

## Spanish 5

Teacher: Ms. Bugarini  
H-201

Janelle\_Bugarini@berkeley.k12.ca.us

### Course Description:

The purpose of this course is to introduce more complex grammatical structures and to promote fluency in conversation. The grammar exercises and conversation are a bit more complex, stressing fluency and technicality. In addition, students will continue to appreciate and broaden their understanding of Hispanic Cultures. Students will engage in open-ended activities as well as dialogue that will lead them to question and understand: Cultural, sociological and historical aspects of Spanish speaking countries within the United States context.

### Skill Objectives and Outcomes:

In this level we seek to achieve full student participation by means of informative, interpretive, and specific readings, lectures and interviews. Students will engage in conversations, understand and interpret written and spoken language and present information to an audience. Students will use critical thinking to demonstrate the relationship between their own culture and those of Spanish-speaking cultures. In addition, audio visual methods will be integrated to better address the various interests of students.

### Course Content:

#### Fall Thematic Units

Theme	Chapter	
Review:	<ul style="list-style-type: none"> <li>• vocabulary</li> <li>• grammar</li> </ul>	<ul style="list-style-type: none"> <li>• verbs: past and present</li> </ul>
5: In the news	5A: A heroic act	5B: An accident
6: Television and movies	6A: Did you watch the game on TV?	6B: What movie have you seen lately?
7: Enjoy your meal	7A: How do you prepare paella?	7B: Do you enjoy eating outside?
8: How to be a good tourist	8A: An airplane trip	8B: I want you to enjoy your trip

### Instructional Materials:

The textbook, *Realidades 3*, begins with an introductory section followed by ten thematic chapters. A workbook, activities, projects and presentations will heavily supplement the textbook.

### **Grades/Credit:**

Students can earn points for tests, quizzes, daily work (done in class and at home), projects and participation.

- 40% tests, quizzes and projects and presentations.
- 40% daily points (punctuality, warm-ups, class work, participation, efforts to use Spanish in class). Disruptions will negatively impact the participation grade
- 20% Organized binder, with proper sections labeled as explained below. Binder will be collected every two weeks; students must demonstrate organizational skills. \*

Students will receive regular feedback and an opportunity to correct and improve a minimum of once a month.

### **Suggestions for Additional Credit:**

Students are encouraged to get language experience outside the classroom, this can be accomplished by:

- Documenting real use of their new language outside of the class
  - order in restaurants
  - become friends with a Spanish speaker and practice
  - volunteer in places where they need Spanish speakers
- Bringing a written reflection of news articles either with vocabulary learned or current event stories about Spanish-speaking countries
- Watching Spanish language TV and completing documentation showing what you learned
- Visiting a museum exhibit that focuses on Spanish-speaking cultures and providing proof of visit with a write-up

### **Late Policy:**

Homework: Work missed due to excused absences needs to be made up as soon as is reasonably possible by making an appointment with me. Late (unexcused) homework receives ½ credit.

Major Assignments will be downgraded 10% for each day of lateness and will not be accepted after three days without an excused absence. Extensions for excused absences must be arranged with the teacher immediately upon return.

**\* IMPORTANT: SPANISH BINDER. ALL STUDENTS MUST HAVE A SMALL 3-RING BINDER DIVIDED IN 3 SECTIONS.**

- 1. TAREA: warm-up activities, homework and class work**
- 2. REFERENCIA: vocabulary lists, notes, handouts, maps, etc.**
- 3. EXAMENES: Quizzes and tests**

**Binder will be collected twice a month.**