



Chandler Unified School District

SPA200A Spanish 2
SY 2023-24



Course Overview

Course Description

This course continues Spanish 1. In Spanish 2, students will receive more practice in listening, speaking, reading, and writing skills. New vocabulary and grammar are presented. The students will improve their writing skills through simple compositions. They will continue to explore the culture of the Hispanic world. This class is not designed for native speakers.

AP/IB/Dual Enrollment

No

Prerequisite/Fee(s)

SPA100 or Equivalent study

Course Materials

1 spiral notebook or 1 binder with lined paper.

2 two-pocket folders (1 for each semester).

Pens and/or pencils.

1 box of colored pencils or crayons.

A small Spanish/English dictionary would be very helpful since I do not allow google translate in class.

All these materials will be needed for students to be able to do class work as well as homework.

Students will need to use google classroom.

Adopted Resource(s)

Auténtico. Level 2

**An asterisk will indicate a resource containing sexually explicit materials per legislative definitions. CUSD has determined that all resources listed above are of exceptional educational value.*

Site and Faculty Information

School name and address:

Camille Casteel High School, 24901 S Power Rd, Queen Creek, AZ 85142

Building principal:

Jayson Phillips

phillips.jayson@cusd80.com

Teacher:

Carmen Pfriem BA in Education

pfriem.carmen@cusd80.com

Office hours: Thursdays 2:30-3:00. Other hours by appointment. Please note, we may have to cancel tutoring occasionally depending on other site required meetings that we must attend.

Course Access

This course is taught in-person at Camille Casteel High School. Students will have access to the curriculum and instruction in the classroom. Google Classroom is the primary location for students to access material when absent from classes taught in person.

Help

Academic Support

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- Contact the teacher to schedule an appointment during office hours
 - [Ed Tech](#) support for students, parents/guardians, and community link (cusd80.com/Page/45109)

Mental Health Support

- CUSD mental health support cusd80.com/Domain/10528 or 480-573-8808 (talk or text)
- Suicide & Crisis Lifeline: 9-8-8 hotline
- 24-hour Crisis Line Talk: 602-222-9444, Text: 741-741

Student Conduct, Success, and Responsibilities

Student Handbook

Students must follow the policies and procedures established in the Student Handbook. Copies of the handbook can be found at cusd80.com/handbooks. Printed copies will be provided upon request.

Student Responsibilities

Learning Goals and Outcomes

As students study the target language, they will improve in their ability to communicate in the target language as well as in their cultural competencies. Our goal by the end of the first year is to have all students performing at the intermediate low proficiency level. In addition to the cultural competencies that we will focus on, students will build proficiency in the target language in three modes of communication: interpersonal (person-to-person speaking and writing), interpretive (understanding what they read and hear in the target language), and presentational (“one-way” speaking and writing in the target language). At the end of the semester, students will be able to:

- Participate in conversations on familiar topics using phrases and simple sentences.
- Carry out short social interactions in everyday situations by asking and answering simple questions.
- Understand the main idea in short simple messages, presentations, and overheard conversations on familiar topics.
- Understand the main idea of short and simple texts when the topic is familiar.
- Present information on familiar topics by using a series of simple sentences.
- Write and share short messages about familiar topics using a series of simple sentences.

- Investigate and describe similarities and differences in practices, products, and perspectives used across cultures (e.g., holidays, family life, historical and contemporary figures) to understand one’s own and other’s ways of thinking.
- Access and interpret information in the target language on familiar topics and use it to reinforce and further knowledge in other content areas.
- Explain and compare features of target language (e.g., language patterns, expressions, sentence structure) with his/her own language (as applicable).
- Use expanded vocabulary and structures in the target language to access and interact with different media and community resources within the school setting (and beyond, as applicable).

Student Responsibilities

Each quarter students will be required to:

- Regularly attend class.
- Complete assignments and come to class prepared to learn!
- Actively participate in class discussions and group/partner conversation activities.
- Be on-task during class time. This means working on the appropriate classwork and assignments during the class period.
- Adequately prepare for quizzes and performance assessments. Build good study habits.
- Regularly check grades in Infinite Campus.
- Check Google Classroom daily for assignments, announcements, and other communications from the teacher.
- BE AUTONOMOUS! TAKE RESPONSIBILITY FOR YOUR LEARNING!

Classroom Policies

Absences are limited to 10 class periods per semester (CCHS policy). Credit may be lost at the discretion of the instructor if absences exceed this number. Quizzes or tests will be made up either during conference period or at my discretion. You are expected to make up the test or quiz upon your return. Students are expected to attend class every day. In the event of an EXCUSED absence, it is the responsibility of the STUDENT to seek make-up work, INCLUDING a test. If a student is absent on the day an assignment is due, that assignment is due the next day the student is in attendance. Any homework assigned in a student's absence will be due following the number of days missed. Without proper notification, any assignment not turned in on time is considered a late assignment and will not be given full credit.

Tardy Policy

1st offense: Students will be given a verbal warning.

2nd offense: Student will be marked tardy and an email will be sent home.

3rd offense: Student will be marked tardy and given a lunch detention.

4th offense: Student will be given a referral.

Cell Phones

Cell phone use is generally not permitted in class. Occasionally we will play games or do other activities where we will use cell phones. I have a cell phone holder in my room for students to place their cell phones at the beginning of class. Abuse of cell phone use will result in the same consequences as my tardy policy above.

Cheating

Cheating of any kind will not be tolerated. Copying another person's work, allowing another student to copy your work, or turning in as your own work that was done by another person all constitute cheating and will result in a zero for the assignment. Using translators online or otherwise is also academically dishonest and is considered cheating. Please refer to the CCHS handbook for more information regarding the school's policy regarding cheating and the consequences for cheating.

Discipline protocol

If students do not meet classroom expectations as outlined in the syllabus and the CCHS Handbook, the following actions will be taken:

- Verbal warning
- Call home to parent/guardian
- A parent-teacher conference
- Referral to administration

Our goal is to work with families to ensure that all students have a safe and focused learning environment.

The teacher has the option to provide their own lunch detention at their discretion instead of writing a conduct referral.

Technology:

With the 1:1 technology initiative, it is the responsibility of the student to bring their fully charged laptop to school every day. Technology is a tool no different than a pencil. Like all school supplies, students are expected to have the supplies needed to learn.

Late work

- Due dates are firm.
- Late work will be accepted; however, assignments will be deducted 10% for each day late with a maximum penalty of 50%.

- If you miss an assignment, please see the teacher before or after school so that arrangements can be made.

Assessments and Assignments

Students will complete assessments during each unit of study to assess their understanding. Students will complete the CUSD Common Final at the end of the first and second semesters. The Common Final will count for 20% of the student's final semester grade in grades 9-12 and 10% in grades 7-8 (some exceptions may apply at the Junior High level). Common finals will be in ELA, Math, Science, Social Science, and World Language.

Final exams will be given during the CUSD Jr High/High School Early Dismissal days in December and May, as identified on the [District Calendar](#).

If students are requested to participate in a survey, the survey questions will be provided to parents/guardians seven days before student contact.

Grading

Grade Percentage

A	B	C	D	F
90% - 100%	80% - 89%	70% - 79%	60% - 69%	<60%

Quarter grades

Quarter grades will be calculated by using a combination of formative and summative assessments given throughout each quarter. Each quarter, 50% of the grade will be derived from formative assessments, and 50% of the grade will be based on summative assessments. These grade categories and the activities that correspond to them are designed to allow us to practice and assess student progress in each of the language modalities: reading, writing, speaking, listening as well as knowledge of the culture(s) associated with the language.

Formative (50%)

Classwork/Homework	25%
Quizzes (min. 4)	25%

Summative (50%)

Compositions (2 per quarter)	10%
Unit Exams (1 per thematic unit)	25%
Presentations/Oral Exams (1 per quarter)	15%

Classwork/Homework 25%

Students will be graded on their class participation (dialogs, skits, answering questions). Doing work from another class, use of cell phones and being off task will result in point deductions.

Students will engage in on-going activities in listening, reading, writing, speaking, and developing cultural competence. These activities are often integrative, and the point values for each will reflect the effort required for successful completion.

Quizzes 25%

Quizzes will be given regularly throughout the quarter and will cover topics being covered in class. Quizzes will generally be short in nature.

Compositions 10%

There will be a targeted writing assignment every quarter to help students develop their abilities with

writing in Spanish.

Unit Exams (25%)

At the end of each unit/chapter we will have a unit test covering the material that we have studied. These tests should take the bulk of the class period. All of the tests will be announced in advance. If you miss a test due to an excused absence, please contact the teacher to schedule a make-up.

Oral Exams (15%)

Assessments of your speaking abilities will be conducted throughout the quarter, providing you with an opportunity to demonstrate your abilities to communicate about everyday topics and situations in Spanish. These assessments may be conducted as an interview between you and the instructor or as role-plays performed between you and a classmate.

Semester grades

Semester grades are calculated using 40/40/20: Each quarter accounts for 40% of the semester grade and the final exam accounts for the remaining 20%.

Units of study

Units for SPA200A Spanish 2

Para Empezar: ¿Cómo eres tú?

¿Qué haces en la escuela?

¿Qué haces después de la escuela?

¿Cómo te preparas?

¿Qué ropa compraste?

¿Qué hiciste ayer?

¿Cómo se va?

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Teacher: Carmen Pfriem, pfriem.carmen@cusd80.com

Parent/Guardian

Acknowledgment

Parents/Guardians should indicate if they "Acknowledge" or have a "Potential Conflict" with their student's participation in the following units by checking the appropriate box for each unit of study listed. Students cannot opt out of a standards-based unit. Marking "Potential Conflict" will prompt the teacher to make contact regarding assignment alternatives.

Unit of study	Acknowledge	Potential Conflict
Para Empezar: ¿Cómo eres tú?	<input type="checkbox"/>	<input type="checkbox"/>
¿Qué haces en la escuela?	<input type="checkbox"/>	<input type="checkbox"/>
¿Qué haces después de la escuela?	<input type="checkbox"/>	<input type="checkbox"/>
¿Cómo te preparas?	<input type="checkbox"/>	<input type="checkbox"/>
¿Qué ropa compraste?	<input type="checkbox"/>	<input type="checkbox"/>
¿Qué hiciste ayer?	<input type="checkbox"/>	<input type="checkbox"/>
¿Cómo se va?	<input type="checkbox"/>	<input type="checkbox"/>

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By signing and returning this form, the parent/guardian acknowledges they have reviewed the resources and units of the study included in the syllabus.

- As the parent/guardian, I understand that I may contact the teacher if I have questions about the resources, content, or units of study.
- As the parent/guardian, I understand I can check my student's grades in Infinite Campus anytime during the school year.

Student name (printed) _____

Student signature _____

Parent/Guardian name (printed) _____

Parent Signature _____

Date _____

Please return this page to your student's teacher.