

SPAN A185H: ELEMENTARY SPANISH 2 HONORS

Item	Value
Curriculum Committee Approval Date	10/06/2021
Top Code	110500 - Spanish
Units	5 Total Units
Hours	90 Total Hours (Lecture Hours 90)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Associate Arts Local General Education (GE)	• OC Humanities - AA (OC1)
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 3B Humanities (3B) • Cal-GETC 6A Language Other Than English (6A)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 3B Humanities (3B) • IGETC 6A Lang other than Engl (6A)
California State University General Education Breadth (CSU GE-Breadth)	• CSU C2 Humanities (C2)

Course Description

Continuation of SPAN A180H, with further development of listening, speaking, reading, and writing proficiency, and additional exploration of cultures related to the Spanish language. This course is equivalent to three years of high school Spanish. Enrollment Limitation: SPAN A185; students who complete SPAN A185H may not enroll in or receive credit for SPAN A185. PREREQUISITE: SPAN A180 or SPAN A180H or completion of two years of high school Spanish with a grade of 'C' or better. Transfer Credit: CSU; UC. C-ID: SPAN 110. **C-ID: SPAN 110.**

Course Level Student Learning Outcome(s)

1. Recognize and produce the Spanish language at the high-beginning level in the four primary areas of communication: listening, speaking, reading and writing.
2. Demonstrate an understanding and appreciation of the cultures related to the Spanish language by comparing and contrasting them with the students' own culture(s).
3. Use current technologies to further develop their language and cultural competencies.

Course Objectives

- 1. Compare and contrast the nuances of everyday life in the Hispanic world with those of the English speaking in the U.S
- 2. Communicate orally and in writing in a variety of meaningful real life activities moving toward the intermediate high level of proficiency

on the national ACTFL scale (American Council on the Teaching of Foreign Languages)

- 3. Narrate and describe past real-life events from several perspectives
- 4. Use and apply acquired culturally appropriate communicative skills
- 5. Prepare and extend invitations
- 6. Ask for and give directions
- 7. Compare and contrast common Hispanic hobbies and favorite pastimes with U.S.
- 8. Talk about health issues, including accidents and stressful events using culturally and linguistically appropriate inflections
- 9. Talk about relationships (marriage/divorce/family/friendships) by comparing and contrasting personal relationships in the U.S. and the Hispanic world
- 10. Influence friends and others
- 11. Use of subjunctive to influence others by understanding cultural aspects when using commands
- 12. Express some personal attitudes towards events using the subjunctive

Lecture Content

The content for this course will be taught within a cultural context. Nuances of everyday life in the Hispanic world Review Elementary Spanish I course material Characteristics of Spanish speaking countries such as, but not limited to: Population Languages Foods Historical dates and sites Traditions and customs Current events Daily life Music Vocabulary appropriate to additional meaningful or other real life activities such as: Holidays Hobbies Health Personal relationships specific to the Hispanic world The preterite and the imperfect and their differences Double object pronouns Relative pronouns Reciprocal actions Hacer expressions Informal commands Introduction to the Subjunctive Past participles Uses of "se" Adverbs Comparisons and superlatives

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

Communicative-oriented language activities based on thematically organized exercises allow and prepare students to progress through stages of language acquisition. These activities occur through teacher-student and/or student group interaction. 2. Situational-based small group exercises allow students to role-play and use the language in contexts that simulate real-life situations. 3. Task-oriented group exercises allow students to use the language in a functional manner. 4. Material is presented through the use of both cognitive- and sensorial-based methods and materials (TPR, overhead transparencies, pictures, etc.), thus addressing the needs of different types of learners. 5. Grammar learning through lecture and application of ideas is stressed to the extent needed to support the language skills at the level of usage. 6. The primary use of the target language in the classroom encourages students to apply critical thinking skills such as deduction in acquisition of the material. 7. Listening comprehension and pronunciation skills are reinforced through instructor input, audiovisual components of the course, and language laboratory activities. Both listening passages and video episodes present the

language in context and provide additional cultural information. 8.

The use of the CD-ROM and the Internet reinforces vocabulary and grammatical constructions learned in class, and encourage the use of modern technology (video, e-mail, web sites) in language acquisition.

9. The use of teacher-guided activities on the Internet allows the students to perform specific, functionally-oriented tasks using the most up-to-date information on a variety of global issues. 10. Discussion of cultural topics allows students to learn about and relate to other cultural experiences, and encourages consideration of and respect for cultural differences as well as an awareness of global similarities.

Reading Assignments

The student will spend approximately two hours weekly reading from assigned textbook and other assigned materials, such as articles, magazines, and newspapers.

Writing Assignments

Students will spend approximately two hours each week completing writing assignments throughout the semester to exercise the structural, vocabulary and expressive skills being learned. The textbook, workbook and CD-ROM contain numerous writing activities in both short response and essay formats. In all of these writing activities, the student must not only apply knowledge of Spanish orthography and new vocabulary and grammatical constructions, but also utilize these linguistic elements in order to produce a coherent, organized written creation. Typical topics include the relation of information about the students immediate environment, as well as comparisons and contrasts of that information with information about other people in the students immediate environment.

Out-of-class Assignments

Students will spend approximately 7.25 weekly hours on homework outside of the classroom to include the following: The source for the listening activities outside of the classroom is provided by the online workbook. The students will also listen to music and watch videos and movies. Writing assignments are used at every step through the semester to exercise the structural, vocabulary and expressive skills being learned.

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Demonstration of Critical Thinking

- Chapter Exams and Final Exam (topics of exam sections include listening comprehension, reading comprehension, vocabulary, grammar, writing proficiency; formats of exam sections include true/false, multiple-choice, fill-in, answering questions, essays)• Written and Aural Homework (textbook, workbook, CD-ROM and/or Internet activities)• Oral Performance• Class Participation

Required Writing, Problem Solving, Skills Demonstration

Writing assignments are used at every step through the semester to exercise the structural, vocabulary and expressive skills being learned.

The textbook, workbook and CD-ROM contain numerous writing activities in both short response and essay formats. In addition, there are teacher-guided web activities. In all of these writing activities, the

student must not only apply knowledge of Spanish orthography and new vocabulary and grammatical constructions, but also utilize these linguistic elements in order to produce a coherent, organized written creation. Typical topics include the relation of information about the students immediate environment, as well as comparisons and contrasts of that information with information about other people in the students immediate environment.

Eligible Disciplines

Foreign languages: Masters degree in the language being taught OR bachelors degree in the language being taught AND masters degree in another language or linguistics OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Andrade, Magdalena, et al.. Tu Mundo, latest ed. McGraw-Hill Higher Education, 2018

Other Resources

1. Plus corresponding electronic workbook/lab manual.