

Course Title

Spanish for Spanish Speakers 2 A/B and 3 A/B

Description of Target Group

This course is designed as an elective for students of any grade level who have fluency in the Spanish language and have completed Spanish for the Spanish Speaking 1 or received permission from the instructor.

Purpose

The purpose of Spanish for Spanish Speakers 2 and 3 is to improve the Spanish speaking, reading, and writing skills of Spanish speaking students, and to provide a forum in which grammar can be taught in the context of interpretation and analysis of Spanish language literature. Exposure to Spanish language literature from the Spanish speaking world will stimulate interest and pride in the students' heritage and foster an appreciation in the students of the many cultures from which they come and among which they live. Also, the course will provide opportunities to develop literary analytical skills. The course will contribute to the A-F college entrance requirements.

Standards of Expected Student Achievement

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

1. Read selected materials from newspaper, magazines, short stories, novels, etc.
2. Write from dictation materials with which the student is unfamiliar.
3. Understand readings in literature in both prose and poetry.
4. Acquire and use new vocabulary presented through reading materials.
5. Express thoughts and ideas in correct idiomatic language.
6. Discuss ideas found in literature and defend one's own ideas.
7. Analyze and criticize a short story.
8. Listen well and respect ideas of others.
9. Demonstrate awareness of the contemporary Spanish speaking.
10. Demonstrate awareness of the history and culture of specific Spanish speaking communities.
11. After reading an editorial comment or listening to an idea expressed in the media, the student will answer questions and discuss the content, the arguments supportive of the position taken then give his/her opinion on the matter.
12. After hearing a report on a historical event, the student will analyze its causes and its effects on present-day events.
13. After doing research on trades and professions, the student will give a report on career options and prerequisites.
14. Given a contemporary problem of political or economic significance to Spanish speaking countries, the class will arrive at a feasible solution through discussion, analysis, and consensus.

15. After researching a subject of current interest, the student will participate in a debate, supporting his/her position with facts.
16. The student will help to plan and carry out a group activity, such as making a relief map of Latin America or presenting a short play.
17. As part of the study of a particular poet or of a literary epoch, the student will recite a poem and then indicate the imagery, symbols or metaphors used by the poet.
18. Using a prepared outline on plot, locale, characterization, and point-of-view, the student will report on a book read outside of class.
19. After reading a literary work, the student will discuss the motivation of a character, the style and the author's message as revealed directly or through the use of symbols.
20. Given several short stories to read, the student will analyze and discuss the types of conflict present in them, that is: man against nature, man against society, or man against himself.
21. As part of the study of a poet or literary period, the student will compare and comment on poems with different themes and styles.
22. After doing research on the subject, the student will give a report on the relationship between a poet's life and his/her poems, including considerations of historical events that affected the author's life and works.
23. After reading a book or periodical, the student will write a three-to-six page report on the effect that a military coup has had on the economy of a particular Hispanic country, the attitude that the United States government has taken towards a particular Hispanic leader currently in the news, or the growing importance of Latin American oil supplies.
24. The student will write examples of different types of paragraphs, such as descriptive, narrative, expository, persuasive.
25. The student will write a biographical resume or anecdote about a famous Hispanic figure.
26. After reading several poems of a particular literary period, such as Romanticism, the student will write two, then four lines of original poetry in the same style as that of the poetry being studied.
27. The student will write an essay comparing the personality, behavior or outlook on life of two characters taken from a story, novel or play.

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

Lectures, class participation, demonstrations, audio-visual materials, field trips, small group activities, outside resource people.

Assessments

Teacher observations of student action, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, colleges, and video projects.

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 book presentations utilizing oral reports, story boards, elements of drama, and reader's theater.

Student oral and written interpretation of video generated thematic units. Group presentations of thematic units including dramatic reenactment. Student created new endings to stories. Student participation in quackery reading. Student participation in contrasting and dialoguing poetry. Student participation in the accused bench or the hot chair activity. Student composed letters to the characters in a story. Student use of symbolization and picture graphs. Student composed Venn diagram. Student reflections and personal responses in journals or writing logs. Student use of creative imitation.