

## Spanish Language Curriculum

The Spanish curriculum of MELHS is designed for the student to be able to:

1. Develop communicative ability in the Spanish language within the three modes of communication: Interpersonal, Interpretive, and Presentational (see Appendix A).
2. Use and understand high frequency vocabulary in a variety of contexts.
3. Increase literacy through use of novels and free reading.
4. Explore and appreciate the cultures of the Spanish-speaking world to increase cultural awareness and sensitivity. Compare other cultures with their own.
5. Use the Spanish language to communicate within and beyond the classroom setting.
6. Transfer skills and content of the course to other contexts to better understand the student's first language and culture.

## Spanish Course Descriptions

Spanish I

Prerequisites: None

Full Year

Grades: 9-12

This course focuses on mastery of high frequency words (especially verbs) in the present tense with a minor focus on creating familiarity with the other major time frames (past tense and simple future). The major focus of Spanish I is Interpretive Communication (Appendix A) to create a solid base for further language acquisition in later courses. Each unit will explore a different cultural topic from the Spanish-speaking world. Additionally, students will read three level-appropriate novels to increase literacy and vocabulary. The end-of-year goal is for students to be comfortably within the Novice-High level of the language proficiency scale and be pushing towards the Intermediate range (see Appendix B for Proficiency Scale).

Spanish II

Prerequisites: Spanish 1 or

Successful Completion of Spanish Placement Test

Full Year

Grades 9-12

This course is a continuation of Spanish I with increased emphasis on the past tense. The main focus of the course will remain in the Interpretive mode with a slight increased emphasis on Interpersonal & Presentational communication (Appendix A). The students will continue to expand their knowledge of Hispanic cultures during each unit, and will read three or four level-appropriate novels. The end-of-year goal is for students to be comfortably within the Intermediate Low level of proficiency and be pushing themselves further up the proficiency scale (see Appendix B).

Spanish III

Full Year

Prerequisites: Semester 2 grade of B- or better in Spanish 2

Grades 10-12

This course aims to help students gain increased confidence in the Interpersonal and Presentational modes of communication. Students will also improve their ability to interpret authentic texts (Appendix C). The linguistic focus of this course is to gain mastery of the three major time frames (present, past, & future) and provide significant exposure to advanced grammatical structures and will be conducted almost exclusively in Spanish.

Spanish III takes a more in-depth look at specific cultural aspects of the Spanish-speaking world. We will regularly watch a Spanish telenovela as a class to familiarize students with native speaker language and speed. Students will again read three or four level-appropriate novels based on cultural topics. The end-of-year goal is for students to begin working their way into the Intermediate Mid level of the proficiency scale (see Appendix B).

AP Spanish Language and Culture

Full Year

Prerequisites: Semester 2 grade of B- or better in Spanish 3

Grades 11-12

AP Spanish Language and Culture is designed to develop students' language proficiency across all three modes of communication -- Interpersonal, Interpretive, and Presentational (see Appendix A). As such, the course is taught exclusively in Spanish, and the students are expected to participate daily in class using only Spanish. This course focuses on the use of authentic materials (see Appendix C) which provide students with ample opportunities to engage with cultures of the Spanish-speaking world. Students will use these authentic materials to delve deep into cultural comparisons and analysis. These authentic materials will include resources such as film, TV, podcasts, music, short-stories, news articles, and more. Each unit will integrate a variety of authentic texts and will explore a cultural topic aligned with the AP themes. Additionally, throughout the course students will be exposed to rich, advanced vocabulary and grammar which will help them continue to increase their proficiency from the Early-Intermediate to the Pre-Advanced range (see Appendix B).

## Appendix A: Three Modes of Communication



## Appendix B: Proficiency Scale (based on ACTFL Guidelines)

| Proficiency Level | Global Tasks & Functions  | Text Type / Length         |
|-------------------|---|----------------------------|
| Superior          | Discuss topics extensively, support opinion and hypothesize. Deal with a linguistically unfamiliar situation.                     | Extended discourse         |
| Advanced          | Narrate and describe in major time frames and deal effectively with an unanticipated complication.                                | Paragraphs                 |
| Intermediate      | Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions. | Discrete sentences         |
| Novice            | Communicate minimally with formulaic and rote utterances, lists, and phrases.   | Individual words & phrases |

## Appendix C: Authentic Resources

Authentic materials & texts are:

- Prepared by and for target language users, not for language learners.
- Created solely for the use of target language speakers for pleasure or information.
- Examples: books, magazines, music, poetry, film, TV, YouTube videos, social media posts, newscasts, podcasts, blogs, recipes, posters, infographics, etc.