

## **COURSE OUTLINE** **Beginning Spanish 2**

### **Course Description:**

FL108. Beginning Spanish 2. 5 hours credit. Prerequisite: FL107 (Beginning Spanish 1) with a C or better; FL 105 (Introduction to Spanish 1) & 106 (Introduction to Spanish 2) with a C or better; or three to four units of high school Spanish with a C or better. The student will continue basic language study and prepare to enroll in foreign language credits that fulfill degree requirements. Beginning Spanish 2 begins with a review of the basic grammatical structures learned in Beginning Spanish 1 (present-tense verbs, adjective/noun agreement, pronouns, basic vocabulary, numbers, etc.). The student will continue study of the past tenses and reflexive verbs, then progress to the future and conditional tenses followed by the subjunctive mood. In addition, the student will expand their basic vocabulary for adequate survival in the target language. The student will also produce necessary grammatical structures and pronunciation for a native speaker to understand. The student will also examine cultural differences and similarities in their target and native cultures. The student will recognize the importance of participating in multilingual communities at home and around the world.

**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]).

### **Required Materials:**

Blitt, M. and Casas, M. (2007) Exploraciones and accompanying manual. (1st ed.). Mason, OH: Thompson Corporation.

### **Learning Outcomes:**

The intention is for the student to be able to:

1. Communicate competently in a language other than English.
2. Demonstrate a knowledge and understanding of target language cultures.
3. Make connections to other disciplines and to authentic sources through knowledge of a foreign language.
4. Develop insight into the nature of language and culture.
5. Participate in multilingual communities at home and around the world.

### **Learning PACT**

**Through the student involvement in this course, the student will develop and document his/her achievement of the following PACT skills:**

Primary skills (developed and documented – in the target language):

1. Reading

- Through reading information.
- 2. Writing
  - Through creating written communication which expresses ideas and conveys needs.
- 3. Listening
  - Through demonstrating an ability to understand what is said.
- 4. Speaking
  - Through participating in oral production of the language.

Secondary skills (developed but not documented):

Problem solving  
 Critical thinking  
 Self concept  
 Time management  
 Effective relationships  
 Valuing diversity  
 Effective citizenship  
 Nonverbal communication  
 Internet use.

### **Assessment Tasks:**

These learning outcomes and primary Learning PACT skills will be demonstrated by:  
 (Taken from KISS-FL Standards)

1. Role-playing strategies to deal with travel mishaps
2. Writing a thank you note for an article of clothing that students received as a gift employing past-tense verbs
3. Writing a comparative description concerning clothing, using the preterit and imperfect verb tenses.

### **Course Content:**

- I. Themes – Key recurring concepts that run throughout this course:
  - A. Vocabulary areas
  - B. Grammatical structures
  - C. Culture
  - D. Communication
- II. Issues – Key issues that will be addressed in this course (areas of conflict that must be understood in order to achieve the intended outcome):
  - A. Cultural differences
  - B. Over dependence on one's native language and its cultural connotations
  - C. Demographic diversity of students
  - D. Acceptance of trial and error in oral communication
- III. Concepts – that must be understood to address the issues:
  - A. Understanding of one's own language
  - B. Addressing various learning styles
  - C. Egocentrism as natural but ineffective
  - D. Quality participation
  - E. Necessity for organization in the communication process

- IV. Skills/Competencies (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:**

#### 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 multimedia, in-class and out-of-class speakers, student participation, conversation practice, practice situations and paired activities in the target language, quizzes and tests prepare the student to be equipped to successfully complete the major assessment tasks.

**Grade Determination:**

The student will be graded on satisfactory completion of major assessment tasks, various other graded learning activities, attendance, and adequate participation (discussion).

