



Spanish 2 Syllabus 2019-2020



<u>Teacher:</u> Kathryn Jensen	<u>Teacher:</u> Kevin Hagen
<u>Phone:</u> 763-506-7376	<u>Phone:</u> 763-506-7255
<u>Email:</u> kathryn.jensen@ahschools.us	<u>Email:</u> kevin.hagen@ahschools.us
<u>Google Classroom codes:</u>	

Course Information:

Course Description

Spanish level 2 is a thematically organized course that is meant to build upon the knowledge gained in Spanish 1. We focus on building individual skills in **Interpersonal** Communication, **Interpretive** Communication, and **Presentational** Communication- our national [ACTFL standards](#) for language learning. Curriculum emphasizes communication while increasing cultural understanding through cultural comparisons. *Themes* covered in Spanish 2 include vacations, shopping, daily routines, food and celebrations. *Skills* developed include making comparisons in the target language, talking and writing about both the present and the past, giving and receiving commands, and expressing actions using reflexive verbs in Spanish. Each unit will provide opportunity for students to develop and strengthen their abilities in the standard areas listed below:

American Council for Teaching Foreign Languages (ACTFL) Standards	ACTFL Global Can-Do Benchmarks (target for all students by the end of level 2 course) <i>Level 2 students will be <u>working towards</u> the following "Intermediate Low" range abilities:</i>
Interpersonal Communication <ul style="list-style-type: none"> conversation (spoken or written) 	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.
Presentational Speaking <ul style="list-style-type: none"> a class presentation 	I can present information on most familiar topics using a series of simple sentences.
Presentational Writing <ul style="list-style-type: none"> a paragraph or essay 	I can write briefly about most familiar topics and present information using a series of simple sentences.
Interpretive Listening <ul style="list-style-type: none"> podcast, video, commercial 	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.
Interpretive Reading <ul style="list-style-type: none"> a short story, a biography, a newspaper article 	I can understand the main idea of short and simple texts when the topic is familiar.

Student Self Reflection: Students will be given multiple opportunities to reflect and self-assess so as to track personal growth and progress made towards learning outcomes. Students are encouraged to constantly reflect on the role of daily practice in achieving proficiency goals independent of grading practices.

Participation: This class requires students to participate in SPANISH in class in order to acquire proficiency. Students should expect to make mistakes in class! Learning from mistakes made through classroom conversation is a HUGE part of the growth that takes place in this course and should be considered of primary importance.

Practice outside of class: Using a language is much like playing a sport or an instrument: one must practice!! Opportunity and resources for outside practice are provided throughout the course primarily via Google Classroom, Vista and Quizlet, although students are encouraged to explore cultural resources in Spanish through sites such as <https://radio.garden/> <https://cnnespanol.cnn.com/seccion/mundo/> and <https://www.bbc.com/mundo/internacional> for example.

Student Evaluation:

Grading Philosophy: The grading categories below reflect the primary learning objectives of the course and the ACTFL communication standards. Throughout the course, various assessments will be graded and placed in the corresponding categories. By doing so, student and teacher can together easily track progress in developing skills and proficiency. This valuable information on strengths and weaknesses provides the feedback necessary to continuously focus energy on areas needing improvement.

Grading Categories:

- Interpretive Communication - 20%
- Interpersonal Communication - 20%
- Presentational Communication - 20%
- Cultural Comparisons - 15%
- Participation and Language Development - 15%
- Common Summative Assessment - 10%

***Grading modifications may be made for students with IEP or 504 plans.



Retake Policy: Many assessments in the “language development” category may be re-taken upon completion of all previous practice (pertaining to retake) and assigned remediation (extra practice). Retake must be completed within the specific designated window of opportunity (usually one week after receiving results.) ****Students who have not completed the practice prior to taking the first assessment will not be eligible to re-take. Retake opportunities are for students who need a second chance due to lack of understanding, not due to lack of practice completion.**

Absences: **It is the student’s responsibility to find out what he or she missed due to an absence.**

What to do when you miss class:

- Find out what was missed **before you return**. Strategies to accomplish this include:
 - emailing the teacher,
 - texting a classmate,
 - checking Google Classroom and/or Vista,
 - or asking if the information is available in advance from the teacher.
- **If you missed a test or other assessment~** Speak with the teacher **immediately** upon your return to make arrangements to come in outside of class. **You have two weeks** to complete the assessment.

Late Work All assignments should be completed on time. The purpose of practice is to continuously grow in skill and proficiency. Delayed completion of assigned work **will impede your learning**, and result in lowered achievement levels. Even so, life happens and at times due dates may be missed. Work will be accepted after stated due dates when necessary, however, will not be accepted after final deadlines have passed, usually the end of the unit or as announced by the teacher.

Cheating/Plagiarism [Per School Policy: Student Handbook] **In this class use of Google Translate or similar translation software is prohibited and considered cheating.** Students who cheat or plagiarize can expect to be reported to their Assistant Principal and receive all consequences outlined in the CRHS student handbook.

work hard now. it'll pay off later.



Classroom Information:

Technology Use: Use of electronics is allowed in the classroom only when explicitly directed in class by the teacher.

- Mobile phones should be stored OFF YOUR BODY during class to minimize distraction from the learning.
- Headphones may be allowed during independent work time as it helps some students focus. Please know yourself and whether or not this would help you or hurt you in doing your work.
- **Headphones are not allowed, however, at any point during instruction or when working in partners or teams.**

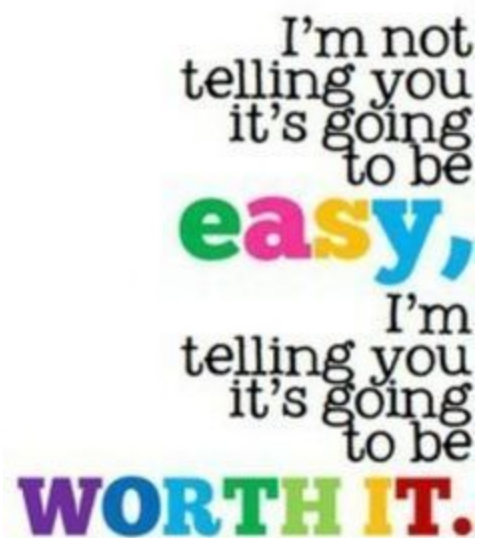
Classroom Culture: Teacher will model, and students will be expected to abide by, our Coon Rapids High School Life Targets that are posted in the classroom. Students are encouraged to ask questions and/or address class concerns directly to the teacher in order to problem-solve and get back to the joy of learning! We are here FOR you, and want you to succeed!!

Required Materials: Students will need a notebook just for Spanish and a writing utensil daily! Students will be expected to have a designated Spanish folder with all handouts **with them in class each day** as well. *Students are further expected to prepare for class by having materials out and ready when the bell rings.*

Textbook: “Descubre 1” text and online Vista supersite will be utilized in class. Other classroom resource materials will be accessed online through Google Classroom, Quizlet, or other sites as directed.

Help: See the teacher if you are in need of help with the content of the course. Suggestions for extra practice can be given and/or arrangements can be made to get your questions answered before or after school. Class work time is a good time to ask for clarification if it is needed! Remember, also, that CRHS hold Quiet Study Time (QST) in the LMC after school Mondays through Thursdays if you need a place to practice or internet access.

Parent/Teacher Communication: Communication is essential and encouraged! Parents and teachers together form a student’s support team and sharing a common vision for achievement is important. A shared commitment to communicating directly to each other if concerns arise is desired. We can be reached via email at kathryn.jensen@ahschools.us or kevin.hagen@ahschools.us via voicemail at 763-506-7376 (Jensen) or 763-506-7255 (Hagen).



Class Participation Student Rubric

Criteria	Exceeds Expectations	Meets Expectations				Almost Meets Expectations	Does Not Meet Expectations				
		<i>Good</i>		<i>Average</i>							
Use of Spanish	Strives to speak only Spanish at all times, even when communicating complex ideas or chatting with peers.	Speaks primarily in Spanish and takes some risks in the language to communicate more complex ideas. At times slips into English when addressing the class or teacher or when chatting with peers.		Speaks Spanish in class with teacher and others mostly without prompting. May need to be reminded at times but is not reluctant to use Spanish in class..		Speaks Spanish in class but only when prompted to do so. Is reluctant to take risks in the language.	Unwilling to speak Spanish even when prompted to do so.				
Volunteering and Discussions	Enthusiastically engages in all class and group activities. Asks questions and contributes to the class in a positive way.	Enthusiastically participates in most class and group activities. Willingly participates in class discussions. Contributes to the class in a positive way.		Volunteers at times and willingly participates in class activities and class discussions when called on. Contributes to the class in a positive way.		Participates in class and group activities only with prompting. Does not contribute to the class in either a positive or negative way.	Does not participate in class or group activities. Remains silent often even when called upon. Tends to have a negative influence on group dynamic.				
Diligence	Consistently attentive in class when the teacher or another student is talking. Always uses work time to do work related to the task at hand.	Almost always attentive in class when the teacher or another student is talking. Almost always uses work time to do work related to the task at hand.		Mostly attentive in class when the teacher or another student is talking. Usually uses work time to do work related to the task at hand but may need to be reminded to focus or complete work.		Sometimes attentive in class when the teacher or another student is talking. Often uses work time to do work UNrelated to the task at hand. Frequently needs to be reminded to focus or complete work.	Limited attention given in class when the teacher or another student is talking. May be disruptive at times. Does not use independent work time appropriately.				
Attendance	Makes class attendance a priority. Arrives in time to prepare for class. Contacts the teacher about missed work for all excused absences before returning to class and independently makes up work.	Good class attendance. Arrives to class in time to prepare for class, with rare, excused exceptions. Makes up missed work for excused absences promptly.		Absences from class are excused and infrequent. Arrives to class on time with rare, excused exceptions. Often prepares for class before it starts. Makes up missed work for excused absences.		Frequent but excused absences from class. May arrive tardy on occasion. Needs prompting from the teacher to complete missed work and/or prepare for class.	Frequent and/or unexcused absences from class. Demonstrates a pattern of tardiness. Does not complete missed work or prepare for class without prompting.				
Letter Grade & Percentage	A N/A 95%	A-/B+	B 85%	B-/C+	C 80%	C-/D+ 75%	D 70%	D- 65%	F 60%	55%	0

Comments:

My goal:
