

**School:** Crook County High School

**Course Title:** Spanish 2

**Instructor's Name:** Chris Schreiner

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**Semester 1 and 2**

**Course Description:**

Spanish 2

Grade Level:            9-12

Length of course:      2 Semesters

Credit:                    1

**NOTE: We are teaching a Spanish I class at Crook County Middle School this year for 8<sup>th</sup> graders and all policies and procedures for attendance, work and discipline will be followed according to the student handbook at CCMS rather than CCHS.**

This course provides students with the ability to communicate using the four-language skills: listening, speaking, reading and writing. First year Spanish provides the basic language structure and vocabulary useful for students to be able to communicate about themselves, others, and their familiar surroundings. Students will be able to ask and answer questions, receive directions and give simple descriptions in the target language. Students will learn to apply Spanish in real life basic situations.

In Spanish 2 we will learn:

- The structure of the Spanish language
- Culture, art and history of Spanish speaking countries
- To speak, read and understand instructions, greeting, simple expressions, and personal information
- To speak in the present and past tenses

**Language Learning Standards and Common Core Standards**

We will use the alignment of Common Core Standards from Language Arts to the Standards for Learning Languages as defined by the American Council on the Teaching of Foreign Language. For further information please visit their website at

<http://www.actfl.org/publications/all/national-standards-foreign-language-education>.

Standards will be reflected in reading, writing, speaking and listening. The three levels of measurement are: Novice, Intermediate and Advanced Students.

## COMMUNICATION

### *Communicate in Languages Other Than English*

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

## CULTURES

### *Gain Knowledge and Understanding of Other Cultures*

- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

## CONNECTIONS

### *Connect with Other Disciplines and Acquire Information*

- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

## COMPARISONS

### *Develop Insight into the Nature of Language and Culture*

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

## COMMUNITIES

### *Participate in Multilingual Communities at Home & Around the World*

- **Standard 5.1:** Students use the language both within and beyond the school setting

- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**Students will also be expected to meet various Common Core Language Arts and Math Standards throughout the year. This again will be included in reading, writing, speaking and listening.**

**Common Core Language Art Standards:**

Key ideas and Details  
Craft and Structure  
Integration of Knowledge and Ideas  
Range of reading and Level of Text Complexity

**Common Core Math Standards:**

Interpreting Descriptive Statistics and Data  
Analyzing Graphs and Data  
Simple Mathematic Equations in the target language  
Studying the Real Number System in the target language

**Materials:**

Texts: Realidades-1 Pearson Prentice Hall, Upper Saddle River, New Jersey 07458, 2004

Website: [www.phschool.com](http://www.phschool.com)  
Home website: [crookcounty.k12.or.us](http://crookcounty.k12.or.us)

Film, Videos/ Other Electronic Media: From time to time we use media, videos, and the internet that are a part of the Realidades curriculum. Information regarding the curriculum can be found online at:  
[www.phschool.com/atschool/realidades/program\\_page.html](http://www.phschool.com/atschool/realidades/program_page.html)

Novels: NONE

Others (Articles etc.): Cultural information from books and websites as it pertains to special assignments. Holidays such as Day of the Dead (November 1 holiday for hispanic cultures) will be discussed from a historical and cultural perspective.

**Notification of the Right to Object to the Use of Materials**

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection is consultation with the classroom teacher or library staff and providing a brief written complaint. The staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

If not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who, if unable to resolve the complaint, will provide a Request for Reconsideration form which will be given to the superintendent for action.

**Goals:** (SMART-specific, measurable, achievable, relevant, timeline-a reflection of specific critical content mastery):

By the end of the year 100% of students will meet or exceed subject level learning standards in Spanish 1 as measured by a score of 70% or better on all assessments. (Written examinations, Written and Oral Presentations).

### **Citizenship (Behavior Expectations) and Classroom Rules:**

See separate document.

### **Attendance**

You are responsible for notifying us ahead of time when you are not going to be in class if you have a prearranged absence. We will give you the work to make up ahead of time. If you are absent you are responsible for obtaining your missed work from your study buddy on your first day back to class. We will follow the student handbook regarding make-up work from absenteeism. "Failure to make up assigned work within a reasonable amount of time as allowed by the teacher will result in a grade of zero for the assignment. Students are allowed one more than the number of days absent to complete and hand in any make-up work. Exams and long-range assignments which students have been notified of in advance, must be taken or turned in immediately upon return." Because a large majority of our work is done verbally in class, you may be required to complete an additional assignment if you miss class as your make up work. (i.e. reading an article in Spanish, completing an extra worksheet, etc.)

### **Participation Grades:**

From time to time we will complete graded participation tasks in class. When trying to learn a foreign language it is imperative you participate daily in the classroom. Everyone will be expected to participate throughout the trimester. Participation grades are given for those students who are present and participating. The participation grades can be made up for those students absent for SCHOOL RELATED absences ONLY.

We will try to ONLY speak Spanish in the classroom and expect the same from the students (don't panic when we are explaining new concepts and information. We will assist you in English). First year students we will work up to speaking 100% Spanish in the classroom by the

end of the second trimester. Second through Fourth year students will be expected to attempt to use Spanish at all times when communicating in the classroom.

### **Behavior/Discipline**

Follow all rules and procedures

Disciplinary procedure will be followed as according to the Student Handbook of CCHS.

### **Technology:**

Technology is used in the classroom on a daily basis. Technology will be used in the classroom ONLY when directed by the teacher and misuse or use of personal technology in the classroom will result in disciplinary action as outlined by the CCHS handbook.

### **Evaluation (grading)**

Grades may be comprised from scores in any of the following:

Daily Opener/Spiral Notebook

Three-Ring Binder Assessments will be given periodically throughout the semester

Daily Assignment/Homework

Projects

Presentations-Oral and Written

Quizzes

Exams

Class Participation

### **Grading Scale**

A	90-100
B	80-89
C	70-79
D	60-69
Failing	59 and below

\*\*Students are not eligible to take the Year 3 or Year 4 Spanish without having earned Cs in the 2 prior semesters. Students must pass Spanish 1A with a D or higher to move into Spanish 1B.

\*\*80% of the grade is comprised of assessments (written examinations, oral and written presentations) and 20% is classwork.

**Cheating:** Cheating is a major referral. Students may take an alternative makeup test within one week for no more than a 60%.

**Makeup Policy:**

- Students have as many days as they were absent to make up an assignment for credit. See student handbook.
- Students have two weeks from the due date to retake assessments or redo work to potentially earn a better grade.
- Students may retake assessments up to two times, and may be required to complete additional preparation work during ELO and/or during lunch tutoring prior to assessment retakes (the retake may be a different version than the first taken)
- Students who are not earning an A, B, or C in Spanish may also have to come to student support time for additional assistance or to complete make up work. The student may also be required to attend a specific make up day during parent/teacher conferences to complete missed work.

**Extra Credit Policy:** Spanish Department does NOT give extra credit assignments.