**Foreign Language Annual Review Minutes**

**February 2, 2015**

The Foreign Language Annual Review Meeting took place on Tuesday, February 2, 2015 in the curriculum office. Those in attendance were: Kathryn Elg, Chris Garard, and Sharon Pool. Katie reviewed progress in her high school Spanish classes. The information for Spanish I, Spanish II, and Spanish III/IV is as follows:

**SPANISH 1**

Changes made this year:

* 1st- and 2nd- semester finals re-written & adapted to assess speaking, listening, reading, & writing
* Increased focus on speaking & listening proficiency

Pacing:

* On target for this year – no major issues

Challenges:

* Gradually transitioning into instruction in Spanish – sometimes challenging to know how fast to move in that regard

Anticipated changes for next year:

* Begin the year with a brief introduction to the Spanish-speaking world to give students a general understanding of where Spanish is spoken and what those cultures & people are like
* Assess the listening skill more frequently on quizzes and tests

**SPANISH 2**

Changes made this year:

* 1st- and 2nd- semester finals re-written & adapted to assess speaking, listening, reading, & writing
* Increased focus on speaking & listening proficiency

Pacing:

* Pacing of the class is fairly quick, as there is a lot of material to cover in the second year, but both classes are on schedule

Challenges:

* Wide range of ability & proficiency in Spanish among the students

Anticipated changes for next year:

* Adjust how much time is spent covering various grammar topics (e.g., spend more time covering the preterite tense, a very important topic; and less time on affirmative and negative words, a less important topic)
* Incorporate more formal writing assignments & speaking tasks into the curriculum
* Assess the listening skill more frequently on quizzes and tests

*Spanish Annual Review Meeting Minutes*

*February 3, 2015*

*Elg, continued*

*Page 2*

**SPANISH 3/4**

Changes made this year:

* 1st- and 2nd- semester finals re-written & adapted to assess speaking, listening, reading, & writing
* Increased focus on speaking & listening proficiency

Pacing:

* On target for this year – no major issues

Challenges:

* Helping students “catch up” to level of oral proficiency appropriate for 3rd & 4th year
* No student textbooks

Anticipated changes for next year:

* Provide greater differentiation between learning objectives/course requirements for third- vs. fourth-year students
* Incorporate more formal writing assignments & speaking tasks into the curriculum