



# Olympian High School

“Where champions are made”

Mrs. Parra

Course Description

2014-2015

**Spanish -Español 5-6**



# Olympian High School

"Where Champions Are Made"

## Course Syllabus

### SPANISH 5-6

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#### Course Rationale:

California State and University of California systems' A-G requirements state that each student must have at least two years and recommend three years of a foreign language to graduate.

#### Course Description:

Welcome to the Spanish 5-6 class. There is an increasing emphasis on excellence in education, as well as the recognition that learning a second language at the high school and college levels is important. A solid grounding in a language other than English provides students with many valuable skills such as the ability to communicate with people from different cultures, the opportunity to understand and use new printed materials, acquire a new way of viewing the world.

The goal in this course is for the student to become proficient in the Language and to continue to expand their oral, reading, written and listening skills in the target language by using authentic materials, audio and video texts, write letters, longer compositions and essays. Students will engage in tasks that will help them acquire fluency of vocabulary with little or no significant pattern of errors in the target language. Students also learn about cultural and historical figures, places and events, symbols to broaden their cultural horizon.

#### Texts and Materials:

- Realidades textbook and workbook
- Spanish/English Dictionary
- Spiral notebook (double spiral, college ruled, 100 pages, (11x8 1/2 in)
- Highlighters
- Color pencils
- Glue

#### Student Expectations:

We expect to prepare all students to attend a 4 year college. For that purpose we will be using **College Preparation ~ "Habits of Mind" and "College Readiness Skills"** to Built Intellectual Perseverance- promote the value of a strong work ethic; cultivate sustain effort through repeated practice.

process; practice intellectual humility; be comfortable with the discomfort of ambiguity.

Create Intellectual Curiosity-foster desire to know; value inquiry and investigation

Students will develop the following levels of thinking:

Knowledge- describe using discipline-specific academic language.

Comprehension- summarize by distinguishing the main idea from supporting detail.

Application- relate/apply the appropriate tools/processes to new situations

Analysis- compare/contrast in order to support inferences and draw conclusions

Synthesis- combine ideas in order to develop new insights

Evaluation- justify according to a set of standards or criteria.

### **Classroom Guidelines:**

1. **Be respectful:** Treat others as you want to be treated. Use proper language at all times.
2. **Be responsible:** Come prepared. (mentally and with your book, notebook and homework) Arrive early to the class. "Being on time is being late, being **early** is being on time. Being late is not acceptable"
3. **Be honest:** Put your maximum effort into all your work. Copying homeworks or trying to copy on test is not acceptable. OHS regulations will be followed.
4. **Be considerate:** Actively participate in class and let others participate as well. Use your time wisely. Cooperate with your classmates and the teacher.

Depending on the severity/frequency of your behavior, I will notify your parents/guardian, document your behavior and write behavioral referral to the AP, (Not necessarily in this order)

### **Student Participation:**

Throughout the year students will be involved in a variety of activities which support the Common Core Content Standards. These activities will include reading and writing tasks, oral exercises, and cultural projects. Therefore, it is of utmost importance your active participation. Students are expected to come to class every day during the whole semester. (Please see the school calendar so that you plan your vacations accordingly, not during the academic time)

Students need to come prepared, they are to bring their Spanish book and spiral note book every day as well as all materials needed for the class.

### **Homework Policy:**

- Please put effort on your homeworks, **quality** is essential to receive full credit
- Homework is due at the **beginning** of each class.
- Late homeworks will receive half credit

The goal of homework is to support the learning that has already taken place in the classroom. It is an opportunity for students to practice and make sure they understand the concepts needed to pass quizzes (formative assessment), and exams (summative assessment). Homework will be given every day, Monday through Thursday; the packet will be collected on Fridays. The homeworks or project are to be turned in on the assigned due date. In case of an excused

absence, the student will need to let the teacher know in advance, then turn in the missing homework as soon as possible during the following week from the absence. (1 week) It is the student responsibility to ask for and turn in the missing assignment. Remember the missing assignment won't be accepted after the grace period (1 week) has passed.

### **Grading Policy:**

- Formative and summative assessments which includes oral tests = 60% (Quizzes, chapter tests, projects, oral presentations, and formal writing)
- Semester Final Exam/EOC =10%
- Homeworks = 15%
- Classwork/ notes =15% Written/oral classwork , class notes and activities, warm-ups, etc.

**Note:** Those students with prior arrangements will need to turn in their required work one week prior to the Progress Report .

**Mastery Model:** Students will have the opportunity to retake one Summative Tests if the grade has been lower than 70% . In order to be eligible to do the retake the student has to attend to one session of tutoring/study . The retake will give you a maximum grade of a B.

Grades will be made available via [jupitergrades.com](http://jupitergrades.com) You will be assigned a class word and password which will allow you to access your current grade at any time, Please log on and include the parents and student's e-mail so that I can send you the updated grade information.

You are welcome to frequently check grades on line.

<b><u>Scholarship Grade:</u></b>	<b><u>Citizenship</u></b>
	This grade will be based on the student active participation in class, positive behavior, good manners, attendance and punctuality to the class. iPhone and iPads for educational purposes only. Their inappropriate use in the classroom will affect your citizenship for that grading period.
100 – 97 %      A+	
96 - 93 %      A	
92 – 90 %      A-	
89 – 87 %      B+	
86 – 83 %      B	
82 – 80 %      B –	
79 – 77 %      C+	
76 – 73 %      C	
72 – 69 %      C-	
68 – 65 %      D+	
64 – 60 %      D	
59 – 58 %      D-	
	<b><u>Punctuality Policy:</u></b> Students are expected to be in class ready to start before the last bell rings. Two tardies result in a "C" in citizenship Three tardies result in an "F" in citizenship

### **Plagiarism and Cheating:**

Plagiarism and/or cheating is serious academic offence therefore students involved in this action will receive equally serious consequences:

- Student will receive an F grade in the assignment
- An F grade in Citizenship on the following Progress Report
- Referral to the Assistant Principal and the Counselor

- May include Parent-teacher conference, suspension and any consequences deemed necessary by all parties concerned.

#### Course Schedule

Weeks	Literacy Skills	Topics	Formal Writing
1-2	<b>Describe</b>	<b>(PE)1-1</b> –Literacy Skills, Describe your self, daily activities and vacations and special celebrations in your culture. Vocabulary related to outdoor activities, wildlife and nature. Preterit of both reg. and irreg. verbs.	Post cards writing describing a place/vacation
3-4	<b>Summary</b>	<b>(I- 2)</b> Vocabulary and description of sports and competitions. The imperfect. Spanish culture through reading of a Spanish legend. Chapter exam.	Summarize a Mexican legend.
5-7	<b>Summary/ synthesis</b>	<b>(II-1,2)</b> Music and Art: Spanish and Latin American painters Miró, Salvador Dali, Rivera, Varó, Velázquez, Botero. Preterit Vs Imperfect	Synthesize the life of a painter or artist and present it to the class
8-10	<b>Relate/Apply Analyze</b>	<b>(3-1,2)</b> Health and nutrition, express how you feel; maintaining a healthy lifestyle. Mandatos con tu/usted, el subjuntivo.	Write a health brochure
11-14	<b>Relate/apply Analyze/Evaluate</b>	<b>(4-1, 2)</b> Friends, Family, relationships, conflict-resolution. Love in the arts and love in music "El amor en las artes" El amor en la musica"	Present a problem to the student council for resolution. Write the solution
15-17	<b>Description, analysis</b>	<b>(5-1, 2)</b> Vocabulary used on searching, interviewing to get a job. El presente perfecto, el pluscuamperfecto. El presente perfecto del subjuntivo. Lectura "Los E.U. en español"	Oral Presentation- Work interview.
18	<b>Review to final</b>		
1-4	<b>Describe Evaluate Analyze synthesize</b>	<b>(6-1,2)</b> <i>Change:</i> Panning my future. Careers and professions in the future. The impact of science and technology on our society. The future tense, the future of probability, the future perfect tense. Direct and indirect objects, direct and indirect pronouns	Internet search/ construction of a storyboard on the future in science, medicine, technology and everyday life. Write a summary of your findings. Present it to the class
5-8	<b>Describe Synthesize</b>	<b>(7-1,2)</b> Contributions of other civilizations. Myths and legends from the Spanish-speaking world with those of the U.S. Famous archeological sites in the Spanish-speaking world. El present perfect tense with expressions of doubt. Uses of pero/ sino. The subjunctive with adjective clauses	Write a news report where you describe the contributions of other civilizations. For example the contributions of the Arabs to the world.
9-11	<b>Describe, summarize,</b>	<b>(8.1-2)</b> Understanding different cultural perspectives on dealing with different ethnic groups in the U.S. The	Research and write a brochure about a Spanish

	<b>synthesize</b>	missions in California. The Spanish colonialism. The imperfect subjunctive. The verb haber, the conditional	Mission in California
<b>12-14</b>	<b>Analysis Synthesis</b>	<b>(9-1-2)</b> Conservation of the environment, biodiversity topics. Conjunctions that are used with the subjunctive and indicative. Relative pronouns	Write a petition letter to an oil company to ask their help in the preservation of the ocean.
<b>15-17</b>	<b>Summarize, synthesize</b>	<b>(10-1,2)</b> Derechos y deberes. La voz pasiva, El presente imperfect del subjuntivo. Por el desarrollo y la paz. Pluscuamperfecto del subjuntivo. Heroes de Latin America.	Oral presentation on L.A. Heroes.
<b>18</b>		<b>Review and final</b>	

**(Please detach this page and send it with your student)**

## **A.P. Spanish Literature**

Buena comunicación entre padres, estudiantes y maestros es esencial para que sus hijos(as) tengan éxito en la escuela. Por favor tome el tiempo de leer esta descripción del curso y fírmelo como constancia de que lo leyó. Por favor llene la siguiente información y regrese esta hoja a la clase de español con su hijo(a).

Nombre del estudiante: \_\_\_\_\_ Periodo: \_\_\_\_\_

E-mail (correo electrónico): \_\_\_\_\_

Nombre de la madre: \_\_\_\_\_ Teléfono de casa \_\_\_\_\_

Teléfono del trabajo \_\_\_\_\_ Teléfono celular \_\_\_\_\_

E-mail (correo electrónico): \_\_\_\_\_

Nombre del padre: \_\_\_\_\_

Teléfono de casa: \_\_\_\_\_ Número del celular y del trabajo \_\_\_\_\_

E-mail (correo electrónico): \_\_\_\_\_

**The following is the information I want to share with the teacher about my child to help him or her to do better inclass. Diga tres cosas en las que su estudiante es bueno:**

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**Mi estudiante podría mejorar en:**

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**Student signature**

**Period**

**Date**

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Parent signature

Date