Year: 2019-2020
Course Title: Spanish 202 Intermediate Spanish DC and HSCO
Credits: H.S. credit (2 trimesters) (+3 college credits for DC option
Instructor: Mrs. Jana Zimmerman
(920) 262-7500 ext. 6266
zimmermanj@watertown.k12.wi.us
Location: Watertown High School S266
Schedule: Monday-Friday, 2nd and 3rd hours
Google Classroom and Remind Codes: Posted on classroom wall.

Course Rationale:
Students will learn necessary communication skills and intercultural connectedness that will prepare them to thrive in our global society.

Course Description/Emphasis:
Students will review and master the skills they learned in Spanish 1-2, 3-4 and 5-6 as they continue to learn new grammatical structures and concepts, vocabulary (Wordplay 50 mins/week) and culture. Emphasis will be placed on oral and written proficiency and cultural competency. Students will learn to use Spanish to communicate in real world situations. Throughout the course, students will be encouraged to connect with Spanish in authentic contexts. This course is conducted entirely in Spanish. Teachers and students are expected to speak in Spanish at least 90% of the time during class.

College credit for this course is offered through the University of Wisconsin-Green Bay. The course is coordinated and monitored by the Spanish Department at UW-Green Bay and is taught by an instructor whose experience and credentials are approved by the department. UW-Green Bay also sets the tuition in August before the beginning of the next school year.

Spanish Programmatic Outcomes

1. Speak standard Spanish at intermediate level as defined by ACTFL
2. Read non-technical prose at intermediate level as defined by ACTFL
3. Comprehend clearly articulated conversations on everyday topics in standard Spanish at the ACTFL intermediate level.
4. Write about non-technical topics at the intermediate ACTFL level.
5. Demonstrate an intermediate knowledge of Spanish/Latin American cultures.
6. 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.
7. 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.

Required Texts:
Themes and Objectives:

¿Qué haces para estar en forma?
- Listen to and read about health advice and nutrition
- Talk and write about healthy eating habits and exercise
- Give advice and instructions to others about healthy lifestyles and remedies
- Read, listen to and understand information about symptoms and remedies
- Talk about symptoms and remedies
- Discuss healthy eating choices
- Compare an ancient game with a modern game
- Understand the connection between healthy habits and lifestyle in Spanish-speaking countries
- Read, listen to and understand information about physical fitness equipment, exercise and advice
- Write and discuss about physical fitness
- Discuss ways to solve problems

¿Cómo te llevas con los demás?
- Read, listen to and discuss the description someone’s personality traits
- Read and listen to information about love and friendship
- Read and listen to information about love and friendship
- Read about and discuss conflicts between people from different points of view
- Read, listen to and understand information about how to resolve conflicts
- Read, listen to and understand information about friends and family relationships
- Read about expressions of love in Latin American and Spanish arts
- Express opinions and emotions about the behavior of another person
- Discuss aspects of your life
- Understand your views of friendship and those of young people in Spain
- Write about relationships, personality traits, friendships, conflicts and solutions

¿Cómo puedes encontrar una carrera satisfactoria?
- Listen to and read about job interviews and classified ads
- Talk and write about applying for a job
- Exchange information about your skills, background experience, and job opportunities
- Understand the influence of Hispanics in the U.S.
- Compare a Mayan folktale with myths in the U.S.

¿Qué pasa cuando dos culturas mezclan?
- Read, write, discuss things that will happen in the future
- Read, write, discuss about things you would do under certain circumstances
- Read, write, discuss about what will have happened by a certain time
- Listen and read about indigenous cultures
- Talk and write about cultural heritage and fusion of cultures in Spain before 1492
- Discuss and write about cities of Toledo, Spain and Buenos Aires, Argentina
- Talk about culture and architecture
- Discuss cultural heritage and cultural encounters
- Express doubts and wishes about family and cultural heritage in the past
- Talk about an important event in your childhood
• Talk about things you could do
• Discuss and write about a cultural exchange
• Read about Spanish missions and learn about their role in California’s history

¿Cómo puedes cuidar nuestro planeta para las generaciones del futuro?
• Listen and read about pollution and other environmental issues
• Talk and write about environmental problems and solutions
• Make suggestions to protect the environment
• Provide descriptions of situations that might not exist
• Talk about events that have or have not yet happened

¿Qué nos enseñan las experiencias de la vida?
Reading: Cajas de cartón, Francisco Jiménez
Students will read about the life a migrant agricultural working family in the United States. They will view the experience from the perspective of Francisco, a young migrant boy. They will acquire new vocabulary, recognize structures and compare and contrast various cultural aspects.
• Explain how life experiences form who we are and help us to make positive contributions to society
• Understand the experience of a Mexican migrant agricultural family in the U.S. in the 1950s from the point of view of a Mexican child.
• Compare and contrast the experiences of this story from the 1950s to those of migrant works in the U.S. today.

Expectations
• Speaking in Spanish is required at all times.
• Homework is due at the beginning of the next class period unless otherwise specified.
• Attendance is vital for success in this class. Be in class, on time and prepared every day. You are responsible for turning in work, getting assignments from the classroom calendar, making up quizzes and tests and getting notes from another student. Test and quizzes must be made up within 48 hours (not including non-school days) before or after school.

Students missing more than 10 days per year for non-medically excused absences will result in 50% of the earned participation grade for the grading period in which the 11th absence occurs. If 4 more absences occur it will affect the next grading period as well, and so on. Exceptions are made for required school related class, club or sports activities only.
**WHS and UW-Green Bay** have different grading scales. The high school credit will be given by trimester and use the WHS grading scale. The UW-GB score will be the average of your 1st trimester and 2nd trimester grades.

Upon successful completion of this course, you will receive 1 H.S. credit and 3 college credits. If you earn a B or better (83% -100%) on UW-GB’s grading scale, you are also eligible for 11 retroactive credits. If you earn a C, you are eligible for 5.5 retroactive credits.

**Evaluation:**

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<thead>
<tr>
<th>Grading</th>
<th>Trimester Grade:</th>
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<tbody>
<tr>
<td>Trimester 1</td>
<td>Summative Assessments 80%</td>
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<tr>
<td>Trimester 1 exam</td>
<td>(chapter projects/presentations/tests)</td>
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<tr>
<td>Trimester 2</td>
<td>Formative Assessments 20%</td>
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<tr>
<td>Trimester 2 exam</td>
<td>(quizzes/checkpoints/informal presentations- oral/written, participation)</td>
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**Watertown High School Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98.1-100</td>
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<tr>
<td>A</td>
<td>92-98</td>
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<tr>
<td>A-</td>
<td>90-91.9</td>
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<tr>
<td>B+</td>
<td>88.1-89.9</td>
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<tr>
<td>B</td>
<td>82-88</td>
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<tr>
<td>B-</td>
<td>80-81.9</td>
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<tr>
<td>C+</td>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
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<tr>
<td>D+</td>
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<tr>
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<td>D-</td>
<td>60-61.9</td>
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<td>E</td>
<td>0-59.9</td>
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**UWGB Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent 100%-94%</td>
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<tr>
<td>AB</td>
<td>Very Good 93%-87%</td>
</tr>
<tr>
<td>B</td>
<td>Good 86%-83%</td>
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<tr>
<td>BC</td>
<td>Above Average 82%-76%</td>
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<tr>
<td>C</td>
<td>Average 75%-72%</td>
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<tr>
<td>CD</td>
<td>Below Average 71%-68%</td>
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<tr>
<td>D</td>
<td>Poor 67%-63%</td>
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<tr>
<td>F</td>
<td>Unacceptable 62%-0%</td>
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