

A. Course Information

Grade Level: 9-12.

Length of Course: Two semesters.

Type: Elective, college prep.

Recommendation for Enrollment:

Grade of "C" or better in Spanish 1, or by teacher recommendation.

B. Brief Description of the Course:

This second year course continues to develop the basic language skills. Course content stresses the acquisition of additional vocabulary, the use of more advanced grammatical concepts, and intensive practice in the conversational use of the language. An introduction to literature may be provided. The study of history, culture, and customs is expanded. This course also deals with the non-verbal aspects of communication in the culture studied.

C. Board-adopted Textbooks:

Valette & Valette. Spanish for Mastery 2. (D. C. Heath) Adopted 1988.

!En Espanol!, California Edition, Level 2. Copyright 2004. (McDougal-Littell) Adopted 2005.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks
2. Visuals for vocabulary
 - a. flash cards
 - b. pictures
 - c. objects
3. Records/tapes
 - a. Tapes from publishers
 - b. Records--personal property (music/culture)
4. Films (County and otherwise)
5. Film strips
6. Native speakers to discuss cultural topics, etc.
7. Games/puzzles
8. Demonstrations

E. Brief Outline of Course Content:

1. First Semester
 - a. Vocabulary study--review and advanced.
 - b. Grammar presentation, drill, and correlation with oral-aural expression and comprehension.
 - c. Cultural readings and films.
 - d. Conversational practice.
2. Second Semester
 - a. Progressive vocabulary and diction.
 - b. Increased conversational practice--classroom and laboratory, simple topics are presented by students as lecture or panel topics.
 - c. Conversational groups are organized for the purpose of developing practical and accurate conversational skills.
 - d. Continuation of cultural reading references in Spanish and English.

F. Content Standards for SPANISH 2:

Following an appropriately timed review period of level 1, as determined by the teacher, the student will demonstrate one's ability in Spanish as measured by means of appropriate tests selected by the teacher. The learner's performance on tests, as measured by the teacher, will determine readiness for level 2.

The student will:

1. Recall Spanish vocabulary and idioms on teacher-made and/or department tests.
2. Select the appropriate response on a teacher-made test to oral or written cue questions.
3. Write sentences upon hearing dictation on teacher-made tests.
4. Pronounce Spanish words and sentences using correct articulation, intonation, and stress, as measured by the teacher.
5. Read and answer questions upon reading Spanish passages, using teacher-developed criteria.
6. Use the dictionary and/or text glossary to improve one's writing and translating skills, as judged by teacher-observation and/or tests.
7. Respond orally or in writing with correct structural changes in verbs for appropriate tenses and objects, according to teacher-developed tests.
8. Use idiomatic expressions correctly in class conversations with teacher and fellow classmates, to the teacher's satisfaction.
9. Comprehend simple Spanish reading selections, as determined by the teacher.
10. Participate in discussion of the culture and customs of the Spanish-speaking world.
11. Be made aware of why learning a foreign language:
 - a. aids world understanding through communication.
 - b. provides increased job opportunities.
 - c. helps tourists socially and economically.
 - d. makes the student aware of one's own native language.
 - e. is a means of personal enjoyment and enrichment.
 - f. is a means of identifying with teenagers whose native language is Spanish.
12. Demonstrate proficiency and continuing improvement in the following "workplace skills," as appropriate for the designated coursework.

I. Basic Employability Skills

- a. good grooming
- b. good manners, politeness and courtesy
- c. pride in a job well done
- d. honesty and high ethical standards
- e. punctuality
- f. good work attendance
- g. completes tasks independently
- h. good speaking skills
- i. good listening skills
- j. good penmanship
- k. follows directions
- l. basic keyboarding skills
- m. computer literacy

II. Employee Relations Skills

- a. able to work with teams of people
- b. cooperative attitude
- c. good interpersonal skills
- d. collaborates to problem-solve
- e. respects authority
- f. high cultural respect and sensitivity

III. Job Success Skills

- a. problem-solving skills
- b. decision-making skills
- c. critical thinking skills
- d. higher order thinking skills
- e. able to plan and complete a project
- f. willing to engage in lifelong learning
- g. math skills through algebra
- h. good reading and writing skills
- i. good articulation skills
- j. good study skills
- k. meets increasingly higher expectations
- l. bilingual
- m. able to use technical tools correctly and safely
- n. able to change from task to task
- o. knows how to learn what one doesn't know
- p. knows how to build upon what is known
- q. is a self-starter

G. Assessment Procedures:

- 1. Tests
 - a. Vocabulary
 - b. Chapter
 - c. Oral

Foreign Language
SPANISH 2 (P)
DPC #30151 and #30152

2. Homework
3. Presentations
4. Compositions
5. Notebook of written work
6. Participation (daily basis)
7. Cumulative final exams
8. Teacher listening to student's participation in class and to recitations
9. District-developed criterion-referenced tests
10. Informal observation of selected skills