

The Department's Educational Philosophy

The study of a language that is not our own provides new opportunities to communicate with speakers of other languages, understand how others think and express their thoughts, perceive the world around us differently, and enhance our appreciation and understanding of ourselves and of others.

Because of the unique rewards of this discipline, we believe that all students should become proficient in at least one language other than English. We believe that language learning is a lifelong undertaking that ideally should begin in elementary school and continue beyond high school. We believe that the study of language cannot be separated from the study of its culture, including daily living, history, literature, and the arts. We believe that there are natural connections between the study of language and other disciplines. We believe that language learners should interact with other speakers of the language locally and globally.

Our philosophy parallels that of the Massachusetts Foreign Languages Curriculum Framework and the national Standards for Foreign Language Learning.

All students of modern languages should:

- Develop proficiency in the target language through listening, reading, viewing, speaking, writing, and presenting in the target language.
- Develop an understanding of the target culture – its daily life, history, literature, arts, mathematics, and science.
- Develop insight into languages and cultures through comparison and contrast.
- Acquire information in and make connections with other disciplines, such as the arts, English, history, and social studies.
- Communicate with local and international speakers of the language.
- Develop critical and creative thinking, organizational, cooperative, and study skills.
- Use technology as a tool for communicating, developing language skills, and accessing authentic cultural material from around the world.

SPANISH VAE: COURSE #592

Course Frequency: Full-year course, five times per week

Credits Offered: Five

Prerequisites: 70 or higher in Spanish IV AE

Background to the Curriculum

This course was developed in order to meet the needs of students who wish to continue with Spanish, but not at the AP level.

The Spanish V AE curriculum is aligned to national and state standards.

For more information, contact a current teacher of Spanish V AE, as indicated on the A.B.R.H.S. World Language Department website.

Core Topics/Questions/Concepts/Skills

Vocabulary for Communication: words and expressions associated with the following themes: las relaciones personales, sistemas educativos, los deportes y las actividades al aire libre, costumbres y tradiciones, mente sana en cuerpo sano, una estudiante americana en Costa Rica, Buen Provecho, nuestras grandes ciudades: problemas y situaciones, el mundo del espectaculo, el mundo del trabajo y la tecnologia

Functions for Communication: Preparacion, a warm-up activity vocabulary activity section; Hablemos de todo un poco, a new vocabulary section; Ampliacion, other theme-related, high frequency words and expressions that expand on the basic ones appearing on the lesson-opening passage; Otras expresiones, vocabulary to be learned for active use; Vocabulario, all new words and expressions presented in the dialogues by parts of speech or under the headlines

Structure for Communication: el presente de indicativo, el presente progresivo, la “a”personal, el complemento directo, el complemento indirecto, construcciones reflexivas, usos de ser y estar, adjetivos y pronombres posesivos, pronombres de complementos directo e indirecto usados juntos, usos y omisiones de los articulos definidos e indefinidos, el preterito, el imperfecto, estos verbos contrastados, los pronombres relativos, expresiones con hacer, comparativos de igualdad y de desigualdad, por y para, el subjuntivo, el subjuntivos con expresiones de voluntad o deseo, expresiones impersonales de emocion, el imperativo, el subjuntivo para expresar duda, incredulidad, negacion, lo indefinido, lo inexistente, el indicativo y el subjuntivo contrastado, el participio, el preterito perfecto y el pluscuamperfecto, posicion de los adjetivos, el futuro, el condicional, el futuro perfecto y el condicional perfecto, genero de los nombres: casos especiales, el imperfecto de subjuntivo, el imperfecto de subjuntivo en oraciones condicionales, el preterito perfecto de subjuntivo, el pluscuamperfecto de subjuntivo, las preposiciones, el infinitivo, la voz pasiva, construcciones con se, usos especiales de se, algunas expresiones idiomáticas comunes

Culture for Communication: Themes include: Pasatiempos y Deportes, Pueblos y Cultures, Familia y Amistad, Cantos y Bailes, Sabores y Colores, El Medio Ambiente y La Ecología, Pasado y Presente, Negocios y Finanzas, Salud y Bienestar, Creencias y Tradiciones, Arte y Literatura, Sociedad y Política

Skills for Communication: reading, writing, listening and speaking

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
<i>By the end of the course, successful Spanish V AE students will</i>	
1] Understand most spoken Spanish at a normal pace presented by a variety of native speakers.	1, 2, 3
2] Use coping strategies for filling in gaps when comprehension of Spanish is not perfect.	1, 2, 3
3] Interact in Spanish to share opinions and ideas, ask and answer questions, and engage in meaningful discussion on topics of interest in both guided and unguided activities.	8
4] Read, with an appropriate level of comprehension, thematic, cultural, historical, literary, and journalistic readings.	4
5] Demonstrate an appropriate level of writing proficiency through open-ended personalized writing, as well as content-based thematic writing.	1, 2, 3
6] Demonstrate an appropriate level of cultural competency through comparing, contrasting and reacting to similarities and differences in the Hispanic world.	6
7] Compare and contrast this vocabulary, these functions, and the lexical structures encountered with those of the English language.	5
8] Make connections to other disciplines – specifically science, health, English, social studies, history, art, and music – through study of current events.	7
9] Have used the technology of the Sony Language Lab and the Mac Labs to practice their language skills, to view and hear Hispanic media, and to access authentic material from Spain and Spanish-speaking countries.	1 – 8

Assessment

Assessment is an integral part of World Language instruction and learning. At a minimum, students are given four major assessments per term, one of which measures the students' speaking proficiency. When feasible, this assessment is administered in the language laboratory. Modern language students are assessed in a variety of ways: written tests and quizzes, oral proficiency tests, compositions, journal writing, projects, and oral presentations. When appropriate, students are encouraged to incorporate technology in their written assignments, projects and presentations. Due to the building block nature of language learning, homework is assigned nightly to reinforce class work. Students are encouraged to participate in the classroom by using the target language individually, in pairs, and in group work. In addition, all modern language students are encouraged to access the language laboratory for individual practice. The final examination evaluates the four major modern language skills: reading, writing, listening and speaking.

Technology and Health Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills and/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
<ol style="list-style-type: none">1] Students will use software in the classroom and the computer lab to practice verb tenses, moods, vocabulary and spontaneous reactive communication in oral and written form.2] Students will use the technologies of the language lab (digital audio, digital video, DVD, laser disk, VID) to practice language skills.3] Students will use the technologies of the language lab to make presentations in Spanish.4] Students will use the Internet to prepare class projects and to access online learning activities available through the publisher.5] Students will use online resources to access information from and about the Hispanic world for class use.6] Students will create multimedia presentations in Spanish.	

Materials and Resources

Print

Chiquito, Ana Beatriz, Verónica de Daver, Susan M. Mraz and Joy Renjilian-Burgy. Reflejos. Boston: Houghton Mifflin Company, 2004.

Chiquito, Ana Beatriz, Verónica de Daver, Susan M. Mraz and Joy Renjilian-Burgy. Reflejos, Workbook/Laboratory Manual. Boston: Houghton Mifflin Company, 2004.

Audio

“Reflejos” video

“Reflejos” CDs

Video

“Americas”

“The Mexicans”

“Zoot Suit” (English)

“La Bodega”

“Buenas Vista Social Club”

“La Bamba”