**Curriculum**

**MS Intermediate Spanish**

**Course Overview**

This course introduces the students to more complex structures and grammar, and reinforces the skills acquired in the Beginner course. All four language skills (reading, writing, speaking, and listening) are developed equally. Students are required to communicate in the target language at all times. The topics covered throughout the year include: sports, travel, health, shopping, hobbies, and daily activities. The students’ cultural awareness is enhanced through the study of geography, history, and daily customs of the Hispanic world.

**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 independence of the language in a variety of everyday situations.

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

1- communicate information and some basic ideas clearly and effectively in a limited range of situations.

2- understand and use accurately the essential spoken and written forms of the language in a limited range of situations.

3- understand and use a limited range of vocabulary in common usage.

4- use a register that is generally appropriate to the situation.

5- show an awareness of some elements of the Spanish-speaking cultures.

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

**Performance Indicators**

Students will be able to:

* Exchange detailed information about oneself and others
* Talk about one’s possessions
* Present and identify items
* Ask and answer questions, formally and informally
* Talk about present events
* Discuss leisure activities
* Discuss one’s health
* Express feelings and opinions
* Understand the difference between expressing characteristics and conditions
* Extend, accept and decline an invitation
* Talk about future events
* Discuss the internet, movies and TV
* Compare Spanish and English media
* Talk about ongoing actions
* Talk about intentions and desires
* Review quantifiers (none, many)
* Discuss one’s home and neighbourhood
* Formulate and understand biographical information
* Talk about events in the past
* Express professions
* Discuss likes and dislikes in the past
* Describe one’s personal grooming habits, talking about daily routine and using actions done on oneself
* Talk about changes, using comparative terms
* Give commands
* Understand and use direct and indirect object pronouns
* Describe objects (physically and purposefully)
* Recommend and persuade others
* Recount past events
* Describe actions with adverbs
* Make predictions
* Ask and give advice
* Talk about events in the future

**Assessments**

Practical written assignments

Oral communication in class

Reading and listening comprehension

Unit quizzes and tests

End of unit projects

Homework and semester exams.

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**Core Topics**

**Review:**

a) Amigos y alumnos

b) De compras

c) Mi familia y mi casa

d) Verbos en presente

**-Travelling around the Spanish speaking world**

a) More review verbs in present

b) Vocab about geography and travelling

c) Design a classroom website

d) Past perfect

**-Ir a+Infinitivo/Estar + Gerundio (-ING)**

a) Culture and History

b) Preterit

c) Biographies and history characters

d) "IE" and "UE" stem changing verbs

e) "Gustar, interesar, aburrir."

**-Health:**

a) Vocabulary

b) "Ser" and "estar"

c) Personal pronouns

**-An airplane trip:**

a) Vocabulary

b) "Hacer," "poner," "traer," "salir"

c) Present progressive

d) "Saber" and "conocer"

e) Past tense of "Ar" verbs

f) Past tense of "Ir" and "Ser"

g) "It" pronouns: lo, la, los, las

**-Daily Routine and a camping trip:**

a) Vocabulary

b) Reflexive verbs

c) Prepositions

**-Publicity, advertisement and media:**

a) Imperativo, commands

b) Object pronouns

c) Description and use of adjectives

d) Prohibitions

e) How to create their own ads for TV in Spanish

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-Publicity, advertisement and media

 Imperativo, commands

 Object pronouns

 Description and use of adjectives

 Prohibitions

 How to create their own ads for TV in Spanish

**Specific Content**

Definite / indefinite articles, possessive adjectives, gender, the verb “to be,” present tense “ar,” “er” and “ir” verbs, the irregular verb “ir,” interrogative forms.

Stem-changing verbs (e to ie, o to ue), the verbs “interesar,” “aburrir,” and “gustar.”

“Ser” y “estar” (characteristics, conditions, origin, and location), the pronouns “me,” “te,” “nos,” the indirect object pronouns “le,” “les,” irregular verbs in the present tense (“hacer,” “poner,” “traer,” “salir”), the present progressive, the verbs “saber” and “conocer.”

The past tense “ar,” “er,” and “ir “verbs, direct object pronouns, past tense of irregular verbs “ir” and “ser,” negative words, past tense of the verbs “dar,” “ver,” “leer,” and “oír.”

Reflexive verbs, and stem-changing reflexive verbs.

**Resources**

In addition to the textbooks, workbooks and audiobooks, Gente Joven 2 (Difusion 2012) and Cómo te Va? B Nivel Azul (McGraw-Hill, 2007) the following material and resources are used:

-Smartboard slides, activities and games.

-Websites for target grammar practice and content, chosen by unit/topic: Conjuguemos.com, Quizzlet, Duolinguo and QueOnda (Google App)

-Songs by popular Spanish-speaking artists

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

-Written and oral drills.

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

-Video clips from Spanish and Latin newscasts

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