

## **SYLLABUS**

### **COURSE TITLES: Spanish 5-6/IB SL I**

**Clackamas Community College equivalents:**

#### **SPN-101: First-Year Spanish I: 4 credits**

First term of a three-term foundational, multimedia course for beginners. Initial emphasis is on speaking and listening comprehension, with secondary emphasis on reading and writing. Various cultural themes are presented. SPN-101/102/103 must be taken in sequence.

Upon completion of Spanish 201, the successful student will be expected to (in Spanish, except where indicated):

- interpret messages and creatively discuss a medical condition with a doctor in a role-play situation
- critically analyze values and ethics in discussing vacations, celebrations and traditional events in a Spanish-speaking country
- tell about the system of medical services in a Spanish-speaking country and compare it to the system in the US,
- discuss student use of computers and technology in a Spanish-speaking country and compare it to student use in the US,
- use correctly and in context the following grammatical constructions:
  - preterit and imperfect tenses,
  - impersonal constructions with *se*,
  - common adverbs and adverbial expressions.
- identify and analyze, in English, the history, practices, values, and beliefs associated with “El día de los muertos” (Day of the Dead) in Mexico and “El día de todos los santos” (All Saints Day) in other parts of Latin America;
- identify and analyze, in English, some examples of health systems in Latin America, such as natural and indigenous medicine, and contrast them with medical practices in the United States.

#### **SPN-102: First-Year Spanish II: 4 credits**

Second of a three-term foundational, multimedia course for beginners. Initial emphasis is on speaking and listening comprehension, with secondary emphasis on reading and writing. Various cultural themes are presented. SPN-101/102/103 must be taken in sequence. Prerequisite: Pass SPN-101 or instructor consent.

Upon completion of Spanish 102, the successful student will be expected to:

- Be able to talk about pastimes and places in the city.
- Be able to express, conditions, emotions, personal characteristics, place of origin and nationality.
- Be able to talk about activities currently in progress.
- Be able to talk about going on vacation as well as to discuss transportation and lodging.
- Be able to use vocabulary related to days of the week, dates and months.
- Be able to talk about seasons and weather.
- Use correctly stem changing verbs and verbs with irregular “yo” forms.
- Use correctly SER and ESTAR and the Present Progressive Tense.
- Use correctly Direct and Indirect Object Pronouns.
- Use correctly the regular verbs in the preterit tense.

#### **SPN-103: First-Year Spanish III: 4 credits**

Third of a three-term foundational, multimedia course for beginners. Initial emphasis is on speaking and listening comprehension, with secondary emphasis on reading and writing. Various cultural themes are presented. SPN-101/102/103 must be taken in sequence. Prerequisite: Pass SPN-102 or instructor consent.

Upon completion of Spanish 103, the successful student will be expected to:

- Talk about daily routine and personal hygiene using the reflexive verb forms.
- Talk about food, meals and shopping at the market.
- Order a meal at a restaurant.
- Be able to talk about celebrations and personal relationships.
- Use correctly the irregular and stem changing forms of the preterit tense.
- Differentiate between “saber” and “conocer” and use “gustar” and verbs like “gustar” correctly.
- Use comparatives and superlatives.
- Use relative pronouns.

**INSTRUCTORS: LOUISE McLEAN-O'DELL, JUSTIN FERKO**

**CONTACT INFORMATION:**

**Louise McLean-O'Dell**

**email: [mcleanl@nclack.k12.or.us](mailto:mcleanl@nclack.k12.or.us)**

**phone: 503-353-5860 ext 38565**

**Justin Ferko**

**email: [rphsferkoj@gmail.com](mailto:rphsferkoj@gmail.com)**

**phone number: 503-353-5870 ext.38591**

**website: <https://sites.google.com/site/profesorferko/>**

**ACC WEBSITE: <http://depts.clackamas.edu/acc>**

Obtain information about registering for Clackamas Community College credit with this course

**OFFICE/HELP HOURS:**

7:45-8:30 Monday/Tuesday/Thursday/Friday and by appointment

Conversation Group: Thursdays 3:30-4:30

Peer tutoring Tuesdays 3:30-4:30

**¡Bienvenidos a la clase de español 5-6!**

The following is an outline and course description for Spanish 5-6 taught during 2011-2012. Please read through the syllabus and use it as a guideline for our goals as a class and my expectations.

**Course Objectives:**

In the third year of language study, students will develop their proficiency in listening, speaking, reading and writing. Emphasis is on extensive oral and written communication. Students will become knowledgeable of more complex grammar structures and verb tenses. Class is conducted primarily in Spanish and students are expected to participate using only the target language. Students may choose to receive college credit through Clackamas Community College.

**Academic Prerequisites:**

A grade of C- or better in Spanish 3-4 or completion of an equivalent course.

**Textbooks:**

¡Avancemos! Level 3 Textbook (required)

¡Avancemos! Level 3 Workbook (required – available for purchase, price to be announced)

**Highly recommended:** Spanish/English Dictionary

501 Spanish Verbs

**Materials:**

Gmail access for use of Googledocs

Blue or black pen for quizzes and tests (required)

**Class policies: Because this class is a dual credit class, earning high school and college credit, you are held to student conduct policies for the high school and Clackamas Community College. Please refer to the HS Student Handbook and the College Handbook: <http://www.clackamas.edu/documents/handbook.pdf>**

**Tardies:**

**All students are expected to arrive to class on-time.** Students are considered tardy when they arrive within the first 5 minutes of class. After 15 minutes they will be considered absent. For

each tardy, students will serve 30 minutes of in-class detention during which time they will assist the teacher in various tasks. Upon the third tardy, students will be sent to the office where they will assign the detention. Since participation in class is vital to second language learning, excessive tardiness, excused and unexcused, could have a profound effect on a student's grade and will be referred to Student Management.

**Absences:** A written excuse cleared through the attendance office must be presented upon the student's return to class. Students with an excused absence will then be given one day for every day absent to complete any missed assignments, presentations, projects and/or class participation activities. Any work completed in this time frame will be considered for full credit. Any work returned after the deadline will be considered late. Any tests missed due to an excused absence must be taken upon return. Because of the nature of many language tests, students may need to stay after school in order to take the test. There is no grading curve given for make up tests. Any class participation, test, assignment, presentation or project missed due to an unexcused absence will result in a zero.

\*Make-up for missed class participation must be completed and turned in within 48 hours of an absence in order to receive full credit.

### **Grading/Evaluation:**

#### **Grading Weights: Grading Scale:**

1. Tests/Quizzes\*: 34%
  2. Active Participation 33%
  3. Homework/Journal: 33%
- 100%

\*Presentations and in-class projects may either be evaluated as homework or tests. Students will be advised prior to grading in which category their grade will count.

- A 100%-90%
- B 89%-80%
- C 79%-70%
- D 69%-60%
- F 59%-Below

#### **1. Assessments:**

**There will be one mid-term and one comprehensive final exam.** Tests and quizzes occur often and in a variety of formats. They will vary with respect to covering areas of study such as vocabulary, grammar, cultural issues, etc. Tests and quizzes will be based on all activities occurring during class meetings and homework assignments. Students will receive notice of major exams, in all formats, for the purpose of individual and group preparation.

**Projects:** Students will complete up to two International Baccalaureate Internal Assessments (IAs). The focus of the first IA is a social action project completed before Spring Break in March and the second is endangered species and environmental change to be completed in mid-May.

**2. Participation:** Active participation is assessed and evaluated daily by the following standards:  
**Daily** – 5 points for using Spanish frequently with classmates and teacher (10-15 total points per week on Day 1 or Day 2 schedule).

**Weekly** - Each week we will have "coloquio," a discussion section where contributions to the class will be monitored. Your frequency and quality of participation will count for your participation grade.

[At least two contributions= 12 points (80%); more than two contributions or two insightful quality contributions = 15 points (100%)]

**Make-up participation for excused absences:**

Have a conversation in Spanish with a student from a higher level or with a native speaker. You must work for 30 minutes per class period missed and write a summary in Spanish of the topics you discussed and the name of the student with whom you conversed. **Due within two class periods of the absence.**

**\*\* If you are absent for the discussion section (Thursday/Friday) then complete two 30 minute conversations to recover credit within two class periods of absence.\*\***

**3. Written homework will be assigned daily.** It will be checked visually and orally during the course of each class meeting. Full credit for homework is earned by the completion of each entire assignment. To receive credit, all homework will be finished by each student prior to each class meeting. Late homework will be accepted only for students with absences that are excused or prearranged, **otherwise no late homework will be accepted.**

Students will record homework assignments in planner or on phone in the last two minutes of class. **This is the only time cell phones or other personal electronic devices will be permitted in class.** Each student will have a homework buddy to call or text in the event of an absence from class. Check teacher website: <https://sites.google.com/site/profesorferko/> for posted assignments and links to help you complete your assignments.

**Extra Practice/Make-up Participation: Spanish Conversation Group**

Extra credit is not offered in this class. Some credit for extra practice may be offered, but it will count minimal points or for excused absence participation make-up. It will either be in the form of weekly attendance at the Spanish Conversation Group or an independent investigation into some aspect of culture or history of a Spanish-speaking country to be shared with the class or in conversation group.

**Absolutely no extra credit assignments will be offered at the end of the quarter, semester or school year.**

All students will receive **Mid-Term Progress Reports** regardless of class standing.

***Cheating and plagiarism will not be tolerated and if they occur, students will automatically forfeit the value of the assignment or assignments in question.***

**Course Description:**

- Review material from Spanish 3-4
- Discuss events continuing in the past (imperfect) and childhood
- Practice pronunciation and comprehension through poetry and popular music
- Make connections and comparisons with the cultures of Spanish-speaking countries and our community
- Become aware of current events in Spanish-speaking countries and youth culture

**Semester 1: Preliminary Unit & Unit 1**

**Content:**

United States: Daily activities/routines

Pastimes

Leisure activities

Mexico: Geography

Nature

Travel/activities

Family

**Grammar:**

Review: Present tense – regular & irregular verbs

Verbs used with indirect object pronouns

Reflexive verbs

Comparisons – equality & inequality

Preterit tense – regular & irregular verbs

Preterit vs. Imperfect

**2. Semester 2: Unit 2, Unit 3, Unit 4 & Unit 6**

**Content :**

United States : Cultural diversity

Community service/activities

Community service projects

Media – types, effects on the world

Central America: Environment

Ecology

The future

Inventions

The Caribbean: Professions – qualifications, characteristics,  
job requirements

Spain: City life – places, activities

**Grammar:**

Commands: Formal & Informal

Affirmative & Negative

Commands with pronouns

Passive voice – se

Impersonal expressions with infinitives

Future tense

Por vs. para

Present subjunctive

Present perfect tense

Spanish 5-6/IB SL 1/SPAN 101, 102, 103

**Weekly Plan**

First Quarter

Week 1 Introduction to the course, CCC credits

Week 2 Preliminary unit: Review of present tense, stem-changers

Week 3 Review gustar/encantar/interesar/importar

Week 4 Review reflexive verbs; create storybook using reflexives and parts of the body

Week 5 Written exam on preliminary unit; introduction to Unit 1 Lesson 1: Travel

Week 6 Unit 1.1 Review of the preterit tense, travel

Week 7 Practice with travel vocabulary Quiz on preterit forms and vocabulary Octavio Paz  
“Hermandad” and “Agua, piedra, viento”

Week 8 Unit 1.2 Review of preterit and imperfect tenses, México and beach vacations

Week 9 writing modes: blogs, e-mails selection from Como agua para chocolate by Laura Esquivel

Week 10 Review of Unit 1.1 and 1.2

Week 11 Written exam on Unit 1, introduction to Unit 2 vocabulary and social action projects in the  
U.S.

## Second Quarter

- Week 1 Unit 2.1 Introduction to Hispanic culture in the United States- focus on Cuban culture
- Week 2 Informal tú commands; Contexto 1 and 2
- Week 3 Other command forms: Ud./Uds./Nosotros/Vosotros
- Week 4 podría, review of direct and indirect object pronouns
- Week 5 Quiz on commands and social action vocabulary Selection from En la ocho y la doce by Roberto G. Fernández
- Week 6 Writing project: student choice taking on the point of view of one of the characters in Fernández selection
- Week 7 Cultural connections to Cuban Americans -video and “Azúcar” by Celia Cruz
- Week 8 Review contexts for social action project including emails, pamphlets, posters
- Week 9 Review important Hispanic Americans and culture for final exam from Unit 1 and 2.1
- Week 10 Review of Unit 1 and 2.1 for final exam
- Week 11 Mid-Year Final Exam

## Third Quarter

- Week 1 Informal letter writing - linked to Día de San Valentín
- Week 2 Unit 2.2 vocabulary: expressing opinions, components of a social action campaign
- Week 3 Unit 2.2 Hispanic newspapers in the U.S. and in our community
- Week 4 Using double pronouns in declarative sentences and with commands Affirmative and negative formal commands (Ud./Uds.) with pronouns
- Week 5 Affirmative and negative informal commands with pronouns
- Week 6 Quiz on commands with pronouns and 2.2 vocabulary
- Week 7 Impersonal expressions
- Week 8 Unit 2.2 review “Las mañanitas” by Sandra Cisneros
- Week 9 Unit 2.2 Written exam
- Week 10 Students research and prepare for Social Action project IA
- Week 11 First Internal Assessment: Social Action Projects in small groups

## Fourth Quarter

- Week 1 Unit 3.1 The future tense, making predictions about our environment and our futures
- Week 2 Practice with the future tense
- Week 3 “La mejor edad” de Carlos Balaguer Vocabulary and future tense quiz (Unit 3.1)
- Week 4 Unit 3.2 Introduction to the culture and environment of Central America
- Week 5 Unit 3.2 Uses of the subjunctive mood
- Week 6 Por versus para
- Week 7 Unit 3.2 Inventions
- Week 8 Introduction to second Internal Assessment on endangered species and the environment in partners. Students conduct research and prepare presentation and activities
- Week 9 Students present second IA
- Week 10 Formal letter writing based on IA information; Review for final.
- Week 11 Cumulative Final Exam

## **Español 5-6**

**ELECTRONIC SIGNATURE INSTRUCTIONS:** Carefully read this syllabus. Share this information with a parent or guardian. Please acknowledge the receipt and understanding of the given information by having your parent or guardian email the following information to your teacher (Sra. McLean or Sr. Ferko) through Parent Assist.

**Subject:** Day.Period Student Last Name, First Name

### **Message:**

We have read and understand the expectations of the syllabus for Spanish 5-6.

Parent/Guardian name

Contact information