

¡BIENVENIDOS PADRES A ESPAÑOL 200 y 300!



ABOUT ME:



LSU

LOUISIANA STATE UNIVERSITY

WASHINGTON STATE



UNIVERSITY

World Class. Face to Face.



Seattle Pacific

UNIVERSITY

Engaging the culture, changing the world®





MY PHILOSOPHY/GOALS:

- Make students global-thinkers
- Expand their world view/ make them excited to explore the world beyond Woodinville
- My underlying goal in this class: COMMUNICATION
- In this class, learning Spanish should be fun and not intimidating!
- Every student is capable of earning a good grade in this class if they try their best and do the work.
- Teach students skills they can use beyond this class and beyond their high school experience.



WHAT THIS YEAR HAS IN STORE...

Spanish 200 Curriculum:

- “Destinos”
 - Review unit to cover new material not covered in 100 and to review important concepts from 100.
 - Realidades 2 book (online)
 - www.realidades.com (user name: olsonspanish200/spanish2)
 - Cultura: projects, movies and readings
- ** Spanish 200 will move at a faster pace; there is a lot to fit in!



WHAT THIS YEAR HAS IN STORE...

Spanish 300 Curriculum:

- La Catrina video series
- Review unit to cover new material not covered in 200 and to review important concepts from 200.
- Realidades 2 book (online)
- www.realidades.com (user name: olsonspanish200/spanish2)
- Cultura: projects, movies and readings
- ? We will see where the year takes us, last year was a trial for the 300 curriculum and I want to improve it

200 WHAT WE WILL LEARN THIS YEAR...

- Nationalities
- Likes and dislikes
- School related activities and rules
- Expand on skills for talking about the present tense
- 2 ways of talking about the past (preterit and imperfect)
- Daily routines
- Clothing and shopping
- Running errands and household chores
- Location and methods of transportation
- Childhood memories, holiday celebrations



300 WHAT WE WILL LEARN THIS YEAR...

- Vocabulary for natural disasters, crisis situations, emergencies, rescues and heroic acts
- Vocabulary related to television, movies and sporting events
- Vocabulary associated with food, cooking and camping
- Vocabulary around travel
- Vocabulary associated with making plans for the future, professions and earning a living
- Geography, History and Culture of Spain



WHAT YOUR STUDENTS SHOULD DO WHEN THEY ARE ABSENT:

1. Check Sra. Olson's website for the information about what you missed. (*email if you need clarification*)
2. Once they have complete all assigned work show Sra. Olson the material and inquire if there is anything else to be done.

All work must be completed within one week of absence!



IMPORTANT TAKE AWAYS:

- Parent extra credit activity (online)
- My website: www.senoraolson.com
- My email: molson@nsd.org
- Syllabus online: www.senoraolson.com
- Level 200 book: www.realidades.com (logins listed on syllabus)
- Grades are online and always up to date!



FOREIGN LANGUAGE FOR THE FUTURE

- **Spanish Language in the WHS Pathway**
- 4-year universities require at least 2 years of the **same** language for admission. Many highly competitive schools request 3 years (eg. University of Washington).
- CORE 24 requires 2 years of high school level Spanish or equivalent substitute course
- The University of Washington states that a third year in high school satisfies the foreign language requirement needed for many Bachelor of Arts majors. Other universities practice the same.
- For your student, WHS will offer the following Spanish courses:
 - 1st year- Spanish 100
 - 2nd year- Spanish 200
 - 3rd year- Spanish 300 or 350 (CHS 103*) -Dual Lang start here from 300C
 - 4th year- Spanish 400 AP or 350 for former Span 300 students
 - 5th year- Spanish 500
- * Sophomores, Juniors and Seniors can opt to receive 5 UW credits (fee required). Course follows curriculum from UW, except work is done in one year instead of one quarter. Passing the AP exam may give students an additional 5-15 credits, typically with a minimum score of 3 (depending on university).

