

Denver School of the Arts
School Year 2013-2014
Spanish 3X Syllabus
Instructor: Diego Cerón
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Why learn Spanish in Denver? “The US Census Bureau on August 8, 2007 announced that Denver County has crossed a cultural threshold: Sometime between 2005 and 2006 white non-Spanish/Latino/Hispanic residents became a minority.” “Now, 50.01 % of the population of 566.974 is non-white.” The fastest growing segment of the non-white population is Latinos.*

*This information was taken from The Denver Post, August 9, 2007

I. Course Description:

This is the third course in a five-year sequence that culminates in AP Spanish Language. This two-semester course expands students' proficiency of listening and speaking. Also, there is an increased emphasis on reading and writing in Spanish across a variety of topics and genres. Students will begin to do the following in Spanish: Extract information from what they listen, carry out an informal dialogue and be able to communicate information in a formal presentation, read and understand stories, articles, poems, and fiction and non fiction books, write stories, book reviews, poems, articles, and essays.

The course reviews previously acquired grammatical concepts and introduces more complex structures.

This course includes reading some literature written by authors from Spain, Hispano-America, and United States. The students will also watch some authentic movies in Spanish or with Spanish subtitles, and listen to different singers from the Hispanic world. This course adds to the knowledge of all aspects of Spanish culture. Classes are taught mostly in Spanish and students are encouraged to participate freely in discussions and to communicate, even among themselves, in Spanish.

II. Materials & Supplies

Students are expected to bring the following to class on a daily basis:

-Textbook: *Buen Viaje* (Mc Graw Hill – Glencoe), Level 3

-Expendable Materials and supplies: \$29.00.

-A 3-ring binder with 5 sections as follows:

- Syllabus
- Readings & Vocabulary
- Grammar Structures
- Homework
- Assessment (grade work, projects, progress report, etc)

-Pens and pencils

-Composition notebook

-Previous handouts

-A Spanish-English dictionary

III. Course Content Outline

Each chapter includes:

Vocabulary – Speaking – Listening – Writing – Reading Exercises (We will read non-fiction and fiction texts from different Spanish speaking countries)

August

Country: España – Review the Preterit in Regular and Irregular Verbs – Introduce nouns starting with a and ha – Introduce Demonstrative Pronouns – Introduce Possessive Pronouns

September

Country: Perú (Los Andes) – Review Imperfect and Preterit Combined – Introduce Subjunctive with Impersonal expressions and in nominal clauses

October

Country: Argentina (Cono Sur) –Review Ser and Estar, Specials Verbs with Indirect Object Pronoun, Gustar and Faltar, and Negative and Affirmative Words – Introduce Subjunctive Expressing Emotions and Doubt, and Subjunctive in Adverbial Clauses

November

Country: Costa Rica (América Central) – Review Future and Conditional, Indirect and Direct Object Pronouns, Two Object Pronouns in a Sentence – Introduce Imperfect Subjunctive, and Subjunctive Using Time Expressions

December

Country: Nicaragua – Non-fiction Reading – Mexican Literature Reading – Review Perfect Present and Commands

January

Country: Cuba (El Caribe) – Introduce Pluperfect, Conditional Perfect, Perfect Future, Subjunctive Expressing Indefinite Ideas, and Subjunctive Expressing the Known and the Unknown

February

Country: Colombia – Review Reflexive and Reciprocal Verbs and Making Comparisons

March

Country: México – Introduce Subjunctive with Aunque, Quizás, Tal Vez and Ojalá, Present Perfect and Pluperfect Subjunctive, and Clauses with Si

April

Country: Estados Unidos – Review Adjectives, Articles and Pronouns with Prepositions – Introduce Por, Para, Hacer and Hacía

May

Review Adverbs and verbs ending in –uir – Introduce Passive Voice

This outline may be expanded, reduced, or modified as necessary.

IV. Grading

Grade Criteria

• Academic Participation*	20%
• Class Work (listening, speaking, writing, reading exercises)	20%
• Homework	10%
• Projects	10%
• Quizzes, Tests, and Other Assessments	30%
• Semester Assessment	10%

*(For the class participation grade the following will be considered: **speaking Spanish in class**, presence in class, punctuality, and respect for the teaching/learning process)

Grading Scale

A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D	60 – 69
F	below 60

V. Tutoring

For after school help or make up work I will be available on Tuesdays, Wednesdays and Thursdays after school.

VI. Expectations

- **Attendance and Participation:** Absences are detrimental to your learning. Students are expected to come prepared with materials and to be ready to participate and learn in all speaking, listening, reading, and writing activities.
- **Tardy Policy:** If tardiness becomes persistent I will contact home and talk to the Dean of Students.
- **Late Work:** Late work will be accepted for **excused** absences and must be completed within **48 hours**. After that, no work can be made up unless you have contacted me beforehand. **All other work is accepted for 75% off of your grade for that assignment and must be completed within 2 weeks.** It is the student's responsibility to find out what was missed during an absence.
- **Food and Drinks:** Coffee, tea, water, and gum are acceptable. Food is not acceptable.
- **Electronic Devices:** Keep your phone off or set it to "silent". Don't text in class or listen to music on your own device. There is NO individual music during tests. I will take your phone/iPod away if you abuse this policy, and you are welcome to pick it up from me at the end of the day. Repeated violations will result in discussions with parents/administration.
- **Class Rules:** Students are expected to behave properly in the classroom by following these class rules:
 1. **Respect Yourself and Others**
 2. **Speak Spanish**
 3. **Respect the Teaching/Learning Process**

These rules will ensure that we will have a great year! If one or more of the above rules are broken, the following steps will be taken:

1. Verbal warning
2. Conference with student and call home
3. Conference with student, call home or parent/teacher conference
4. Student is referred to the Dean of Students

VII. Signatures

Please go over the 4X Spanish syllabus. When you have read it and discussed it, bring back this page no later than the second week of class signed by both yourself and your parents, or have your parent send me an email acknowledging that you two went over it. Make sure that the student name and class period is on the email confirmation. Don't hesitate if you have any questions. I am looking forward to a successful and fun school year with you.

Student Name _____

Student Signature _____

Date _____

Parent Signature _____

Date _____