

DUKE ELLINGTON SCHOOL OF THE ARTS

Course Syllabus

Course: Spanish II
Credit: 1
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COURSE DESCRIPTION:

This course reinforces the four second language acquisition skills (listening, speaking, reading and writing) students developed in Spanish I. It emphasizes the three modes of communicative competence: interpersonal, interpretative and presentational. To this end, students interact with others, understand oral messages and written texts, interpret orally and make oral and written presentations in Spanish. The goal is to enable them to function in real-life situations using simple language structures and a wider range of vocabulary at the same time that they are being exposed to more complex features of the language. Lessons are based on a single theme, *My World*, which expands upon the structures and vocabulary students have learned in Spanish I while making it possible to introduce them to new structures within the same thematic context to increase their level of proficiency. This approach allows them to show at this stage of their second language acquisition a greater level of accuracy when using basic language structures. They read authentic materials on familiar topics and write short, directed compositions in Spanish. They also learn more about the history, geography, customs and culture of contemporary Spanish speaking countries. Upon completion of the course, students are expected to achieve the Novice Mid-High proficiency level described in the Proficiency Guidelines of the American Council on the Teaching of Foreign Languages (ACTFL)

Instructions to students will be primarily (at least 90% of the time) in Spanish so that they become familiar with new structures and idioms before they are introduced to them formally. This approach, which immerses students in the language and culture they are learning, has the benefit of promoting confidence in their own ability to communicate in the target language. Within this methodological context, the course provides students a wide-range of opportunities to accomplish the goals outlined below.

COURSE GOALS:

Students will be able to:

- Ask questions regarding routine activities;
- Participate in conversations on a variety of topics;
- Relate a simple narrative about a personal experience or event;
- Interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life;
- Understand main ideas and facts from simple texts over familiar topics and literary selections;
- Read aloud with appropriate intonation and pronunciation; and
- Write compositions and brief constructed responses to given situations, for example writing postcards, personal notes, phone messages, directions and letters using culturally appropriate format and style.

- Additionally, students will become:
- Familiar with major geographical features, historical events, and political structures of the country(ies) being studied;
- Familiar with different aspects of the culture, including the visual arts, architecture, literature, music and films;
- Able to extend and respond to hospitality as a host or a guest; and
- Aware of time expectations, such as arriving for appointments and social engagements.

TEXTBOOK and MATERIALS

- *En Español! Dos* and accompanying *Workbook* as well as handouts of reading materials
- copy of *Procedures & Routines* in the classroom
- a folder/binder in which to store handouts neatly
- a separate composition notebook for note taking in class

COURSE REQUIREMENTS:

Reading & Writing: Students will be required to read and write in Spanish. They will learn writing strategies that enable them to write compositions and summaries. They will read short narratives, poems and lyrics of famous songs the in Spanish speaking world on simple topics that depict the culture and societies.

Reading selected texts and writing are incorporated in the curriculum to help students develop the essential skills of critical thinking by showing them the many intellectual perspectives that guide the interpretation of texts. Moreover, since writing clarifies thinking by helping students to synthesize what they read and because reading selected texts provide students effective models for developing good writing techniques, the process of reading and writing in Spanish facilitates students' ability to perform these two important skills while at the same time it enables them to develop their listening comprehension and communicating skills in that language.

Homework: Homework assignments must be completed on time. Failure to do so will result in a zero for the assignment.

GRADE DISTRIBUTION/SCALE:

Homework and Class work	35%
Class participation*	25%
Quizzes & tests	40%

* Classroom rules that will affect students' class participation grade include the following: failure to be punctual consistently; disruptive behavior; failure to comply with

the prohibition against combing/brushing hair and applying make-up in class; disregard for the rule against chewing gum, eating and drinking in the classroom; and failure to observe the school's policy against using ipods, cell phones and all other electronic devices, including laptops, in the classroom.

COURSE OUTLINE

The following theme, topics and related sub-topics will be emphasized to maximize the acquisition of vocabulary and the appropriate use of grammatical structures.

Theme: *My World*

Topics/sub-topics: Memories of holidays, changes in physical appearance, changes in character traits and changes in interests, memories of childhood, school (schedules, subjects and activities) shopping (food and clothing), sports and leisure, travel and health, and professional interest.

Grammar

Verbs:

Review present tense, and imperative of regular verbs and review of the irregular verbs. Introduction to the past tense: preterit and imperfect. Also, reflexive verbs in present and the imperative.

Structures:

Review simple negation, subject pronouns, positions of adverbs, gender of nouns and indefinite articles, definite articles,

Introduction to negations, possessive adjectives, agreement of adjectives, irregular adjectives, demonstrative adjectives, comparative of adjectives, superlative of adjectives, prepositions before cities, countries and continents, ordinal numbers, direct object pronouns, indirect object pronouns, relative pronouns and disjunctive pronouns.

Emphasis will be placed on identifying the parts of speech before the formal presentation of the grammatical structures of the Spanish language.

APPROACHES TO REALIZE THE GOALS OF THE COURSE

To realize the goals set forth above the following methods will be used to help students achieve their potential. They will:

- Work on oral and written exercises in the classroom.
- Practice listening comprehension as teacher models correct pronunciation.
- Participate in educational games that reinforce lessons on particular topics, including structures and vocabulary.
- Take dictations to improve listening comprehension and use of acquired vocabulary.

- Read short literary passages, plays, poems and stories in Spanish.
- Write compositions in Spanish on assigned topics.
- Learn songs and occasionally watch documentary films and other selected films that bring to life the culture of Spanish speaking countries.

TECHNOLOGY IN THE CLASSROOM

Students' use of technology will be encouraged for the following activities:

1. Use of the Internet for practicing pronunciation, learning vocabulary and looking up word definitions on Web dictionaries.
2. Research a historical person, a city, a historical monument, a region, fashion, cuisine, a holiday, and so on.
3. Include correct accent marks on Spanish writing assignments typed on word processing programs.
4. Listen to real time audio from Spanish speaking areas.
5. Research the weather in various Spanish speaking countries.
6. Study current events or situations using web resources.
7. Study traditions, customs and holidays in Spanish speaking countries.

CONTENT STANDARDS:

Communication:

1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

1.2: Students understand and interpret written and spoken language on a variety of topics.

1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures:

2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

Connections:

3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

Comparisons:

4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities:

5.1: Students use the language both within and beyond the school setting

5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.