance and refine their writing skills in terms of structure and substance. They will also demonstrate grammatical accuracy in their written expression.
- write effectively under time constraints.
- be aware of the rich cultural diversity of Spain, Central, and South American countries, as well as the historical movements which shaped the culture, particularly the literature, of Spanish-speaking countries.

RESOURCES AND REFERENCES

- *Temas*, Vista Higher Learning
- *AP Spanish*, Vista Higher Learning
- Selected authentic Spanish short stories, poems, essays, and contemporary articles
- Assigned summer reading requirement

INSTRUCTIONAL MODEL

Students participate in listening, reading, writing, and speaking activities, many of which simulate the A.P. Exam. Students examine both speaking and writing models to compare with their own work. In addition, the class is conducted entirely in Spanish. Both students and teachers use Spanish 100% of the time in order to maximize speaking practice while minimizing anxiety about speaking Spanish “off the top of one's head.” Body language and circumlocution are also incorporated when difficulty in understanding occurs; it is better to act out a word or phrase rather than just translating into English. Frequently members of the class participate in paired activities and small group or class discussions. Finally, the grammar and vocabulary reviewed during the year is constantly recycled to maximize retention. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Student progress is measured in a variety of ways. The largest assessments are the full-length practice A.P. Exams given at the middle and end of the year. Based on their performance on these exams, students can gauge their progress and identify their problem areas. Next are grammar and vocabulary assessments, which take on a variety of forms: written and spoken narratives, visual presentations, small group products, and essays. These activities are usually evaluated with a rubric. For essays and speaking activities, a rubric that is based on the A.P. Exam rubric is used so students can more easily isolate their areas of weakness and focus on improving them. Finally, students participate in informal classroom activities that are not always graded, but are important to help students feel at ease speaking and thinking in Spanish. Whether working on a graded assignment or not, students are always expected to form and defend opinions, analyze, and think critically in the target language.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE
2016**

Course #334– ADVANCED PLACEMENT SPANISH LITERATURE

DESCRIPTIVE OVERVIEW

The AP Spanish Literature and Culture course is a survey course which covers the six AP Spanish Literature themes and the entire reading list outlined within the AP Spanish Literature Curriculum Framework. The course is conducted entirely in Spanish and covers Spanish and Latin American authors, and their works, from the medieval period to the present day. The guidelines meet the ACTFL proficiency standards for advanced low students. The works are presented with the aim of integrating the historical themes and literary movements of the different time periods, and highlighting the schools of literature to which each piece belongs as well as the author's style and the characteristics of each selection. The main text, *Reflexiones: Introducción a la literatura hispánica*, provides students with the socio-cultural context necessary to fully comprehend each piece. Abridged versions of the texts are not used; the instructor provides the students with the full text in its original version. The two-semester course and its activities are intended to teach and enhance a student's ability to acquire, identify, understand, discuss, interpret and analyze the form and content of literary works of prose, poetry and drama along with the literary terms and conceptual aspects of art and history of the time. The lessons are designed to help students interpret the figures of speech, tone, genre, style, characters, themes and literary symbols in an effort to develop their analytical and interpretative skills. This course challenges able students to obtain college credit or upper level placement. Students enrolled in the class are required to take the AP Spanish Literature examination in the spring and to pay the required fees.

GOALS AND OBJECTIVES

The general goals of this course are as follows:

- Foster students' appreciation for the richness of the Spanish language and Hispanic literature and culture.
- Provide opportunities for students to use the three modes of communication (interpersonal, interpretive, and presentational) in the process of learning how to analyze a literary text.
- Provide opportunities for student reflection on the relationship of a reading selection to its artistic, historical, social, and cultural contexts.

As a result of this course, the students will be prepared to take the AP Spanish Literature and Culture Exam at the end of the year.

The specific objectives of this course are as follows:

- Students will comprehend the essentials of conversations between native educated Spanish speakers.
- Students will hear and understand spoken Spanish from recorded material such as radio programs, telephone conversations, films, and music. In addition, the class is conducted in Spanish and will follow all teacher instructions in the target language.
- Students will speak with an accent that does not interfere with communication.
- Students will hone their verbal skills to spontaneously speak about the literature they have read, express opinions, narrate, describe and explain.
- Students will demonstrate a good command of grammatical forms and syntactic patterns.
- Students will demonstrate proficiency in critical reading skills and critical thinking ability.
- Students will enhance and refine their writing skills in terms of structure and substance. They will also demonstrate grammatical accuracy in their written expression.
- Students will write effectively under time constraints.

- Students will be aware of the rich cultural diversity of Spain, Central, and South American countries, as well as the historical movements which shaped the culture, particularly the literature, of Spanish-speaking countries.

RESOURCES AND REFERENCES

- *Reflexiones: Introducción a la literatura hispánica*, Pearson Education
- Selected authentic Spanish short stories, poems, essays, and contemporary articles

INSTRUCTIONAL MODEL

Students participate in listening, reading, writing, and speaking activities, many of which simulate the A.P. Exam. Some selections from the A.P. Literature reading list are read in class, while others are read at home. Students often complete comprehension questions to be used in class discussions. In regard to writing, frequent 4-5 paragraph essays and one-paragraph writing reactions to literature readings are completed. These are timed writing responses to A.P.-style prompts and typical essay questions. On a regular basis, students examine both speaking and writing models to compare with their own work. In addition, the class is conducted entirely in Spanish by both the teacher and the students. Frequently members of the class participate in paired activities and small group or class discussions. Finally, the grammar and vocabulary reviewed during the year is constantly recycled to maximize retention. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Student progress is measured in a variety of ways. The largest assessments are the full-length practice A.P. Exams given at the middle of the year and again right before the actual test in May. Based on their performance on these exams, students can gauge their progress and identify their problem areas. Next are vocabulary assessments, which students take once every 10 days or so in order to expand their knowledge of literary analysis vocabulary to be used in their essays. For essays, listening, and speaking activities, a rubric that is loosely based on the A.P. Exam rubric is used so students can more easily isolate their areas of weakness and focus on improving them. Finally, students participate in informal classroom activities that are not always graded, but are important to help students feel at ease speaking and thinking in Spanish. Whether working on a graded assignment or not, students are always expected to form and defend opinions, analyze, and think critically in the target language.