

## **ADVANCED SPANISH**

### **11th and 12th grade**

#### **COURSE OVERVIEW**

Advanced Spanish is a way for students to take their language learning further with a full immersion course that asks students to speak in Spanish only. The goal at this level is to increase proficiency to a level that students will feel confidence transitioning into college Spanish, ideally Intermediate Advanced level by the end of High School. In Advanced Spanish students will use multiple verb tenses plus finer grammatical points, to converse and write spontaneously. Students will be guided and supported to create conversations and to feel at ease talking and writing in Spanish with a string of sentences. Throughout the course students will persevere to carry on conversations with increased fluency and spontaneity with an emphasis on accurate self-correction. Students will present and respond to hypothetical situations using multiple verb tenses. This will allow students to solidify language proficiency, to gain cultural knowledge, and discuss relevant topics in Spanish.

First Semester will begin with conversation, readings, videos and activities to increase confidence and participation in class fully immersed in Spanish. The content will be primarily informative to encourage students to participate speaking, Culturally we will explore topics relating to politics, music, poetry and history, and we will become intellectually involved with the current events and social and economic situations that people face in Latin America and the United States in order to understand the differences and similarities between the United States and Latin America.

Second semester students will use resources to analyze different culture's identities, to examine their own biases, and to identify multiple perspectives and marginalized voices. Students will examine the presence of Spanish speakers in the United States and look at how race, class, political orientation and LGBTQ identity might factor into chosen or forced migration and asylum seeking for some Spanish speakers. We will examine more complex and controversial readings that delve into the inner workings and experiences of people in Latin America. We will attempt to make comparisons between our own cultures and those of people in Spanish speaking countries, and we will deeply examine how the United States affects the Spanish speaking world. Students will share formal and informal opinions using precise grammar. They will, with increasing confidence, write multi-paragraph responses, critiques, poetry, analysis, articles, creative stories and short researched pieces with fluidity and easily transition between various verb tenses and draw on an extensive vocabulary in Spanish.

## SEMESTER 1

### COURSE STANDARDS

#### **Knowledge Builders:**

Students show increased mastery in all areas of language acquisition, by speaking spontaneously using a string of sentences on a variety of authentic topics.

#### **Knowledge Builders:**

Students identify with multiple perspectives from the Spanish speaking world as well as interact and present in Spanish with cultural competence, respect and understanding.

#### **Communicators:**

Students demonstrate increased competence and effort to discuss real life and culturally relevant topics in the target language, and to produce and apply Spanish with increased linguistic accuracy.

#### **Critical thinkers:**

Students evaluate, contrast and compare literature, cultural, and real life topics, and elaborate products that demonstrate multiple perspectives, opinions and in depth research in the target language in order to interact and present with cultural and linguistic competence, and connect other disciplines to confront bias and examine privilege.

#### **Effective Learners:**

DIV 3 HOWLS Students demonstrate college readiness and intellectual independence by engaging with the course content and submitting work with attention to deadlines and craftsmanship.

### **GUIDING QUESTIONS:**

What does proficiency look like, sounds like and feel like for an Intermediate/Advanced learner?

What proficiency goal do I have before graduating?

Why do I need to invest in an immersive classroom?

How am I going to demonstrate increased proficiency?

What aspects of language and culture would allow me to become proficient in Spanish?

### **Overall Semester Learning Target:**

I can demonstrate increased proficiency to participate spontaneously in conversations at the

intermediate level.

## FINDING YOUR OWN CURIOSITY

**September - October**

LEARNING TARGETS	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
<ul style="list-style-type: none"><li><input type="checkbox"/> I can participate in class initiating conversation with purpose and intention.</li><li><input type="checkbox"/> I can ask peers for feedback or support when needed.</li><li><input type="checkbox"/> I demonstrate respect for class expectations by talking only Spanish in class.</li><li><input type="checkbox"/> I can speak and write with an increased level of accuracy to express ideas with a string or sentences</li><li><input type="checkbox"/> I can demonstrate increased accuracy in speaking, reading and writing.</li><li><input type="checkbox"/> I can demonstrate understanding of the history in Latin America</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Class discussions from videos &amp; movies</li><li><input type="checkbox"/> Journal writing</li><li><input type="checkbox"/> Conversation recordings</li><li><input type="checkbox"/> Classwork</li><li><input type="checkbox"/> Participation in dialogues and acting short clips</li><li><input type="checkbox"/> Reading responses.</li><li><input type="checkbox"/> Vocabulary daily life and Grammar Practices</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Movie reflection paper</li><li><input type="checkbox"/> Cultural Projects</li><li><input type="checkbox"/> Speaking Assessment with topics of student interest</li></ul>
<p>Major texts/resources: News in Slow Spanish New York Times in Spanish La Catrina Ultimo Secreto 2-3 Movies TBD Informative Texts English Grammar for Students of Spanish (tentative for independent learning) Teacher generated material Vocabulary: Basic vocabulary for: Family - Physical characteristics - Personality Traits - State and feelings- Personal information Características físicas - Rasgos de la personalidad - La oficina de correos - Los medios de comunicación Ropas - Describir objetos - Tareas domésticas En el restaurante - La sala de urgencias - Estados físicos y anímicos Grammar: Conjuguemos practice for Past tenses, Future tenses, Subjunctive and Perfect tenses Major learning experiences: Dialogues and Debates from current events</p>		

Video conversation to participate taling  
 Reading + Comprehension or discussion activities from informational texts  
 Once a month movie, reflection and discussions (dialogue - debate)  
 Ultimo Secreto Video episodes + writing  
 Unrehearsed conversation with topics of students interest

DISCOVERING THE WORLD AROUND YOU  
**November - January**

LEARNING TARGETS	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
<input type="checkbox"/> I can demonstrate understanding of the cultural traditions of Hispanic Countries <input type="checkbox"/> I can speak on a variety of topics with confidence and increased accuracy in Spanish <input type="checkbox"/> I can understand my level of proficiency to set up goals to improve over time <input type="checkbox"/> I can reflect on my learning <input type="checkbox"/> I can give effective feedback to my peers using a proficiency rubric <input type="checkbox"/> I can speak using different tenses <input type="checkbox"/> I can understand the information from different media	<input type="checkbox"/> Class discussions from videos & movies <input type="checkbox"/> Journal writing <input type="checkbox"/> Conversation recordings <input type="checkbox"/> Classwork <input type="checkbox"/> Participation in dialogues and acting short clips <input type="checkbox"/> Reading responses. <input type="checkbox"/> Grammar Practices	Poster presentation Celebraciones en países hispanos Movie informative paper Unrehearsed Speaking Assessment from a conversation with topics discussed in class

Major texts/resources:

Movies 2-3  
 Selection of reading from Temas AP Spanish Language and Culture - Textos informativos  
 Video Gente interviews with prompts questions for conversations  
 Informative texts readings

Major learning experiences: Students will gain proficiency to discuss different topics related to Latin American countries and current events affecting Hispanic/Latinx people in the United States. Students will gain confidence to discuss multiple topics thus improving proficiency in Spanish.

COURSE STANDARD: DIV \_\_ HOWLS

**Class participation during the entire semester**

LEARNING TARGETS	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
<ul style="list-style-type: none"><li><input type="checkbox"/> I participate in class showing responsibility, respect, compassion, and integrity.</li><li><input type="checkbox"/> I can speak only Spanish in class to challenge myself in an Advanced level class. I demonstrate initiative to speak spontaneously in class.</li><li><input type="checkbox"/> I can demonstrate responsibility being ready to learn</li><li><input type="checkbox"/> I can show independence to regulate attentiveness in class.</li><li><input type="checkbox"/> I can demonstrate courage to communicate and to attempt activities that include spontaneous speaking and initiating responses in Spanish.</li><li><input type="checkbox"/> I show compassion and kindness to everyone in the class.</li><li><input type="checkbox"/> I demonstrate effort to develop proficiency in Spanish by showing authentic work.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Self- Evaluation for class participation</li><li><input type="checkbox"/> Teacher evaluations for class participation</li><li><input type="checkbox"/> Responses from readings and videos</li><li><input type="checkbox"/> Self- evaluation for proficiency gains</li></ul>	Overall Semester Participation with teacher

## SEMESTER 2

### **COURSE STANDARDS**

#### **Knowledge Builders:**

Students show increased mastery in all areas of language acquisition, by speaking spontaneously using a string of sentences on a variety of authentic topics.

#### **Knowledge Builders:**

Students identify with multiple perspectives from the Spanish speaking world as well as interact and present in Spanish with cultural competence, respect and understanding.

#### **Communicators:**

Students demonstrate increased competence and effort to discuss real life and culturally relevant topics in the target language, and to produce and apply Spanish with increased linguistic accuracy.

#### **Critical thinkers:**

Students evaluate, contrast and compare literature, cultural, and real life topics, and elaborate products that demonstrate multiple perspectives, opinions and in depth research in the target language in order to interact and present with cultural and linguistic competence, and connect other disciplines to confront bias and examine privilege.

#### **Effective Learners:**

DIV 3 HOWLS Students demonstrate college readiness and intellectual independence by engaging with the course content and submitting work with attention to deadlines and craftsmanship.

### **GUIDING QUESTIONS:**

How does learning a new language allow me to become a better global citizen?

How are language and culture interconnected when learning a new language?

What can I learn from authentic Spanish readings and films?

What can I do with language and culture to better my society?

### **Overall Semester Learning Target:**

I can increase proficiency from Intermediate mid to Intermediate High/Advanced Mid.

Major texts/resources: Teacher generated resources

**Major learning experiences:** The focus of vocabulary for the second semester includes advanced vocabulary for different topics. Grammar application and practice to solidify past tense and subjunctive forms. Students will speak with confidence and discuss

different topics in Spanish. The student will complete an independent reading and participate as a group in an independent project to learn about migration and to interview immigrants to get a perspective of their story of living in the United States.

### January - February

- ☐ Vocabulary: Physical characteristics, personality traits, family relationships, stages in life celebrations, immigration vocabulary.
- ☐ Grammar: The students will practice grammar conjugations for irregular verbs in the preterit, stem changing verbs and verbs with spelling changes. The student will also use QUIA to practice listening skills and they.
- ☐ Writing and Speaking: My path as a learner
- ☐ Short reading comprehension exercises
- ☐ Readings: El Viaje Perdido and Antes de Ser Libres
- ☐ Class conversations

LEARNING TARGETS	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
<p>I can demonstrate understanding of grammar and vocabulary through independent practices</p> <p>I can provide a list of 10 words learned this week and samples how I have used them</p> <p>I can share experiences with my community about "My Path as a Learner of Spanish as a Second Language"</p> <p>I can demonstrate understanding of a story and respond questions elaborating in Spanish</p> <p>I can demonstrate my level of proficiency in listening and reading</p> <p>I can create a story using the vocabulary from the unit Jan - February</p>	<p>Quiz listening practices</p> <p>Quia Reading practices</p> <p>Writing: path as a learner and creating a story</p> <p>Grammar practices using app Spanishdict.com</p> <p>Viaje perdido questions</p> <p>classwork</p>	<p>Seesaw speaking assessment</p>

## March - April

Personal relationships, introductions, social relationships, calling someone and speaking on the phone.

Migration learning and research, and discussion

Movie La Cosecha

Teacher created story: "Vicisitudes de la Vida"

Immigration and Education Unit

LEARNING TARGETS	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
I can demonstrate correct use of grammar. I can read and answer questions elaborating responses sequences of sentences. I can describe characters in a movie and represent them with art. I can read and answer questions elaborating responses sequences of sentences. I can engage in conversations about immigration I can provide accurate information about immigration I can tell immigration stories and write them with accuracy.	Draft interviews questions La Cosecha questions Writing about the character of La Cosecha Interviews with guest over zoom Class participation Researching immigration  Writing a summary of the interview draft	Individual contribution to immigration Display  Writing Interviews and display

## April - May

Vocabulary: Clothing, materials, how does it fit?, describing objects, colors, texture, house chore, products and objects, professions.

Grammar: Subjunctive mode practices

LEARNING TARGETS	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
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<input type="checkbox"/> I can respond questions related to immigration <input type="checkbox"/> I can apply grammatical structures correctly <input type="checkbox"/> I can demonstrate proficiency in Spanish <input type="checkbox"/> I can demonstrate understanding of the events in a story. <input type="checkbox"/> I can apply grammatical structures correctly <input type="checkbox"/> I can demonstrate improved application of grammar in the subjunctive mode	Classwork Practices of grammar using the app Spanish Dictionary	
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COURSE STANDARD: DIV \_\_ HOWLS

**Class participation during the entire semester**

LEARNING TARGETS	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
<input type="checkbox"/> I participate in class showing responsibility, respect, compassion, and integrity. <input type="checkbox"/> I can speak only Spanish in class to challenge myself in an Advanced level class. I demonstrate initiative to speak spontaneously in class. <input type="checkbox"/> I can demonstrate responsibility being ready to learn <input type="checkbox"/> I can show independence to regulate attentiveness in class. <input type="checkbox"/> I can demonstrate courage to communicate and to attempt activities that include spontaneous speaking and initiating responses in Spanish. <input type="checkbox"/> I show compassion and kindness to everyone in the class. <input type="checkbox"/> I demonstrate effort to develop proficiency in Spanish by showing authentic work.	<input type="checkbox"/> Self- Evaluation for class participation <input type="checkbox"/> Teacher evaluations for class participation <input type="checkbox"/> Responses from readings and videos <input type="checkbox"/> Self- evaluation for proficiency gains	