**Curriculum**

**MS Advanced Spanish**

**Course Overview**

This course introduces the students to more advanced and complex structures and grammar, and reinforces the skills acquired in the first levels years. All four language skills (reading, writing, speaking, and listening) are developed equally, and extended beyond the novice level. Students are required to communicate in the target language at all times. The students’ cultural awareness is enhanced through the study of geography, history, customs and the daily life of the Hispanic world. Reading and discussions of Hispanic short stories, writers, and artists are also an integral part of this course. We want students to develop oral and written comprehension and production to their full extent, while integrating a socio-cultural awareness of the Hispanic world. At the end of this course, students will be ready to continue and further develop their studies in the target language.

**Department Standards**

**Communication:**

1. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
2. Understand and interpret written and spoken language on a variety of topics. (Interpretive)
3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

**Cultures:**

1. Demonstrate an understanding of culture through the study of the relationship among practices, perspectives, and products.

**Comparisons:**

1. Demonstrate an understanding of the nature of language and culture through comparisons of the language studied and their own.

**Connections and Communities:**

6. Use the language to connect with other disciplines, access information through authentic language sources and experience language and culture in multiple settings.

**Benchmarks**:

The overall objective of this course is for students to achieve communicative competence in a variety of everyday situations.

At the end of this course students will be expected to demonstrate ability to:

1- convey detailed information and discuss basic and personal ideas clearly and accurately in a range of situations.

2- express opinions, suggestions, commands, and predictions.

3- narrate events with increasing flair, panache, and sophistication.

4- understand and manipulate a range of vocabulary.

5- use a register that is appropriate to the situation.

6- show an awareness/appreciation of various aspects of Spanish speaking cultures.

7-demonstrate an understanding of how a language works through comparisons of Spanish with their own language.

8- communicate clearly and effectively in both oral and written form.

9- understand and respond appropriately to written and spoken material of moderate difficulty.

**Performance Indicators**

Saying who you are, personality characteristics, daily activities and food, places in school and around town, saying how you feel.

Learn about new places, travel preparations, talking about people and things in an airport, describing vacations activities and lodging. Talking about past activities in and out of school, talk about past vacation activities.

Talk about sporting events and athletes, discuss ways to stay healthy, point out specific people and things, retell events from the past, discuss your daily routine, clarify sequence of events.

Talk about clothing and personal needs, say whom things are for, express opinions, describe past activities and events, ask for and talk about items at a marketplace.

Describe continuing activities in the past, narrate past events and activities, describe the layout of a modern city, ask for and give directions, describe events, people, and things.

Talk about food preparation, identify and describe ingredients, give instructions and make recommendations, describe food and service.

Tell others what to do and what not to do, express hopes and wishes, make suggestions and future plans, talk about technology, extend and respond to invitations.

**Assessments**

Practical written assignments, oral communication in class, reading and listening comprehension, unit quizzes and tests, projects, homework and semester exams.

**Core Topics**

Going on a trip / On vacation: Vocabulary

Direct object pronouns; indirect object pronouns

Prepositions of location.

Sports and health / Daily routines: Vocabulary

Preterite of ***–er*** and ***–ir*** verbs;

Demonstrative adjectives and pronouns

Present progressive

Clothes and shopping / At the market: Vocabulary

Present tense of irregular **yo** verbs

Pronouns after prepositions

Legends and stories / Past and present: Vocabulary

The imperfect tense

Preterite of ***– car***, ***- gar***, ***-zar*** verbs

More verbs with irregular stems

Preparing and describing food / Ordering meals: Vocabulary

Usted/Ustedes commands

Pronoun placement with commands

Affirmative and negative words

Double object pronouns

Making movies / Invitations to a premiere: Vocabulary

Affirmative tú commands

Negative tú commands

Present subjunctive with ***ojalá***

More subjunctive verbs with ***ojalá***

**Specific Content**

Direct and indirect objects pronouns (me, te, lo, la, os, nos)

Preterite of ir, ser, haver, ver, and dar to talk about the past.The preterite of regular –ar verbs.

 Estar plus the present participle to form the present progressive (comprar, comer, escribir, etc).

Hacer, comer, escribir, and venir in the past tense, irregular verbs in the past tense, “decir” in the present and past tense, stem- changing verbs in the present tense

(e to i), stem- changing verbs in the past tense (e to i, o to u).

Reflexive verbs with their pronouns (me, te, se, nos, os)

The imperfect tense (“ar,” “er,” and “ir” verbs), “ser,” and “ir” in the imperfect tense, various uses of the imperfect, narrating a sequence of events using the past and imperfect tenses, verbs “querer” and “creer” in the past tense, the passive voice using “se”.

Verbs like “Gustar” , irregular “yo” forms of some present tense verbs (i.e. ***hacer, poner, traer***)

Changing the stems and adding irregular preterite endings to these Irregular verbs: ***poder, saber, estar, tener***.

The imperfect tense to describe something that was not perfected or completed in the past. Using the only three irregular verbs in the imperfect (***ser, ir, ver***)

 Future tense of regular verbs, comparatives and superlatives. Future tense of irregular verbs, direct and indirect object pronouns (me lo, te lo, nos lo) in the same sentence, the conditional tense (regular and irregular verbs), two object pronouns with “se,” the present perfect (regular and irregular), comparisons of equality.

The imperative (formal and informal).

**Resources**

In addition to the textbook and workbook, **Avancemos** Level 2 (Holt McDougal) the following material and resources are used:

- iPods with games, audio/video activities, Vocabulary/Grammar information.

-Slides, activities and games generated by Mr. Blanco

-Websites for target grammar practice and content, chosen by unit/topic.

-Songs by popular Spanish-speaking artists.

-Picture books (either by Latin American/Spanish authors, or translations into Spanish).

-Written and oral drills created by Mr. Blanco

-Memory cards, verb cards and other kinaesthetic material that targets specific grammar content.

-Articles from current newspapers and magazines.

-Video clips from Spanish and Latin newscasts.