

## **Spanish V course syllabus 2018-2019**

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### **Course description**

Level V Spanish is to serve as a review, expansion and application of the various grammar points and skills learned during the four previous years. In this class we will attempt to refine and expand the students written, spoken and comprehension abilities of the language in an authentic manner. This class is designed to use and incorporate el lenguaje español in an open atmosphere in which student participation and interaction is stressed.

### **Expectations**

-You are all level V students and it is required that Spanish be spoken during all activities unless advised differently. Failure to do so will adversely affect the communication component of your final grade.

-Complete all assignments on time. This means once the tone sounds the assignment must be completed in its entirety to receive full credit.

### **Course objectives:**

Throughout the course students will:

- compare and contrast Hispanic and Spanish cultures and perspectives.
- engage in meaningful conversations in Spanish on a variety of topics including current and historic events.
- use a variety of advanced grammatical concepts in various contexts to present ideas in writing, speaking and via presentations.
- read and interpret authentic texts to gain understanding of target culture.
- listen to and comprehend Spanish spoken by the instructor, native speakers, and other students.

**Requirements:** notebook, folder or binder, a highlighter, various colors of pens, pencils or colored pencils (for editing purposes)

### **Class activities:**

**Reading:** We will read a wide variety of literature including stories, newspaper and magazine articles, poems, and travel blogs. Skills stressed during reading will include, deduction, critical thinking and comprehension.

**Writing:** Authentic writing practice based on reflection, summary, or opinion will occur almost daily, both in and out of class. Examples include

responses to texts, letters, formal compositions, personal essays, persuasive essays and reflections.

Listening: Various medium include world and Wisconsin news in Spanish, short video clips, recorded stories and interviews that I conducted with native speakers from México, Cuba, Panama, Costa Rica and Nicaragua.

Speaking: Oral communication will be stressed daily, both partner and small group. Circumlocution, depth of vocabulary and accent will be emphasized. In addition students will conduct oral presentations and be orally evaluated quarterly based upon theme and/or tense.

Additional information of importance.

1. Expect out-of-class assignments such as short stories, essays or projects related to the day's topic. **It is up to the student to see me regarding all missing assignments** as I have over 140 students.
2. *Tests and quizzes:* All tests and quizzes will be announced ahead of time. Quizzes/tests/essays will relate to a particular theme or grammar point.
3. I expect that all work is original and genuine. This means no usage of online websites such as *freetranslation* for anything other than looking up vocabulary. Usage of such sites to generate work insults my intelligence, and will result in a grade of 0 for the assignment and a referral.

**Grading criteria;**

Tests-40%

Quizzes/oral exams-30%

Homework/daily work-20%

Participation-10%

**MHS Grading Scale  
(rounding):**

A: 93-100%

B: 85-92%

C: 76-84%

D: 70-75%

F: 69% and below

**UW-GB Grading Scale:**

A: 93-100%

AB: 88-87%

B: 83-97%

BC: 78-82%

C: 73-77%

CD: 68-72%

D: 30-67%

F: 59% and below

Semester  
Grade: 40%  
Quarter 1,  
40% Quarter  
2, 20%  
Semester  
Exam

## **Course Outline**

### Year-Long

#### Semester 1

Theme 1: Education, recreation, leisure/hobbies  
Grammar: present tense, reflexives, inverse verbs, time  
Cultural focus: History of the Americas, Mexican independence day

Theme 2: Health care, medicine  
Grammar: past tense and imperfect  
Cultural focus: Day of the Dead

Theme 3: Immigration/demographics, politics  
(Emphasis on Central America and the Caribbean as it relates to the U.S.)  
Grammar: Subjunctive, conditional, pluscuamperfecto, imperfect subjunctive  
Cultural focus: las posadas

#### Semester 2

Theme 4: Transportation, travel, in the city/around town, shopping

Grammar: Commands, passive voice, pronouns, possessive adjectives  
Cultural focus: Markets, bartering, Valentine's Day,

Theme 5: Home, family and careers  
Grammar: prepositions, comparisons  
Cultural focus: Easter

Theme 6: Global challenges and natural resources  
Grammar: future tense  
Cultural focus: Mother's day

### **Texts**

Díaz, Nadel, and Collins. *Abriendo Paso: Lectura*. Pearson Prentice Hall. 2007.

Díaz, Nadel, and Collins. *Abriendo Paso: Gramática*. Pearson Prentice Hall. 2007.

### **UW-GB CCIHS (College Credit in High School) Course**

Remember, it is possible to take this class for college credit through the University of Wisconsin-Green Bay's College Credit in High School (CCIHS) program. Enrollment in this course is optional. Below is more information regarding this option.

UWGB Course: Spanish 202 - Intermediate Spanish

Credits: 3 (Note: you can earn up to 14 college credits by earning a B or better in the UW-GB course: 11 retroactive credits + 3 for the course itself)

### **Course Information**

Students will continue to expand upon their progress and skills in the Spanish language through continued speaking, reading, writing and listening activities provided in authentic contexts. This class is taught entirely in Spanish and the students are expected to participate in Spanish as well.

This course is offered through the University of Wisconsin-Green Bay. Eligible students are those who have completed three year of high school Spanish, with a prerequisite of Spanish level IV, with a grade of B or better. The course is coordinated and monitored by the Spanish Department at UW-Green Bay.

### **Objectives**

Throughout the course students will:

- compare and contrast Hispanic and Spanish cultures and perspectives.
- engage in meaningful conversations in Spanish on a variety of topics including current and historic events.
- use a variety of advanced grammatical concepts in various contexts to present ideas in writing and speaking.
- read and interpret authentic texts to gain understanding of target culture.
- listen to and comprehend Spanish spoken by the instructor, native speakers, and other students.

**Spanish 202 Programmatic Outcomes** (for those who choose to take this course for college credit)

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 advanced ACTFL level.
4. Write about non-technical topics at the intermediate-high/advanced ACTFL level.
5. Demonstrate and 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 students 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) that students study and be able to draw reasoned comparisons to their own culture(s) being studied.