



Course Title: Spanish for Spanish-Speakers 3/4

Instructor: Ms. Avila

Instructor Availability: Tuesday and Thursday 3-4:00 or by appointment

Instructor Contact: cavila@gomperscharter.org/619 263-2171/room 69

Course Description:

(Prerequisite is Spanish 1-2 or assessment).

For students that speak Spanish fluently at home and with their friends at school, and can read and write Spanish, to a degree. This is for students that want to preserve their heritage language skills and improve their Spanish reading and writing skills in a challenging environment. In this course students improve their reading comprehension and essay writing in Spanish using MLA format.

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none">• Completion/Quality <p>(Must have a minimum of 1 weekly grade)</p>	30%
Demonstrations of Learning	<ul style="list-style-type: none">• Key Course Assignments <p>(See course syllabus for Unit Key Assignments)</p>	35%
Homework/Independent Learning	<ul style="list-style-type: none">• Any work assigned to a student in which they complete on their own outside of class. <p>(Must have a minimum of 1 weekly grade)</p>	10%
Quarter Finals	<ul style="list-style-type: none">• Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.	25%

* Classwork/Participation and Homework/Independent Learning will be updated weekly.

Prerequisites: Spanish 1/2 or assessment

Course Materials: Cajas de carton by Francisco Jimenez, Fortalecimiento de la comprensión lectora nivel 1 y 2, La lengua de las mariposas by Manuel Rivas', Triángulo tercera edición (2000), Scholastic magazine "Ahora", Google Classroom, Spanish folder, pen, pencils, highlighters,



authentic resources such as BBC.mundo Espanol, CNN en Español, computer, access to internet, etc.

Course Structure: All Spanish courses are based upon the 5Cs delineated by the American Council on the Teaching of Foreign Languages (ACTFL). They are: Communication, Cultures, Connections, Comparisons, and Communities. Students interact using the 3 modes of communication: Interpersonal (speaking and listening), Interpretive (listening and reading) and Presentational (formal writing and speaking). A variety of authentic sources will be incorporated (such as online news sources, short stories, chapter books, images etc.). In addition, students will learn about the products, practices and perspectives of culture.

Course of Study:

Name of Unit (*Length of unit - 8 WEEKS -Q1*)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>Content:</p> <ul style="list-style-type: none">2.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.2.1 Students address topics related to self and the immediate environment, including: <p>Communication:</p> <ul style="list-style-type: none">2.0 Students use created language (sentences and strings of sentences).2.1 Engage in oral, written, or signed (ASL) conversations.2.2 Interpret written, spoken, or signed (ASL) language.	<p>Q1</p> <p>Themes/temas:</p> <p>National and ethnic identity</p> <p>Social networks (identity and family)</p> <p>-La identidad nacional y étnica</p> <p>Heroes and historical figures</p> <p>-Los héroes y los personajes históricos</p> <p>Access to technology</p> <p>-El acceso a la tecnología</p> <p>Technological innovations</p> <p>-La innovaciones tecnológicas</p> <p>Redes sociales</p> <p>Objective/Objetivo:</p> <p>Students will learn vocabulary words and transitions words to enhance their learning.</p>	<p>Project:</p> <p>Prezi/Powerpoint:</p> <p>First research about own's identity, covering the topics of national identity and ethnicity.</p> <p>Project:</p> <p>Research specific heroes/historical figures</p> <p>Write about each figure, compare and contrast, use a venn diagram, then MLA essay.</p> <p>Project:</p> <p>Students are going to research about a specific topic about technology, students are going to present their learning to their classmates.</p> <p>Every other Monday students are going to have a vocabulary quiz.</p>



- 2.3 Present to an audience of listeners, readers, or ASL viewers.

Functions

- 2.4 Initiate, participate in, and close a conversation; ask and answer questions.
- 2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.
- 2.6 Produce and present a simple written, oral, or signed (ASL) product in a culturally authentic way.

Cultures:

- 2.0 Students choose an appropriate response to a variety of situations.
- 2.1 Demonstrate understanding of the roles that products, practices, and perspectives play in the culture.
- 2.2 State similarities and differences in the target cultures and between students' own cultures.
- 2.3 State reasons for cultural borrowings.

Structures:

Homework: Vocabulary words and worksheets. Also, assignments and homework are going to be posted in Google Classroom.

Q1 exam- multiple choice (30-40 questions)



- 2.0 Students use sentence-level elements (morphology or syntax or both) to understand concrete and factual topics.
- 2.1 Use sentence-level elements (morphology or syntax or both) to produce informal communications.
- 2.2 Identify similarities and differences in the sentence-level elements (morphology or syntax or both) of the languages the students know.

Settings:

- 2.0 Students use language in interpersonal settings.
- 2.1 Participate in age-appropriate cultural or language-use opportunities outside the classroom.

Name of Unit (*Length of unit-8 weeks-Q2*)

Content Standards	Learning Objectives	Key Assignments/Exams
Content: <ul style="list-style-type: none">• 2.0 Students acquire information, recognize distinctive viewpoints, and	Q2 Themes: Culture awareness of Spain	Transition words-project Exam-Transition words



<p>further their knowledge of other disciplines.</p> <ul style="list-style-type: none"> 2.1 Students address topics related to self and the immediate environment, including: <p>Standards for: Culture, communications, structures, settings * Same as Unit 1 (see above)</p>	<p>Objective: Strength students reading and understanding by multiple readings, reading activities, multiple choice and vocabulary.</p>	<p>Readings/Lectura-La lengua de las mariposas</p> <ol style="list-style-type: none"> 1. La lengua de las mariposas 2. Un saxo en la niebla 3. Carriña <p>Fortalecimiento de al comprensión lectora</p> <ol style="list-style-type: none"> 1. Trafico de fauna silvestre 2. Tenia yo trece años 3. La vieja que engaño a la Muerte 4. Dafnis y Cloe 5. Un mundo feliz 6. Tropismo en las plantas 7. La llorona <p>Persuasive essay: using 3 different sources to support their statement, using MLA format.</p> <p>Every other Monday students are going to have a vocabulary quiz.</p> <p>Homework: Vocabulary words and worksheets. Also, assignments and homework are going to be posted in Google Classroom.</p>
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Name of Unit (*Length of unit-8 weeks-Q3*)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>Content:</p> <ul style="list-style-type: none"> 2.0 Students acquire information, recognize distinctive viewpoints, and 	<p>Q3 Themes/Temas: Economic themes -Los temas económicos</p>	<p>Write 500 word essay in MLA format</p> <p>Vocabulary words Q3 topics</p>



<p>further their knowledge of other disciplines.</p> <ul style="list-style-type: none"> 2.1 Students address topics related to self and the immediate environment, including: <p>Standards for: Culture, communications, structures, settings * Same as Unit 1 (see above)</p>	<p>Taking care of health and medicine -El cuidado de la salud y medicina Family traditions and values Social traditions and values -Las tradiciones y los valores sociales en la vida contemporánea -Las familias y las comunidades</p> <p>Read 12 chapters of <i>Cajas de carton</i> by Francisco Jimenez Connect 12 chapters with themes</p> <p>Objective: Strength students reading and understanding by multiple readings, reading activities, multiple choice and vocabulary. Students will be able to compose an essay comparing and contrasting two topics.</p>	<p>Research/Project covering Q3 topics Every other Monday students are going to have a vocabulary quiz.</p> <p>Homework: Vocabulary words and worksheets. Also, assignments and homework are going to be posted in Google Classroom.</p> <p>Exam: Multiple choice questions based on 12 chapters: <i>Cajas de cartón</i>, Francisco Jimenez</p>
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Name of Unit (*Length of unit-8 weeks-Q4*)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>Content:</p> <ul style="list-style-type: none"> 2.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 2.1 Students address topics related to self and the immediate environment, including: 	<p>Q4 Theme/Temas Education and professional careers -La educación y las carreras profesionales Educational communities -Las comunidades educativas Definitions of creativity -Definiciones de la creatividad Architecture -La arquitecturas</p>	<p>-Write an analytical essay Cover the topics</p> <p>Project: Create a magazine using 4 different topics, students are going to research, then write information using own words. Finally, students transfer their information in a google document</p>



Standards for: Culture, communications, structures, settings * Same as Unit 1 (see above)	Visual and dramatic arts -Las artes visuales y escénicas Objective Students will learn how to research, annotate using own words, compose a writing piece. Students are going to elaborate using transition words and vocabulary.	adding all topic, table of contents and pictures. Students work on their Digital Spanish Portfolio 1. Best work 2. Vocabulary 3. Assessment Final exam: Students present their final portfolio to the class.
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Course Specific Student Expectations:

What do you expect of your students?

Students are expected to:

- Bring materials to class daily
- Complete assignments on time.
 - Homework will be due at the beginning of class, late homework will receive the grade of a "C." After two days late homework will not be accepted
 - Projects, essays, presentations are expected to be turned in, completed, on the due date assigned by teacher. Projects turned in late will lose 1/3 of a letter grade each day it is late (i.e. A → A- or A- → B+) for 1 week. After 1 week, work will receive no higher than a 50%. Late work will not be accepted after 2 weeks.
*Quarter Finals/Final projects/Essays can only be turned in up to 3 days late to allow teacher time to grade.
- Work is expected to be completed in Spanish unless otherwise specified.
- Students are allowed to use Spanish-English dictionaries, www.wordreference.com or www.rae.es to help them complete assignments. Google Translate is not allowed and any use of google translate will be considered plagiarism and will receive a grade of 0.

Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.



GPA Student Expectations:

Students should follow GPA code of conduct at all times. The first offence will receive a verbal warning/reminder, the second offence will receive a parent phone call. Additional offences may require intervention, parent conference or referral to office of student conduct depending on the situation.

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

Acceptable Use-

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)



Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism.
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*

Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner

Student name:	"Sammy Gompers"
Teacher name:	Ms. Teacher
Course name, period:	English I, Period 3
Date	06 February 2009
3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in text citations and works cited is mandatory

Important Dates:

Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th



- End Date: October 30th

Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

Student Signature : _____ Parent/Guardian Signature: _____

Date: _____

