

ABSTRACT OF THE DISSERTATION

DEVELOPMENT OF A PROJECT-BASED LEARNING CURRICULUM FOR SPANISH WITH AN EVALUATION AND IMPLEMENTATION PLAN

By

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THE BOYER GRADUATE SCHOOL OF EDUCATION, 2014

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Project-based learning engages students in learning information and skills through a comprehensive inquiry process. The problem in this study was that after completing two years of a required foreign language, students do not have competencies in a target language, particularly in Spanish. The development methodology, including a literature review was used to design a project-based learning curriculum for high school Spanish at Nova Academy. A qualitative approach was used to address the six research questions relating to (a) essential skills for target language proficiency, (b) appropriate topics integrating Project-based learning, (c) suitable content and series of themes, (d) high school pedagogical principles of teaching, (e) an implementation plan, and (f) an evaluation plan. The Project-based learning curriculum for high school Spanish with an implementation and an evaluation plan was developed under the direction of formative and summative committees. Ultimately, this curriculum serves as a valuable resource to students and teachers to obtain proficient literacy skills and 21st century skills in high school Spanish.