

NBHS CURRICULUM PROPOSAL

PROPOSED COURSE NAME Spanish 2 HONORS

OLD COURSE NAME (if applicable) NA

SUBMITTED BY: Jason Geiger

Underline the Appropriate Item: New Course

Implementation Date: 2020-21

Person(s) who will write the Curriculum: Jason Geiger

Respond to the following:

Duration: Year long

Open to: Spanish 1 students from following year.

Prerequisites: Honors Placement Criteria: Student self-selected with teacher influence (yea or nay) based upon observations and performance at previous level.

Pass/Fail Option: NO

Credit: Weighted

If the course meets a graduation requirement, which one does meet? NA

Where does this course fit into department sequence? Year 2 Spanish

What is the potential impact of this course on the other department offerings?
Anticipation of (possible) lower numbers in Spanish 2.

Course Description

The goal of Honors Spanish 2 is to attain better communication skills, both written and oral, as well as a better understanding and fluency of the Spanish language and associated cultures. Students will study the language, culture, geography, and history of the

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Spanish-speaking world. Students will complete numerous projects. Given the nature of this class, students will be challenged constantly to produce clear and proper Spanish in class in speaking and writing. Students will be exposed to more rigorous literature pieces compared to the on-level Spanish II class.

Special Notes (i.e., extended periods, team teaching, etc.)

N/A

RATIONALE, OBJECTIVES, STRATEGIES

1. Course Rationale

A) What is the evidence of student need for this course?

Students who enter Spanish 1 as Freshman and later gain entrance to the dual-credit program as a Junior are not able to take the third year of high school Spanish. Although many competitive colleges state for foreign language “two years minimum, four years recommended” as part of the entrance requirement, having the opportunity to take an advanced Spanish class the second year will give students an edge on the entrance requirement of two years (when the third year is not possible).

In an informal Q & A, many of my advanced students in Spanish 1 desire a more advanced class for following year, citing the generally slow pace of Spanish 1, other students’ lack of preparedness, and the need to re teach/ re assess due to poor performance (in the class in general). In many cases, the supplemental work I give these particular students is more advanced than the norm, and could even be considered “Honors” level. Additionally, some students in Spanish 2 this past year self-selected to move at a faster pace. In doing so, an Honors level was created as these students did more work, both in depth and breadth.

Some NMHS students are simply fulfilling their “two years” for college requirement and have no real desire to pursue a real level of language proficiency. Whereas others want more, which a Spanish 2 Honors level could fulfill.

B) What departmental needs/goals would this course meet?

Geared towards students who (1) really want to learn the language and become proficient in communication, (2) want a challenge, and (3) are looking at more-competitive colleges/ universities and are not able to take Spanish 3 due to the Dual Credit program.

C) What institutional needs/goals would this course meet?

Neither Spanish, specifically, nor foreign language in general is a NBHS graduation requirement.

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Most colleges/ universities require a dedication to an area of interest, be it language, music, art, etc., over a length of time (“two years”). Some colleges are specific to foreign language, and even more specific to the Spanish language (particularly those going into public service sectors). The more-competitive the college/ university, or major, the more years in foreign language are required for acceptance.

2. Course Objectives: What will each student learn and know?

Spanish 2 material with expanded vocabulary and grammar.

Extensive communication development.

Literature study.

3. What types of instructional strategies will be used in the class?

Variety, with emphasis on continued development in active communication skills (speaking and writing).

4. What types of student assessment procedures will be used? How will the assessment be used to guide instruction?

Formative and Summative assessments.

Formatives guide changes in daily instruction.

Summatives guide the determination of mastery, with consideration for re-teaching and/or spiraling material.

5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

None at this time.

Include any additional information pertinent to your course.

Ideally, Spanish 2 Honors will be a septate class.

Depending upon number of enrollment, Spanish 2 Honors can be blended with the regular on-level non-honors class.

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