

Course Title

Spanish 2 A

Description of Target Group

Spanish 2A is the first semester of the second year in Spanish designed as an elective for students of all grade levels who have completed Spanish 1B or demonstrated proficiency to that level.

Purpose

Spanish 2A is designed to give the student continued and advanced training in foreign language. It is designed to permit students to appreciate and respect other people and cultures; gain self respect; gain skills in understanding, speaking, reading and writing Spanish emphasizing a communicative approach; and gain appreciation of the history and culture of the Spanish-speaking people. Credit earned will meet the foreign language requirement for college entrance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Enhance ability to imitate Spanish phonemes, intonation, and rhythm patterns.
2. Develop more listening comprehension.
3. Read from the text or other sources with acceptable pronunciation, intonation, and rhythm.
4. Produce in oral and in written form the vocabulary sentences that relate to the topics of the text.
5. Write from dictation with accurate spelling and punctuation any sentences or related vocabulary covered in the text.
6. Ask and answer questions orally and in writing, based on topical vocabulary and themes covered in the text.
7. Participate in activities involving the culture of Spanish speaking people.
8. Develop ability to use a Spanish dictionary as well as a Spanish-English dictionary.
9. Increase vocabulary levels relating to: idiomatic expressions, cognates, shopping, family, daily life, excursions, trips, careers, furniture, and home and topics presented in class.
10. Review and expand basic grammatical concepts and vocabulary introduced in Spanish
11. Demonstrate the ability to use orally and in writing the following grammatical concepts:

Spanish 2 A (continued)

- a. Pronouns - direct and indirect - reflexive, prepositional
 - b. Present progressive tense
 - c. Past progressive tense
 - d. Imperfect forms
 - e. Demonstrative adjectives and pronouns
 - f. Possessive adjectives and pronouns
 - g. Capitalization
 - h. Preterit versus imperfect
 - i. Comparatives
 - j. Superlatives
12. Produce orally or in written form compositions based on the special chapter themes.
13. Maintain a Spanish notebook.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities include but are not limited to: imitation of teacher's pronunciation via aural/oral practice and imitation of native speakers via tapes and films, brief lectures, written and oral/aural tests, dramatization of student-composed dialogues, small group activities, role playing situations, interviews, songs, role play "real life" situations, learning games, field trips and presentations by resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.

Student depictions of concepts via drawings, markings, posters, collages, and video projects.

Students sorting and/or showing realia.

Student or teacher generated (planned or impromptu) role play or real life situations.

Written student work including but not limited to, exercises, worksheets, compositions, portfolios, notebooks or projects.

Summative written tests and quizzes based on teacher generated criteria.

Student work in computer files.

Student generated logs and journals.

Course Title

Spanish 2 B

Description of Target Group

Spanish 2B is the second semester of the second year in Spanish designed as an elective for students of all grade levels who have completed Spanish 2B or demonstrated proficiency to that level.

Purpose

Spanish 2B is designed to give the student continued and advanced training in foreign language. It is designed to permit students to appreciate and respect other people and cultures; gain self respect; gain skills in understanding, speaking, reading and writing Spanish emphasizing a communicative approach; and gain appreciation of the history and culture of the Spanish-speaking people. Credit earned will meet the foreign language requirement for college entrance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Enhance ability to imitate Spanish phonemes, intonation, and rhythm patterns.
2. Develop more listening comprehension.
3. Read from the text or other sources with acceptable pronunciation, intonation, and rhythm.
4. Produce in oral and in written form the vocabulary sentences that relate to the topics of the text.
5. Write from dictation with accurate spelling and punctuation any sentences or related vocabulary covered in the text.
6. Ask and answer questions orally and in writing, based on topical vocabulary, conversation, and themes covered in the text.
7. Participate in activities involving the culture of Spanish-speaking people.
8. Develop ability to use a Spanish dictionary as well as a Spanish-English dictionary.
9. Continue to expand vocabulary on topics presented in the text.
10. Demonstrate the ability to use orally and in writing the following grammatical concepts:
 - a. Present perfect tense
 - b. Past perfect tense
 - c. Comparisons of equality
 - d. Future tense

Spanish 2 B (continued)

- e. Conditional tense
 - f. Forma/familiar commands
 - g. Present subjunctive tense
 - h. Imperfect subjunctive tense
11. Produce orally or in written form, compositions based on the special chapter themes.
 12. Maintain a Spanish notebook.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities include but are not limited to: imitation of teacher's pronunciation via aural/oral practice and imitation of native speakers via tapes and films, brief lectures, written and oral/aural tests, dramatization of student-composed dialogues, small group activities, role playing situations, interviews, songs, role play "real life" situations, learning games, field trips and presentations by resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.

Student depictions of concepts via drawings, markings, posters, collages, and video projects.

Students sorting and/or showing realia.

Student or teacher generated (planned or impromptu) role play or real life situations.

Written student work including but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.

Summative written tests and quizzes bases on teacher generated criteria

Student work in computer files.

Student generated logs and journals.