

**UW Green Bay - Spanish 202 (3 credits)**  
**Course Syllabus**  
**Fall 2018-Spring 2019**  
**(Grafton High School – Surprising Spain/Sigamos)**

Instructor: Mrs. Kari Guerra  
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Schedule: 5 class periods per week  
1st semester either 4th or 5th hour / 2nd semester 4th hour

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**COURSE DESCRIPTION:**

This advanced level course is taught almost exclusively in Spanish. First semester will have an emphasis on the culture, history, geography, politics, and customs throughout Spain. Students will compare and contrast the culture of Spain with the culture of their own life in the US. Students will review and build upon previous grammar while continuing to develop their skills of reading, writing, listening, and speaking. Second semester will have a comprehensive review of advanced grammatical concepts focusing heavily on the subjunctive mood in the present and the past. This semester will include a variety of authentic reading/listening sources such as: short stories, poems, proverbs, music, and a movie in Spanish.

**COURSE OBJECTIVES:**

1. Refine/expand grammar concepts.
2. Expand vocabulary.
3. Become familiar with authentic text.
4. Increase verbal fluidity.
5. Increase comprehension/production of the spoken and written language.
6. Increase awareness and appreciation of the cultures of the Spanish-speaking world.

## 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.

### REQUIRED TEXTS:

#### -First Semester-

Uriz, Francisco J. and Harling, Birgit. *En el Mundo Hispánico*. Chancerel International Publishers Ltd. 2000

Ray, Blaine. *Viva el Toro*. Command Performance Language Institute. 2000.

#### -Second Semester-

Valette, Valette, and Carrera-Hanley. *Spanish for Mastery 3*. D.C. Heath and Company. 1988  
(Grammar practice and short story *El Zorro que Se Hizo el Muerto*)

Valdés, Guadalupe and Teschner, Richard. *Español Escrito: Curso para hispanohablantes bilingües*. Prentice Hall; 5<sup>th</sup> Edition. 2002 (Short story *Último Acto*)

Díaz, José and Collins, Stephen. *Abriendo Paso: Lectura*. Prentice Hall. 2001 (*Capítulo 5* – Short story *Cajas de Cartón* and Poems by Gustavo Adolfo Bécquer – some of his *Rimas*)

Breta, Dvorak, Kirschner, and Kihyet. *Pasajes: Literatura*. McGraw-Hill; 7<sup>th</sup> Edition. 2010 (Poem *Hombre Pequeñito* by Alfonsina Storni)

## EVALUATION AND ASSESSMENT:

### Grafton High School Grading Scale

A	90-100%	(A- = 90 - 92	A = 93 - 100)	
B	80-89%	(B- = 80 - 82	B = 83 - 86	B+ = 87 - 89)
C	70-79%	(C- = 70 - 72	C = 73 - 76	C+ = 77 - 79)
D	60-69%	(D- = 60 - 62	D = 63 - 66	D+ = 67 - 69)

### UWGB Grading Scale

A	Excellent	93% and above
AB	Very Good	88% - 92%
B	Good	83% - 87%
BC	Above Average	78% - 82%
C	Average	73% - 77%
CD	Below Average	68% - 72%
D	Poor	60% - 67%
F	Unacceptable	59% and below

### Grading

85% Quizzes, Tests, Essays, Projects, Presentations, Discussions, Graded Assignments, etc.

15% Oral Participation in Spanish

### Evaluation Methods

- Written tests and quizzes – to include grammar, vocabulary, and culture
- Research and presentations
- Projects
- Daily oral participation
- Writing assignments – letters, compositions, essays, short stories, etc.
- Daily practice work (homework)
- Semester Exams

### Cheating and Plagiarizing

Cheating on a quiz/test or any assignment, will result in a zero (F). Plagiarizing (copying the work of another and turning it in as your own) will also receive a zero. This includes copying from the Internet. Don't use online translators or computerized ones. I will be able to tell you've done so from the inaccuracies in the translation and the expressions or phrases used. Also, do not ask a friend, family member or even a tutor who knows Spanish to do your work. If grammar is used that you haven't learned, it is not your work and will not earn credit.

## COURSE REQUIREMENTS:

### Semester 1

A week review of general classroom vocabulary, expressions and grammar.

- UNIT ONE                    Geography of Spain – major cities, provinces, bodies of water, mountain ranges, cardinal directions, and prepositions.
- UNIT TWO                    Food of Spain – categorized food vocabulary, cooking vocabulary, Ustedes commands, project incorporating foods from around Spain.
- UNIT THREE                    The Culture of Food and Eating – typical schedules, foods and traditions pertaining to meals in Spain.
- UNIT FOUR                    The Culture of the People – An in-depth study of the daily life of the people in Spain, including: pastimes, sports, shopping, education, housing, family structure and the role of women (with an emphasis on pre and post Franco era), and common slang expressions. Written essay and oral presentation comparing and contrasting Spain to student life in US.
- UNIT FIVE                    Book: ¡Viva el Toro! – Review of Preterite, Imperfect and Future Tense. Intro to the Conditional and Past Subjunctive Tense (specifically “if” clauses). A study of the southern region of Andalucía in a story about an American student living in Seville. Book lends itself to learning about bullfighting, Francisco Franco, Pablo Picasso, Ernest Hemingway, Miguel de Cervantes and various historical sites and museums throughout southern Spain.
- UNIT SIX                    Fiestas Unit – A study of traditional holidays celebrated in Spain, including: Las Fallas de Valencia, La Epifanía, Semana Santa, San Fermín, La Tomatina, Los Moros y Cristianos (Reconquista). Students will research and reenact holidays in groups.
- UNIT SEVEN                    Música – Typical music from around Spain, both traditional and modern. A study of Flamenco, Sevillana, and Tuna Universitaria. Students will study the history, listen to songs, watch videos and learn how to dance a Sevillana. In addition, modern music will be studied, including: Paco de Lucía, Andrés Segovia, Gypsy Kings, David Bisbal, Marta Sánchez, David Bustamante, Enrique Iglesias, Pitingo and La Oreja de Van Gogh.

Semester 2 - All semester long – Journaling, every two weeks, students submit a journal entry about a topic that is determined by the teacher.

UNIT ONE	Review of verb tenses – regular and irregulars (present, preterite, imperfect, future, conditional, present perfect, past perfect, commands, past subjunctive, contrast of preterite and imperfect)
UNIT TWO	Poetry and songs – vocabulary, meanings, styles, common interpretations and students’ own interpretations
UNIT THREE	Proverbs and sayings – vocabulary, meanings, uses, comparisons with English proverbs, etc.
UNIT FOUR	Grammar points – grammatical topics - these are a review of some grammatical topics previously studied and some new topics. Some will also come from errors I see in the student journals and will vary from year to year
UNIT FIVE	Short story – Ultimo Acto – vocabulary, verb tense classification and meaning, story comprehension
UNIT SIX	Suffixes – meanings and uses – use the suffix rules to discern the meaning of new vocabulary for the next short story
UNIT SEVEN	Short story - Cajas de Cartón - and subjunctive forms – vocabulary, story comprehension, subjunctive forms (regulars and irregulars), subjunctive uses with hoping/wishing, need, and impersonal expressions
UNIT EIGHT	Short story – El Zorro que Se Hizo el Muerto – and more subjunctive – vocabulary, story comprehension, discussion about grievances, creation of own didactic story following the model of El Zorro que Se Hizo el Muerto, subjunctive uses with emotions, doubt, and not using the subjunctive with statements of certainty
UNIT NINE	Argentina study and film - La Historia Oficial – and more subjunctive – short study of Argentina (history, geography, cultural study), vocabulary and film comprehension, discuss past and current issues related to the Dirty War, subjunctive forms and uses when discussing parts of the film
UNIT TEN	Video project – to incorporate the grammar, vocabulary, and culture studied this semester (and in other Spanish classes) in a creative format