Spanish 5 Syllabus
World Languages Department
Sauk Prairie High School (SPHS)
Trimesters 2-3 (2019-2020)

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Room: 27

Course Description
Spanish V is the capstone course of the Spanish sequence at SPHS. It is taught in the target language to students having completed the equivalent of Spanish levels 1-4 and they are expected to communicate in Spanish. The course employs an AP-level text, literature, films, videos, group discussion, pen pals (Spain), live speakers (teacher contacts via Whatsapp). These mediums offer a broad range of interpretive cultural insight by way of focusing on ethnic, political, geographic and economic threads found woven throughout historical and current realities faced by the diverse social groups of the Spanish-speaking world. Vocabulary and grammar are reviewed explicitly and used in greater context via readings and practice of different writing styles. Students focus consistently on Spanish-speaking proficiency via weekly interpretive, interpersonal and presentational speech usage. Successful completion of trimesters A and B equals a standard year of a high school Spanish 5 course. Students may apply for college credit through UW-Green Bay, earned following registration and passing of the final exam (7 credits if a C is earned on it, 14 credits if a B or an A is earned on it).

Course Objectives:
1. To develop and refine interpretive, interpersonal and presentational communication skills in Spanish.
2. To strengthen awareness and understanding of other cultures.

Spanish Programmatic Outcomes (from UW-Green Bay)
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.
<table>
<thead>
<tr>
<th>Spanish 5A Trimester</th>
<th>Essential Questions</th>
<th>Concepts/Skills</th>
<th>Texts/Resources</th>
<th>Assessments</th>
<th>Standards</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>What are the unintended consequences of turning our lives over to greater dependence on technology?</td>
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<td>Abriendo puertas Antología de literatura en español, Nextrtext, 1996.</td>
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<td></td>
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<td>How has the concept of beauty evolved over human history?</td>
<td>Internet sites Lyricstraining.com Youtube-assorted Univision BBC.com Gramática para la composición (2nda ed.), 2007. M.S. Whitley &amp; L. González</td>
<td>Informal Assessments Small group discussion, Explanations to entire class at the podium</td>
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<tr>
<td>Tema 2</td>
<td>Science/Technology</td>
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<td>Tema 3</td>
<td>Beauty/Aesthetics</td>
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<td>Grammar study (review and new grammar)</td>
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<table>
<thead>
<tr>
<th>Spanish 5B Trimester</th>
<th>Essential Questions</th>
<th>Concepts/Skills</th>
<th>Texts/Resources</th>
<th>Assessments</th>
<th>Standards</th>
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<tbody>
<tr>
<td>Tema 4</td>
<td>Contemporary Life</td>
<td>In a fast changing society, how do we prepare our youth for a future profession they can’t quite conceive of yet? How will a changing climate How does one restore him or herself to maintain</td>
<td>*Identify themes in what is being communicated by various media *Discuss personal interpretations and feelings about what is understood *Research and describe new information in small group and whole class settings. *Continue refining comprehension of appropriate grammar usage.</td>
<td>Temas (VHL) text, 2014.</td>
<td>A: INTERPERSONAL: CONVERSATION Transitioning/refining 1. Conversations 2. Questions 3. Opinions 4. Problem-solving 5. Comprehension</td>
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<td>Abriendo puertas Antología de literatura en español, Nextrtext, 1996.</td>
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<td>Tema 5</td>
<td>World Challenges</td>
<td></td>
<td>Internet sites Lyricstraining.com Youtube-assorted Univision BBC.com Gramática para la composición (2nda ed.), 2007. M.S. Whitley &amp; L. González</td>
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<tr>
<td>Tema 6</td>
<td>Personal/Public Identity</td>
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<td>Grammar study (review and new grammar)</td>
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4. Recounting events  
5. Forms of writing |
|---|---|---|---|
| What is happening? What are the cultural underpinnings affecting the characters? What literary devices do authors employ to deepen the plot and character development? | What is the historical and societal context of movies? | *Identify themes in what is being communicated by various media  
*Discuss personal interpretations and feelings about what is understood  
*Research and describe new information in small group and whole class settings.  
*Continue refining comprehension of appropriate grammar usage. | 1. Listening  
2. Listening  
3. Reading  
4. Reading  
5. Strategies |
| | | **Spanish 5A Trimester-**  
Films: **También la lluvia** (Tema 1) | A: INTERPERSONAL: CONVERSATION  
Transitioning/refining  
1. Conversations  
2. Questions  
4. Recounting of events  
5. Comprehension |
| | | **Spanish 5B Trimester-**  
La historia oficial (Tema 6) | B: INTERPRETIVE: LISTENING/READING  
Transitioning/refining  
1. Listening  
2. Listening  
3. Reading  
4. Reading  
5. Strategies |
| | | **Spanish 5A Trimester-**  
El hijo, Horacio Quiroga.  
Mi caballo mago, Sabine Ulibarrí.  
No oyen ladrar los perros, Juan Rulfo.  
Un día de estos, Gabriel García Marquez.  
Chac Mool, Carlos Fuentes Leyendas latinoamericanas-  
-La calle de la machinquepa | C: PRESENTATIONAL: SPEAKING & WRITING  
Transitioning/refining  
1. Oral presentations  
2. Speeches  
4. Recounting events  
5. Forms of writing |
| | | **Formal Assessments**  
Quizzes, reflective essays  
Trimester A final exam | A: INTERPERSONAL: CONVERSATION  
Transitioning/refining  
1. Conversations  
2. Questions  
4. Recounting of events  
5. Comprehension |
| | | **Informal Assessments**  
Small group discussion | B: INTERPRETIVE: LISTENING/READING  
Transitioning/refining  
1. Listening  
2. Listening  
3. Reading  
4. Reading  
5. Strategies |
| | | | C: PRESENTATIONAL: SPEAKING & WRITING  
Transitioning/refining |
| Spanish 5B Trimester | -El origen de nopal  
-El barco vacío  
-La camisa de Margarita  
-La línea se convierte en río (una crónica de la frontera), Francisco Cantú, 2018 | 1. Oral presentations  
4. Recounting events  
5. Forms of writing |

**Evaluation and Assessment**
For specific assignments, students will be able to redo or retake them, but only if the original grade was an F or D, so a final score may only reach 75%.

**Policy on Re-testing**
No re-takes will be given for quizzes or tests. A curve may be used.

**Grading**
Student grades are calculated with the following percentages:
Homework (out of class assignments) - 25%
Quizzes - 30%
Projects (presentations) - 25%
Participation - 20%

**SPHS Grading Scale:**
- A+ 97.50-100.00%
- A 93.50-97.49%
- A- 90.50-93.49%
- B+ 87.50-90.49%
- B 83.50-87.49%
- B- 80.50-83.49%
- C+ 77.50-80.49%
- C 73.50-77.49%
- C- 70.50-73.49%
- D+ 67.50-70.49%

**UW-GB Grading Scale:**
- A (Excellent) 93-100%
- A/B (Very Good) 88-92%
- B (Good) 83-87%
- B/C (Above Average) 78-82%
- C (Average) 73-77%
- C/D (Below Average) 68-72%
- D (Poor) 60-67%
- F (Unacceptable) 0-59%
Attendance Policies and Practices
Students are expected to be in or approaching seats when the bell rings. If late, you will go get a late pass from the office.

Late Work Policy and Requests for Extensions
Points will be deducted for late work, unless a sufficient reason is provided.

Academic Integrity
If cheating is discovered, the assignment or quiz/exam will be given an automatic zero in the gradebook, thus sinking your GPA as well. Using technology-based translation programs is tantamount to cheating. It bypasses the difficult work required to construct and strengthen the neurological networks required for second language acquisition to develop. The teacher will know immediately and should not be grading a computer’s attempt at Spanish, you will not be learning, will lose a measure of respect from the teacher, and you will either receive no credit or be asked to spend extra time, possibly in this Spanish classroom, redoing the assignment. Commit to creating quality time for Spanish, your payoff will be much higher. The online dictionary wordreference.com is highly recommended for its width and breadth of vocabulary support without translating actual sentences.