

COURSE OUTLINE **Beginning Spanish II**

Course Description

FL 108. Beginning Spanish II. 5 hours credit. Prerequisite: FL 107 with a C or better or three years of high school Spanish. This course will enable the student to communicate in Spanish using fundamentals of basic vocabulary and phrases, pronunciation, and reading and writing. The student will also define cultural characteristics inherent to the target culture and study the relevance of the target language community as it reflects on his/her own life.

Course Relevance

Studying another language and culture provides powerful keys for successful communication: “knowing how, when, and why, to say what to whom” (National Standards, 1996). “The organizing principle for language study is communication, which highlights the social, linguistic and cultural aspects of language. The approach to a second language ...is meaningful interaction with others, whether they are on another continent, across town, within the neighborhood, or in the classroom” (Kansas Initiative for State Standards – Foreign Language [KISS-FL]). This course is designed for the student who is *continuing* basic language study and preparing to pursue foreign language credits that fulfill degree requirements.

Required Materials

Blitt, M.A. and Casas, M. (2010). *Exploraciones* (preliminary.). Mason, OH: Thomson Corporation.

Learning Outcomes

The intention is for the student to be able to:

1. Communicate competently, at an advanced-beginning level, in Spanish.
2. Demonstrate advanced-beginning knowledge skills and understanding of Spanish-speaking cultures.

Learning PACT Skills that will be developed and documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Analytical Thinking Skills

1. Critical thinking
 - Through class discussion and analysis of informational passages and course content, the student develops critical awareness of basic Spanish.

Communication Skills

1. Reception and interpretation of messages

- Through the production of written and spoken communication that expresses ideas and conveys needs, the student develops basic communication skills in the Spanish language.

Technology Skills

1. General computer use

- Through a variety of electronically-facilitated research and preparation of computer-generated assignments, the student develops basic computer skills.

Major Summative Assessment Task(s)

These learning outcome(s) and the Learning PACT skill(s) will be demonstrated by:
(Adapted from examples found in the KISS-FL Standards)

1. Describing and seeking directions for cities/towns from a classmate or teacher (C skill).
2. Reading about and writing comparative descriptions of free-time activities during childhood, using the preterit and imperfect verb tenses (A skill).
3. Drawing a floor plan, based on another student's oral description of his/her ideal living quarters (T skill).

Course Content

- I. Skills or Competencies – Actions that are essential to achieve the course outcome: (The following skills and competencies are taken from the KISS-FL Standards and incorporated into each specific course.)

Standard 1 -- The student communicates competently in languages other than English.

- A. Benchmark 1.1 Conversational/Interpersonal Communication. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.
- B. Benchmark 1.2 Receptive/Interpretive Communication. The student understands and interprets written and spoken language on a variety of topics.
- C. Benchmark 1.3 Productive/Presentational Communication. The student conveys information, concepts, and ideas to listeners and readers for a variety of purposes.

Standard 2 -- The student gains knowledge and understanding of target language cultures.

- A. Benchmark 2.1 The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.
- B. Benchmark 2.2 The student demonstrates an understanding of the relationship between the products and perspectives of the target language cultures.

Standard 3 -- The student makes connections to other disciplines and to authentic sources through knowledge of a foreign language.

- A. Benchmark 3.1 The student reinforces and furthers knowledge of other disciplines through foreign language.
- B. Benchmark 3.2 The student uses authentic materials in the foreign language and within the culture to acquire information and perspectives.

Standard 4 -- The student develops insight into the nature of language and culture.

- A. Benchmark 4.1 The student examines cultural differences and similarities in the target and native languages.
- B. Benchmark 4.2 The student examines cultural differences and similarities in the target and the native cultures.

Standard 5 -- The student participates in multilingual communities at home and around the world.

- A. Benchmark 5.1 The students applies language skills and cultural knowledge both within and beyond the school setting.
- B. Benchmark 5.2 The student shows evidence of becoming a life-long learner by using the language for personal enjoyment and enrichment.

Learning Units

(The following benchmarks are summarized from the KISS-FL Standards and incorporated into each specific course.)

Benchmark 1.1

- I. Describe a Problem
- II. Request and Provide Clarification
- III. Give and Follow Directions in a Familiar Context

Benchmark 1.2

- I. Respond to Directions, Instructions, and Commands
- II. Derive Meaning From Selected Authentic Materials

Benchmark 1.3

- I. Give Directions, Commands, and Instructions
- II. Write Personal Communication Such as a Note, Letter or Invitation

Benchmark 2.1

- I. Compare and Contrast Common Characteristics of Target Language Cultures
- II. Identify and Apply Social and Geographic Factors That Affect Cultural Practices
- III. Evaluate Different Cultural Practices of the Target Language Cultures With a Minimum of Cultural Bias

Benchmark 2.2

- I. List Products of the Target Language Countries and Identify How the Values of the Target Language Cultures Affect Their Products
- II. Identify and Describe an Expressive Form of the Target Language Culture (i.e., Visual Arts, Architecture, Literature, or Music).

Benchmark 3.1

- I. Relate and Use Familiar and New Information and Skills from Social Studies
- II. Relate and Use Familiar and New Information and Skills from Science
- III. Discuss Information and Gain Further Understanding of Physical Education and Health Consequences for Various Fitness Plans

Benchmark 3.2

- I. Use Authentic Sources to Identify the Perspectives of the Target Language Culture
- II. Apply Information From Sources Intended for Native Speakers of the Language

Benchmark 4.1

- I. Compare the Structural (Grammatical) Patterns of the Target Language with the Native Language

Benchmark 4.2

- I. Relate and Use Verbal and Nonverbal Behavior in the Target and Native Cultures

Benchmark 5.1

- III. Identify Examples of the Interdependence That Exists Between the Student's Own Culture and the World

Benchmark 5.2

- I. Establish Communication With Someone From the Target Culture.

Learning Activities

Learning activities will engage the student in the whole process of communication. Lecture, discussion, worksheets, small group projects, readings, viewing of various types of multimedia, in class and out-of-class speakers or cultural events, student participation, conversation practice, practice situations and paired activities in the target language, quizzes and tests equip the student to complete the assessment tasks.

Grade Determination

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: examinations and quizzes, various other learning activities, and participation (discussion).