

**Murrieta Valley Unified School District  
High School Course Outline  
May 2011**

**Department:** Foreign Language

**Course Title:** Spanish for Spanish Speakers II

**Course Number:** 4160

**Grade Level:** 10 - 12

**Length of Course:** Year

**Prerequisite:** Passing SSI with a C or better

**UC/CSU (A-F) Requirement:** E

**I. Goals**

The student will:

- A. Read works of literature by Spanish-speaking authors
- B. Develop paragraphs and compose essays in the Spanish language
- C. Perform presentations on a variety of subjects
- D. Utilize current events to relate social, political and economic developments in Spanish-speaking countries
- E. Analyze films by themes
- F. Understand various Latin American countries and customs
- G. Express original and creative thought through written and verbal skills in the Spanish Language
- H. Utilize correct grammatical structures in the Spanish Language

## **II. Outline of Content for Major Areas of Study**

- A. Review grammatical concepts from Spanish-speakers I: present, preterit and imperfect
- B. Introduce works of literature by Spanish-speakers authors
- C. Understand grammatical concepts such as nouns, definite and indefinite articles and present tense
- D. Utilize the grammatical concepts of ser vs. estar
- E. Apply stem-changing verbs, and irregular verbs
- F. Apply the grammatical concepts of adjectives, demonstrative adjectives, comparatives and superlatives
- G. Be exposed to Caribbean Culture and History
- H. Understand the origins of the Spanish culture
- I. Apply the concepts of preterit, regular verbs, direct and indirect object pronouns
- J. Apply the preterit of stem-changing verbs, irregular verbs and the verb gustar
- K. Apply the imperfect and the infinitive tenses
- L. Be exposed to famous Spanish & Latin American artists
- M. Apply the preterit and imperfect possessive adjectives
- N. Apply future tense
- O. Apply conditional tense
- P. Be exposed to Central American Culture & History
- Q. Apply negative expressions, verbs with double meanings in the imperfect or preterit
- R. Apply the prepositions por vs. para
- S. Be exposed to South American Culture & History

- T. Apply the past participle and passive construction
- U. Apply present subjunctive, formal and informal commands
- V. Apply the subjunctive tense with nominative clause
- W. Utilize Spanish to identify, specify, request clarification and express relationships
- X. Utilize Spanish to refer to people and objects, express relationships make generalizations and describe arts and crafts
- Y. Discuss the arts, literature and film
- Z. Apply present tense

### **III. Accountability Determinants**

- A. Teacher observation of daily classroom participation, effort, and
  - 1. In class discussions and assignments
  - 2. Homework/Classwork
  - 3. Writing Compositions
  - 4. 75-100% of student participation
  - 5. Time spent in Spanish Language 100%
- B. Assessment Methods
  - 1. Teacher observation of daily classroom participation, effort and achievement
  - 2. Free response questions
  - 3. Projects and presentations
  - 4. Department-generated common assessments

### **IV. Instructional Materials and Methodologies**

#### **A. Required Textbooks(s)**

Samiengo, Fabián A., et. al. *Nuestro Mundo Unit 4-8: Segundo Curso Para Hispanohablantes*. Evanston, Illinois: McDougal Littell, 1997

Samiengo, Fabián A., et. al. *Nuestro Mundo Unit 4-8: Segundo Curso Para Hispanohablantes: Cuaderno De Actividades*, Evanston, Illinois: McDougal Littell, 1997

## B. Supplemental Materials

Nassi-Bernstein. Spanish 2 Years: Workbook Edition.

New York, New York: AMSCO School Publications, Inc., 1969.

1. Newspapers
2. Periodicals
3. DVD Videos
4. The Internet

## C. Instructional Methodologies

1. TPR/TPRS
2. Direct Instruction
3. Direct Response Questions
4. Cooperative Learning
5. Think Pair Share
6. Games/Songs
7. Guided Listening Activities
8. Thinking Maps
9. KWL
10. Guided Practice