

## **COURSE OUTLINE** **Intermediate Spanish**

### **Course Description**

FL 201. Intermediate Spanish. 5 hours credit. Prerequisite: FL 108 with a C or better or four years of high school Spanish. This course will enable the student to utilize previously acquired knowledge and expand language that stresses communication. The student will also define cultural characteristics inherent to the target culture and study the relevance of the target language community as it reflects the student's own life, and make connections to other disciplines.

### **Course Relevance**

Studying another language and culture provides the 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 *beginning* intermediate language study and preparing to pursue foreign language credits that fulfill degree requirements.

### **Required Materials**

Gill, M. M., et al. (2003). *En contacto*. (8<sup>th</sup> ed.). Boston, MA: Thomson\*Heinle Publisher.

QUIA online workbook/lab manual passcard.

### **Learning Outcomes**

The intention is for the student to be able to:

1. Communicate competently, at a beginning intermediate level, in Spanish.
2. Demonstrate advanced 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 intermediate 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 intermediate 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 Tasks**

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

1. Employing knowledge of how past events impact the present and hypothesizing future events through written compositions (A skill, T skill).
2. Explaining orally or in writing the global impact of a contribution from the target language culture, such as education, fashion, government, or medicine (C 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 student 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 taken from the KISS-FL Standards and incorporated into each specific course.)

### **Benchmark 1.1**

- I. Supports opinions
- II. Makes recommendations and suggestions
- III. Creates detailed oral descriptions within a context
- IV. Negotiates a compromise
- V. Uses a variety of ways to express the same idea

### **Benchmark 1.2**

- I. Uses aural, visual and contextual clues to derive meaning
- II. Comprehends spoken passages on familiar topics with some repetition
- III. Identifies main idea and supporting details in written materials
- IV. Interprets and analyzes cause and effect, relationships, and sequences in authentic materials
- V. Responds to speech of native speakers to other native speakers

### **Benchmark 1.3**

- I. Speaks or writes spontaneously, both formally and informally
- II. Narrates present, past, and future events

### **Benchmark 2.1**

- I. Uses language and behaviors appropriate to the target language culture in an authentic setting
- II. Interprets the cultural connotations of common words, phrases, and idioms

### **Benchmark 2.2**

- I. Explores objects, images, and symbols of the target language culture
- II. Analyzing the contribution, both tangible and intangible, of the target language culture
- III. Examines the non-verbal aspects of the target culture(s)

### **Benchmark 3.1**

- I. Synthesizes information and gains further understanding of literature
- II. Synthesizes information and gains further understanding of music
- III. Synthesizes information and gains further understanding of consumer science

### Benchmark 3.2

- I. Analyzes the perspective of the target culture
- II. Researches and synthesizes information from sources intended for native speakers of the language

### Benchmark 4.1

- I. Compares and applies the sound patterns of a variety of dialects of the target language

### Benchmark 4.2

- I. Compares and contrasts verbal and non-verbal behavior within particular activities within the target and native cultures

### Benchmark 5.1

- I. Uses resources in the community to research the target culture
- II. Interacts appropriately in the target language in a variety of real-life situations

### Benchmark 5.2

- I. Explores hobbies and activities related to 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).