Year: 2014-2015
Course Title: Spanish 202 Intermediate Spanish
Credits: 3 college credits + 1 H.S. credit (full year)
Instructor: Mrs. Jana Zimmerman
(920) 262-7500 ext. 6266
zimmermanj@watertown.k12.wi.us
Location: Watertown High School S266
Schedule: Monday-Friday, 3rd and 8th hours
Google Classroom: https://classroom.google.com/c/ODI5OTEx
Code: c94clo
Class Website: www.spanish78.weebly.com

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 and 3 as they continue to learn new grammatical structures and concepts. Emphasis will be placed on oral and written proficiency and cultural competency. Throughout the course, students will be encouraged to connect with Spanish in authentic contexts. Students will use Spanish to communicate in real world situations. They will listen to music, blog, follow blogs, connect with an e-Pal (depending on availability), study literature, and engage with the Hispanic community. This course is conducted entirely in Spanish.

This course is offered through the University of Wisconsin-Green Bay. Eligible students are those who have completed three years of high school Spanish with a grade of B or higher. 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.

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:**

**Supplemental 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 to others about healthy lifestyles
- Compare and ancient game with a modern game
- Understand the connection between healthy habits and lifestyle in Spanish-speaking countries

**¿Cómo te llevas con los demás?**
- Listen and read about relationships
- Talk and write about conflicts
- Express opinions and emotions while discussing problems
- Understand the relationship between emotions and art in the Hispanic world
- Compare relationships between teens and their parents in Mexico with your own experience

**Trabajo y comunidad**
- 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 nos traerá en el futuro?**
- Listen and read about future plans and predictions
- Talk and write about future problems and advances
- Explain your career goals for the future
- Understand how Hispanic architects are shaping the future
- Compare living situations of college graduates from Spain and U.S.
¿Mito o realidad?
- Listen to and read about archeology and Pre-Columbian legends
- Talk and write about mysterious events
- Provide logical explanations for unexplained phenomena
- Understand the mysteries of past civilizations in Latin America
- Provide reasonable explanations for Pre-Columbian myths

Encuentro entre culturas
- Listen and read about indigenous cultures
- Talk and write about cultural heritage
- Present a guided city tour
- Understand the historical context of Spanish missions in California
- Express your opinion about cultural exchanges

Supplemental 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.

Connections:
Throughout the year, students will make 5 authentic connections to Hispanic culture and/or language and write a reflection (in Spanish) describing what you did (who, where, what, when, why), comparing and contrasting the new experience with a prior experience, and explaining something positive that you gained from the connection. Students will do all five of the required connections:
1. An activity that requires listening to native speakers.
2. An activity in which you read native writing.
3. An activity in which you immerse yourself into native culture.
4. An activity in which you push yourself beyond your comfort zone.
5. Open
Alternative: Volunteer at least 5 Tuesday evenings 6-8pm playing with Hispanic children while their mothers attend ESL classes. You will write one reflection that will count for all 5 connections. I am certain that this will be an extremely rewarding experience.

Vocabulary Expansion: Wordplay
Wordplay is an online tool that will help students to build and maintain a large working vocabulary in Spanish. Students will use wordplay for at least 50 minutes per week, preferably 10 minutes 5 days per week. Students will receive a feedback grade and check on due dates and will receive a formative grade on the quiz following the due date.

Blogs:
Students will maintain a blog on a classroom website. Students are expected to complete blogs according to due dates as well as read and comment/dialog with other students in the class. I will assign some topics and students will have choice/input on others. Rubrics will guide the expectations.
**E-pals:**
I will make every attempt to find a cooperating class in a Spanish-speaking country so that we can practice communicating and learning firsthand culture. Students will be expected to correspond with their assigned e-pal. Communication will be monitored and some letters will be assessed.

**Evaluation:**

<table>
<thead>
<tr>
<th>Grading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>40%</td>
</tr>
<tr>
<td>Mid-term 1</td>
<td>10%</td>
</tr>
<tr>
<td>Semester 2</td>
<td>40%</td>
</tr>
<tr>
<td>Final</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Semester Grade:**

- Summative Assessments 65%
- Formative Assessments 25%
- Participation 10%

**Watertown High School Grading Scale**

- 98.1-100=A+
- 92-98=A
- 90-91.9=A-
- 88.1-89.9=B+
- 82-88=B
- 80-81.9=B-
- 78.1-79.9=C+
- 72-78=C
- 70-71.9=C-
- 68.1-69.9=D+
- 62-68=D
- 60-61.9=D-
- 0-59.9=F
UWGB Grading Scale

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

Expectations

- Speaking in Spanish is required at all times.
- Homework is due at the beginning of the next class period unless otherwise specified. No late homework will be accepted for full credit. Late homework will be docked 10% per day up to 50%.
- 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 weekends) before or after school. Frequent absences and tardiness will result in a lower grade.
  - Students missing more than 5 days per semester for non-medically excused absences will result in 50% of the earned participation grade.