



Course Title: Spanish for Spanish-Speakers 5/6

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:

For students with a Spanish-speaking background who can comprehend texts and write MLA format essays in Spanish. In this course students will analyze college-level readings and go deeper with critical thinking. In addition, students will learn high-level vocabulary and learn to write a literary analysis.

GPA Grading Guidelines:

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

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

Prerequisites: Prerequisite is Spanish 3-4 or assessment

Course Materials: Abriendo paso, Jose M.Diaz, Maria F. Nadel (2012), Google Classroom, Spanish folder, pen, pencils, highlighters, authentic resources such as BBC.mundo Espanol, CNN en Español, computer, access to internet, etc



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"> 3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 3.1 Students address concrete and factual topics related to the immediate and external environment, including: <p>Communication:</p> <ul style="list-style-type: none"> 3.0 Students use planned language (paragraphs and strings of paragraphs). 3.1 Engage in oral, written, or signed (ASL) conversations. 3.2 Interpret written, 	<p>Theme/Tema: Latin American readings Lectura de Latino América</p> <p>Objective/Objetivo: Students are going to learn about different authors from Latin America. Students are going to go in a deeper understanding of reading, recognize distinctive viewpoints and vocabulary words. Students are going to be exposed to a variety of literature to further their knowledge of other cultures, social norms, historical figures, etc.</p> <ul style="list-style-type: none"> a. Social norms b. Historical and cultural figures, stereotypes e. Origins of rites of passage, social and regional customs j. Significant historical events k. Careers and future plans 	<p>Project/Proyecto: Latin American magazine La revista de Latino América: 12 temas</p> <p>Presentations/ Presentaciones: The magazine-Latin America La revista</p> <p>Readings Literary/ (Lectura de 9 autores famosos):</p> <ol style="list-style-type: none"> Rosa-Angel Balzarino Lo que sucedió a un mancebo que se casó con una muchacha muy rebelde-Don Juan Continuidad de los parques-Julio Cortázar Nosotros, no-José Bernardo Adolph No oyes ladrar los perros-Juan Rulfo



spoken, or signed (ASL) language.

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

Functions

- 3.4 Describe, narrate, explain, and state an opinion.

- 3.5 Demonstrate understanding of the main idea and key details in authentic texts.

- 3.6 Produce and present a written, oral, or signed (ASL) product in a culturally authentic way

Cultures:

- 3.0 Students determine appropriate responses to situations with complications.
- 3.1 Use products, practices, and perspectives in culturally appropriate ways.
- 3.2 Describe similarities and differences in the target cultures and between students' own cultures.
- 3.3 Describe how products and practices change when cultures

6. Jaque mate en dos jugadas- Isaac Aisemberg

7. Dos palabras- Isabel Allende

8. La siesta del martes- Gabriel Garcia Márques

9. El hijo Horacio Quiroga-

Writing/Escritura:

Write a compare and contrast essay using the story of *El Hijo y No oyes ladrar los perros*
Escribir un ensayo comparativo del cuento *El Hijo y No oyes ladrar los perros*

Every other Monday students are going to have a vocabulary quiz.

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

Q1 final: autores, short stories and multiple choice questions (30 questions)



come in contact.

Structures:

- 3.0 Students use knowledge of text structure to understand topics related to the external environment.
- 3.1 Use paragraph-level discourse (text structure) to produce formal communications.
- 3.2 Identify similarities and differences in the paragraph-level discourse (text structure) of the languages the students know

Settings:

- 3.0 Students use language in informal and some formal settings.
- 3.1 Initiate 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
<p>Content:</p> <ul style="list-style-type: none"> 3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 3.1 Students address concrete and factual topics related to the immediate and external environment, including: <p>Standards for: Culture, communications, structures, settings</p> <p>* Same as Unit 1 (see above)</p>	<p>Theme/tema: Personal beliefs about the 4 important female figures, connect them with, alienation and assimilation, definitions of beauty, self esteem, philosophical thought and religion</p> <p>-Las creencias personales sobre las cuatro mujeres famosa conectando la conciencia social, la enajenación y la asimilación y el pensamiento filosófico al igual que la religión</p> <p>Objectives/Objetivos Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines</p> <ul style="list-style-type: none"> o o a. Social norms o b. Historical and cultural figures, stereoty Cultural, historical, and geographic aspects of travel o m. Geographically and culturally appropriate clothing 	<p>Project/Proyecto: Four famous females Cuatro mujeres famosas- Sor Juana Inés de la Cruz Eva Perón Sandra Cisneros Frida Kahlo</p> <p>Presentaciones: Proyecto de 4 mujeres famosas</p> <p>Reading Articles/Prensa: 1. Palenque: La cultura maya en la selva mexicana: <i>Klaus Walter</i> 2. Los mayas de hoy, <i>Fernando Briones</i> 3. Fernando Botero, El espejo convexo, <i>Patricia Venti</i> 4. Velázquez: La búsqueda de la luz, <i>María Jesús Sánchez</i> 5. Cusco: La capital del Imperio Inca, <i>Rolly Valdivia</i> 6. Las hogueras de San Juan, <i>Virginia Azañedo</i></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> <p><i>Q2 final:</i> <i>Reading comprehension</i></p>



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"> ● 3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. ● 3.1 Students address concrete and factual topics related to the immediate and external environment, including: <ul style="list-style-type: none"> ○ a. Standards for: Culture, communications, structures, settings <p>* Same as Unit 1 (see above)</p>	<p>Themes/temas</p> <p>Social wellbeing -El bienestar social</p> <p>The effects of technology on the individual and society -Los efectos de la tecnología, el individuo y la sociedad.</p> <p>Science and ethics -La ciencia y la ética</p> <p>Volunteer work -El trabajo voluntario</p> <p>Global citizenship -La ciudadanía global</p> <p>Human geography -La geografía humana</p> <p>Objectives:</p> <p>Students acquire information from different sources focusing in Spanish countries to extend their knowledge of social norms, community issues, current events, etc.</p> <ul style="list-style-type: none"> ○ f. Environmental concerns ○ g. Media, Internet, television, radio, film ○ i. Curricular and extracurricular subjects ○ l. Nutrition, fitness, and health ○ n. Cultural differences in health care ○ o. Effects of technology on the modern world 	<p>Project/Proyecto:</p> <p>Compare and contrast two culture</p> <p>Oral presentation/ Presentaciones orales: The contrasting of two different cultures</p> <p>Reading/Lectura</p> <p>Students are going to read authentic articles and resources such as BBC.mundo/Mundovision /Centro Virtual Cervantes/CNN en español/Ver-taal en Español/etc to support their research, projects and writing.</p> <p>Writing/Escritura:</p> <p>Students are going to</p> <p>Q3 final: Oral presentations</p>



	<ul style="list-style-type: none"> o c. Animals and their habitats 	
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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"> ● 3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. ● 3.1 Students address concrete and factual topics related to the immediate and external environment, including: <p>Standards for: Culture, communications, structures, settings</p> <p>* Same as Unit 1 (see above)</p>	<p>Themes/Temas: Language and literature El language y la literatura</p> <p>Objectives/Objetivos At the end of this Q4 and year the goal is to have students ready to continue AP Spanish Language. Students will be able to communicate, have a deeper understanding of cultures, be able to make connections, make comparisons. Students are going to be able to interact using the 3 modes of communication: Interpersonal, interpretive, and presentational.</p>	<p>Project/Proyecto#1 Digital Spanish Portfolio</p> <ol style="list-style-type: none"> 1. With all vocabulary from level 1-6 2. Best work 3. Spanish Assessment <p>Project/Proyecto#2 A collection of all authors with the literature language Un libro con autores y lenguaje literario</p> <p>Oral presentation/ Presentaciones orales Digital Spanish Portfolio</p> <p>Reading/Lectura: Los 40 autores de AP Lit y conectarlos con los temas de AP Lenguaje</p> <p>Tomas Rivera Juan Rulfo Horacio Quiroga</p> <p>Writing/Escritura: Students are going to write reflection of all their work</p> <p>Q4 final:</p>



		Digital Spanish portfolio
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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 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 \Rightarrow A- or A- \Rightarrow 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 ww.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



GOMPERS PREPARATORY ACADEMY *A UCSD Partnership*

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Quarter 4:

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

Student Signature : _____ Parent/Guardian Signature: _____

Date: _____

