Spanish 202
2019-2020, 3 credits
University of Green Bay
T/TH/FR 10:52-11:38, open lab M/W
Little Chute High School Room H208

Instructor: Profe Tia King
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Course Description:
Spanish 5/SPAN 202 is an advanced-level course with emphasis on refining communication and grammar skills in Spanish. It combines an advanced grammar focus, literature, culture, AP thematic topics, and proficiency in reading, writing, listening, and speaking. All grammar concepts taught in Spanish 1-4 will be reviewed and meticulously refined. Further practice in text translation and comprehension will also be emphasized. The course includes daily assignments, speaking sessions in and out of class, cooperative group work, cultural experiences in and out of class, performance assessments such as compositions, listening and reading comprehension, and speaking including authentic and AP prep materials. Students will practice in all four modes of communication. Students will further explore Hispanic culture, art, literature, and language through the employment of improved grammar and communication skills. The class will be conducted entirely in Spanish with few exceptions.

Prerequisites:
Students must earn a “B” or better average in Spanish 4 to qualify for the UW-Green Bay credit course. This course is monitored by UW-Green Bay and taught by an instructor whose experience and credentials are approved by the department. In all respects, this course reflects the standards of all UW-Green Bay Spanish courses.

Required Texts:
UWGB Spanish Programmatic Outcomes:

1. Speak standard Spanish at advanced-mid level as defined by ACTFL
2. Read non-technical prose at advanced level as defined by ACTFL
3. Comprehend clearly articulated conversations on everyday topics in standard Spanish at the ACTFL advanced level.
4. Write about non-technical topics at the intermediate-high/advanced ACTFL level.
5. Demonstrate an advanced knowledge of Spanish/Latin American cultures.
6. Have read great works of Spanish/Latin American literature and have a sense of their place in literary history.
7. Research literary and cultural topics and report findings.
8. Obtain skills to help them qualify for professional work in various areas such as teaching, translating and interpreting, positions in business appropriate to students in the languages or be prepared to attend graduate school.
9. Reflect on the social values of the culture(s) they are studying and be able to draw reasoned comparisons to their own culture on topics important to the culture(s) being studied.

Expectaciones:

- Use Spanish only in class
- Use Google Classroom to retrieve and monitor all assignments and important dates
- Complete all work assigned both in and out of class
- Go above and beyond the minimum requirements
- Conduct yourself as a college student, including organization and self-motivation
- Ask questions and come in for extra help when needed
- Follow all LCHS rules and expectations, be on time as tardies will be marked
- Mondays and Wednesdays are open work time/help unless you have been absent, missing work, or have an overall grade less than 83%. Instructor reserves the right to have you report for extra time.
**Preparation for class:**

Active participation, raising your hand, and staying on task is expected and necessary to improve your skills. Ask questions when you don’t understand. Complete all drills, watch videos, listen to all audio practice, speak Spanish in and out of class, read the assigned texts, and seek opportunities to use your Spanish. Keep an open mind, don’t be afraid to try and make mistakes. Do not use translators as they are often inaccurate and considered plagiarism.

Learning a language requires practice of a variety of skills. Here are the 9 essential standards we will be working on in Spanish One upon which you will be graded on a 1-3 standards-based proficiency scale:

<table>
<thead>
<tr>
<th>Spoken Communication</th>
<th>★ I can speak at an intermediate high proficiency level in the target language in a variety of familiar contexts. ★ I can demonstrate strong speaking habits to foster language acquisition.</th>
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</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>★ I can write at an intermediate high proficiency level in the target language in a variety of familiar contexts. ★ I can demonstrate strong writing habits to foster language acquisition.</td>
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<tr>
<td>Interpretive Listening</td>
<td>★ I can interpret what I hear at an advanced high proficiency level in the target language in a variety of familiar contexts. ★ I can demonstrate strong listening habits to foster language acquisition.</td>
</tr>
<tr>
<td>Interpretive Reading</td>
<td>★ I can interpret what I read at an advanced high proficiency level in the target language in a variety of familiar contexts. ★ I can demonstrate strong reading habits to foster language acquisition.</td>
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<tr>
<td>Cultural Literacy</td>
<td>★ I can use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect upon the relationships between the products, practices, and perspectives of diverse and dynamic cultures within my local and global communities.</td>
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</tbody>
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Evaluation Methods:

- Written tests and quizzes, including things such as listening and reading sections, grammar, vocabulary, and literature questions
- Presentational and Interpersonal Speaking, both prepared and spontaneous
- Presentational and Interpersonal Writing, both prepared and spontaneous
- Active participation in class, using Spanish in the classroom is used to measure proficiency and progress
- Some daily homework and assignments such as translations will be graded and assessed
- Final exam/project

Sequential Content Outline:

**First Semester**

**Weeks 1-4:**

- Syllabus and expectations
- Proficiency rubrics and expectations explained
- Overall grammar review: tenses, moods
- Review group grammar project presentation
- Text orientation and assignment
- Reading comprehension and dictionary, and app usage
- Comprehensible Input Lessons, working on the 4 communication skills in all modes
- *El Décimo* Emilia Pardo Bazán

**Weeks 5-8:**

- Main grammar theme: Narration and description in the past
- Theme: Global Challenges / Los desafíos mundiales
- Preterite
- Imperfect
- Present perfect
- Pluperfect
- *Rosa Ángel Balzarino*
Weeks 9-12:

- Main grammar theme: Description of our surroundings, differences and similarities
- Theme: Science and Technology / La ciencia y la tecnología
- Adjectives
- Demonstrative adjectives
- Demonstrative pronouns
- Possessive adjectives
- Possessive pronouns
- Comparatives
- *Un Oso y Un Amor* Sabine R. Ulibarri

Weeks 13-16:

- Main grammar theme: Narration and description in the present
- Theme: Contemporary Life / La vida contemporánea
- Present tense
- The progressive tenses
- *No Oyes Ladrar los Perros* Juan Rulfo
- Object pronouns

Weeks 17-18:

- Review and catch up
- Presentational Writing: Story incorporating past and present tenses
- Midterm exam/Final
Second Semester

Weeks 1–4:
- Main grammar theme: Expressing wishes and obligations
- Theme: Personal and Public Identities / Las identidades personales y públicas
- Commands
- Present subjunctive
- Present perfect subjunctive
- *El Árbol de Oro* Ana María Matute

Weeks 5–8:
- Main grammar theme: Narration and description in the future: how to express emotion, doubt, negation, probability or conjecture
- Theme: Families and Communities / Las familias y las comunidades
- Future
- Future perfect
- *Cartas de Amor Traicionado* Isabel Allende
- Interpersonal Writing: Letter project

Weeks 9–12:
- Main grammar theme: Narration and description in the past II
- Theme: Beauty and Aesthetics / La belleza y la estética
- Imperfect subjunctive
- Pluperfect subjunctive
- Conditional
- Conditional perfect

Weeks 13–15:
- *Book Club* project
- Presentational Speaking and Writing: Artist project
- Grammar Review: Sequencing of tenses

Week 16–18:
- Review and Refinement of Skills
- Final Exam