

**Intermediate Spanish for Natives Syllabus - Sra. Botero
Tentative Schedule for School Year 2011-2012**



This course offers Spanish-speaking students an opportunity to study Spanish formally in an academic setting in the same way native English-speaking students study English language arts and enable students to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

For native speakers to maintain the language, a formal study of Spanish needs to occur with instructional goals focusing on grammar, reading and writing, vocabulary development, exposure to the language and culture and its communities, and consciousness-raising activities about Spanish language and identity. Spanish native speakers students will develop strategic reading skills, while investigating the literary genres of expository essay, myths, fables, legends, poetry, short stories, and novels. Students will produce writing in various formats and genres including well-developed paragraphs, essays, short stories, historical documents, and technical documents, while continuing to develop skills in the correct use of grammar, spelling, punctuation, and capitalization.

*Students are expected to **use only Spanish in class**. This class is designated to address the needs of the Hispanic/Latino students who can communicate in Spanish but need to develop and/or improve their reading and writing skills. It addresses specific linguistic issues such as diction, spelling, orthography, and sentence structure.*

EVALUATION METHODS: Written and oral assignments, quizzes, tests, oral performance, active participation in class, cultural activities and projects.

First Quarter

Weeks of August 22nd, and 29th.

- Introduction, procedures, rules, discipline plan.
- Review Spanish speaking countries, capitals, flags and general information..
- The Hispanic world
- "Gentilicios" (adjectives of nationality)
- Pre-test

Weeks of Sept. Weeks of Sept. 6th, Sept 12th, & Sept 19th

- Spanish language
- Spain: traditions
- Preterit of regular verbs
- The syllable: división
- Verbs Hacer, tener and haber
- Hiatos and diptongos
- Reading comprehension "El Lio de mis pantalones:
- Preparation to "Hispanic Heritage month" celebration.

Weeks Weeks of Sept. 26th, Oct. 3rd, & 10th

- Puerto Rico
- Synonyms
- Gender agreement
- Question words
- Definite articles
- Preposition DE
- Verb Gustar
- Reading Comprehension
- The imperfect
- El Viejo y el mar- In this chapter the students will be able to analyze reading more deeply attending to the components studied: Plot, setting, argument, characters.
- During these weeks the students are preparing the celebration of the Hispanic Heritage day and their participation in the different activities.

Week of October 17th

- Platero y yo
- In this chapter the students will be able to analyze reading more deeply attending to the components studied: Plot, setting, argument, characters.

Second Quarter

Weeks of Oct 24th, 31st, & Nov. 7th

- "Culture" Texas
- Writing activities "My Hispanic roots"
- Word families
- Weather expressions
- Perú
- Vocabulary related to technology
- Vocabulary related to planes
- Reading Comprehension
- Use of H
- Culture: "El Día de Los Muertos".

Weeks of Nov 14th, 21st, & 28th

- Costa Rica
- Indefinite articles
- Verb Venir
- Present of YO irregular forms
- Antonyms
- Reading comprehension
- Possessive adjectives
- Stem changing verbs
- Project:
- Thanksgiving

Weeks of Dec. 5th, 12th, & Jan. 2nd

- Prepositions of place
- Negative words
- Culture: end of the year traditions in the Hispanic speaking countries.
- Use of B and V
- Homophones
- Project: "End of the year traditions"
- Day of the kings.
- El Principito

Week of Jan. 9th

- Argentina- El tango

Third Quarter

Weeks of Jan. 18th, 23rd, & 30th

- Reflexive verbs
- Reflexive pronouns
- Stem changing verbs
- Present of stem changing verbs
- Vocabulary related to health
- Reading comprehension
- Demonstrative adjectives
- Spelling of numbers
- Use of C, K and QU

Weeks of Feb.6th, 13th, & 21st

- Culture: Argentina, Tango
- The subjunctive
- Dominican Republic
- Reading comprehension
- Writing activities

Week of March 5th

- Culture: Chile
- Orthography: LL and Y

Week of and March 12th to 16th **Spring break**

Weeks of March 19th & 26th

- Florida
- The carnival
- Present of Yo form changing verbs
- Short stories- characteristics- analysis

- Project: The carnival

Fourth Quarter

Weeks of April 2nd & 9th

- Present of orthography changing verbs.
- Reading comprehension
- In this quarter the students will be able to write better, we will mainly focus on writing and producing written text.

Weeks of April 16th & 23th FCAT*

Weeks of April 30th, May 7th, & 14th

- Culture; Mexico- Cinco de Mayo
- Project: "All about me".
- Direct and indirect object pronouns
- Commands
- Reading comprehension
- Celebration: Mother's day
- Field trip to the Hispanic Flamenco Ballet show.

Weeks of May 21st & 29th

- Cumulative review of vocabulary topics and cultural themes.
- Review for final post test
- Post test

Projects

Students will be required to complete some projects during the school year. (Dates and directions to be advised.) Students will be given approximately 3 to 4 weeks to complete assignments and present projects to class. Quizzes and tests will be given according to the material learned. They will be posted on team news, Edline, and students will record the dates in their agendas.

**** Sometimes more or less time is required for different lessons. During FCAT testing the regular schedule will be modified.***

Grading:

Grades will be based on a variety of components to reflect student performance, effort, and achievement. The percentages will be based on the following categories:

Tests	35%
Quizzes	30%
Classwork	15%
Homework	15%
Bellwork	5%