



Course Title: Spanish 5-6

Instructor: C. Beck

Instructor Availability: Wednesday's and Thursday's 3:15-4:00 or by appointment

Instructor Contact: cbeck@gomperscharter.org, (619) 263-2171 ex. 2146, room 46

Course Description: For students who have a background knowledge of present, past, future, conditional tense verbs and can and can hold a short conversation in Spanish. In this course, students will begin to write longer compositions, read literary texts, write persuasive essays and learn more complicated grammar such as the subjunctive.

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 3-4 or assessment

Course Materials: Pen, pencil, highlighter, Spanish notebook, GPA binder, computer, access to internet, *El sol*~Scholastic magazine, *La casa en Mango Street* by Sandra Cisneros.

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:

Unit 1: Human movement, immigration and literature (8 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<p><u>Content:</u></p> <p>3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</p> <p>3.1 Students address concrete and factual topics related to the immediate and external environment, including:</p> <ul style="list-style-type: none">• a. Social norms• b. Historical and cultural figures, stereotypes• d. Community issues, current events• h. Cultural, historical, and geographic aspects of travel• j. Significant historical events <p><u>Standards for:</u> Culture, communications, structures, settings</p> <p>* Same as Unit 1 (see above)</p>	<p>Students will address the following essential questions through reading, writing, listening and speaking:</p> <p><u>Themes:</u></p> <ul style="list-style-type: none">• Human geography• Language and literature• Alienation and assimilation <p><u>Essential Questions:</u></p> <ul style="list-style-type: none">• What are the literary devices and how are they used?• How do humans move and how have they moved throughout history?• What are some benefits and challenges of immigration? <p><u>Vocabulary:</u></p> <ul style="list-style-type: none">• Literary Devices/Vignette• Immigration• Geography <p><u>Grammar:</u></p> <ul style="list-style-type: none">• Preterit and Imperfect Review• Irregulars <p><u>Reading:</u></p> <p>La casa en Mango Street ~Ch. 1 La casa en Mango Street</p>	<ul style="list-style-type: none">• Daily Classwork• Daily Homework• Notebook/Binder Checks• Projects• Presentations• Quizzes (given on Monday's)• Quarter Final



	~Ch. 4 Mi nombre ~Ch. 18 Un sandwich de arroz ~Ch. 30 No speak English	
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Unit 2: The impacts of technology on ideals of beauty and self esteem (*8 weeks*)

Content Standards	Learning Objectives	Key Assignments/Exams
<p><u>Content:</u></p> <p>3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</p> <p>3.1 Students address concrete and factual topics related to the immediate and external environment, including:</p> <ul style="list-style-type: none">• a. Social norms• e. Origins of rites of passage, social and regional customs• g. Media, Internet, television, radio, film• m. Geographically and culturally appropriate clothing• n. Cultural differences in health care• o. effects of technology on the modern world <p><u>Standards for:</u> Culture, communications, structures, settings</p> <p>* Same as Unit 1 (see above)</p>	<p>Students will address the following essential questions through reading, writing, listening and speaking:</p> <p><u>Themes:</u></p> <ul style="list-style-type: none">• Definitions of beauty• Self esteem• The effects of technology on the individual and society <p><u>Essential Questions:</u></p> <ul style="list-style-type: none">• How do culture and technology reflect and define beauty?• How are self esteem and definitions of beauty connected?• How do gender norms influence ideals of beauty? <p><u>Vocabulary:</u></p> <ul style="list-style-type: none">• Technology/social media• Beauty/makeup/grooming• Fashion/style• Physical descriptions <p><u>Grammar:</u></p> <ul style="list-style-type: none">• Subjunctive mood <p><u>Reading:</u></p> <p>Casa en Mango Street</p> <p>~Ch. 3 Niños y niñas</p> <p>~Ch 35 Bella y cruel</p> <p>~Ch 43 Una casa propia</p>	<ul style="list-style-type: none">• Daily Classwork• Daily Homework• Notebook/Binder Checks• Projects• Presentations• Quizzes (every other Monday)• Unit Exam/Quarter Final



Unit 3: Social wellbeing, citizenship and volunteerism (8 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<p><u>Content:</u></p> <p>3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</p> <p>3.1 Students address concrete and factual topics related to the immediate and external environment, including:</p> <ul style="list-style-type: none">• a. Social norms• b. Historical and cultural figures, stereotypes• d. Community issues, current events• f. Environmental concerns• g. Media, Internet, television, radio, film	<p>Students will address the following through reading, writing, listening and speaking:</p> <p><u>Themes:</u></p> <ul style="list-style-type: none">• Social wellbeing• Global citizenship• Volunteer work <p><u>Essential Questions:</u></p> <ul style="list-style-type: none">• What factors influence social wellbeing?• What is global citizenship?• What role does volunteer work play in well-being of society?• How can we become positive members of society? Who are idols to look up to? <p><u>Vocabulary Themes:</u></p> <ul style="list-style-type: none">• Health• Community• Citizenship <p><u>Grammar:</u></p> <ul style="list-style-type: none">• Present tense reflexives, irregulars• Use of the impersonal se• Direct/Indirect object pronouns <p><u>Reading:</u></p> <p>Biographies of historical figures</p>	<ul style="list-style-type: none">• Daily Classwork• Daily Homework• Notebook/Binder Checks• Projects• Presentations• Quizzes (given on Monday's)• Quarter Final

Unit 4 Personal beliefs, science and ethics (8 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
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<p><u>Content:</u></p> <p>3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</p> <p>3.1 Students address concrete and factual topics related to the immediate and external environment, including:</p> <ul style="list-style-type: none">• c. Animals and their habitats• i. Curricular and extracurricular subjects• k. Careers and future plans• l. Nutrition, fitness, and health• n. Cultural differences in health care• o. effects of technology on the modern world <p><u>Standards for:</u> Culture, communications, structures, settings * Same as Unit 1 (see above)</p>	<p>Students will address the following essential questions through reading, writing, listening and speaking:</p> <p><u>Themes:</u></p> <ul style="list-style-type: none">• Personal beliefs• Science and ethics• Philosophical thought and religion <p><u>Essential Questions:</u></p> <ul style="list-style-type: none">• What is the difference between morals and ethics?• What influence morals/ethics?• What role do ethics play in science/technology? <p><u>Vocabulary:</u></p> <ul style="list-style-type: none">• Morals/ethics• Religion• Science/Technology <p><u>Grammar:</u></p> <ul style="list-style-type: none">• Subjunctive vs Present <p><u>Reading:</u> Various authentic articles</p>	<ul style="list-style-type: none">• Daily Classwork• Daily Homework• Notebook/Binder Checks• Projects• Presentations• Quizzes (given on Monday's)• *Final Spanish assessment• *Spanish Digital Portfolio
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Course Specific Student Expectations:

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 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: _____

