

ESPAÑOL 2

Sarah Murchison, Sheldon High School, 2019-20

Periods 3 and 4: Room B-14

Classroom phone number: 541-790-6760 (call before 9:30 am or after 2:20 pm)

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Blog: http://blogs.4j.lane.edu/murchison_s/

Office hours: Tuesday and Thursday before school starting at 8 a.m.; Wednesday after school until 4p.m., and by appointment.

Bienvenidos a la clase de español 2a!

The best resource for staying up-to-date in this class is my blog. On my blog, you can:

- Check what your homework assignment is
- See the dates of upcoming tests and projects
- Check and follow your grade
- Link to songs and videos in Spanish
- Link to flashcards (with audio for pronunciation practice)
- Take practice tests and play games to improve your Spanish
- Practice conjugating verbs
- Link to your syllabus

Course Description:

This course is a continued presentation of the fundamentals of Spanish grammar. The thematic approach is continued with situational exercises, review, culture and conversation as integral parts of the course. All four language skills are emphasized: speaking, listening, reading and writing. Class will be conducted primarily in Spanish.

Learning Outcomes: By the end of this course you will be able to:

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (ACTFL Interpersonal Communication Standard 1.1)
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (ACTFL Presentational Communication Standard 1.3)
- Compare and reflect on products, practices, and/or perspectives of the target culture(s) and your own culture. (ACTFL Cultures Standard 4.2)
- Demonstrate comprehension of content from authentic audio and visual resources. (ACTFL Interpretive Communication Standard 1.2)

For the full list of ACTFL (American Council on the Teaching of Foreign Languages) standards, and its correlation to the Common Core Standards, please consult

<http://www.actfl.org/sites/default/files/pdfs/CrosswalkFinalAligningCCSSLanguageStandards.pdf>

Required Materials:

EntreCulturas1 and EntreCulturas2 Textbooks

Students will check out a textbook from school. If the text is lost or damaged, students will be charged \$85.00 for a replacement text.

Recommended Materials:

- Spanish / English dictionary

-Barron's 501 Spanish Verbs

Students are expected to come to class **daily** with completed homework, textbook, workbook, notebook and / or binder paper and a writing utensil.

Grading Policy:

25% Classwork and projects

15 % Homework

25% Formative Assessments / Quizzes

35% Summative Assessments/Integrated Performance Assessments

Grading rubrics for projects and Integrated Performance Assessments are customized by assignment and provided in class. Grades are updated weekly on Synergy. Partial credit, pass/no pass, and grade changes are options in very specific documented circumstances during the term. See instructor for more information

Classwork: Students keep all their written classwork, and assemble it into packets, which are turned in at the conclusion of each chapter. To receive full credit for classwork, corrections must be made along with the class. Student **projects** and presentations range from 20-100 points.

Homework: Assignments are given nearly every day and are worth 5 points per page. Special assignments and projects will have a higher point value. Students must have their homework ready on their desk at the beginning of class to receive a stamp indicating the work is done on time. Students that are tardy without an excuse from the attendance office will not receive a stamp, and their homework will therefore be considered late. To receive full credit for their homework, students must correct it during the daily review of homework. Like classwork, homework is kept by students and handed in at the end of each chapter. In addition to daily written homework, students should practice their vocabulary and study the current lesson every day.

Formative Assessments / Quizzes: Quizzes in this class cover chapter vocabulary, grammar concepts, and functions of language (what you can do in the language). They help students prepare for the end-of-unit Integrated Performance Assessments. To facilitate studying for quizzes, students will have a handwritten vocabulary list for each chapter. They may also access vocabulary flash cards online through my blog at http://blogs.4j.lane.edu/murchison_s

These online flash cards include audio, which helps with student pronunciation and vocabulary retention. Students will be coached in several other vocabulary practice strategies in class.

Summative Assessments / Integrated Performance Assessments: During integrated Performance Assessments at the end of each unit, students show what they know through listening, reading, speaking and writing about the themes studied during the unit.

Due dates are announced well in advance, thus late work, not due to an excused absence, is only accepted for two weeks after the due date and will receive half credit. **NOTE:** The use of any kind of **computer-generated translation programs** will result in no credit for the assignment!

When returning from an absence, students should get any missed handouts from the classroom assignment box and see me to schedule make-up times for any missed quizzes/presentations/assessments. Nightly homework can be accessed on my class Website.

Expectations:

There will be no student cell phone or other electronic device and accessory usage in the classroom unless directed by the teacher. Visible phones/devices/accessories will be confiscated. There is a cell phone storage system in the classroom for students to place their phones in, or they may use the charging station on a space-available basis.

Students are expected to arrive to class on time, be seated at the time class begins, and behave in a respectful manner to classmates and the teacher. Students are expected to participate actively in class. Class participation means that you have done the assigned work (i.e. reading, exercises, etc.) and that you are ready and willing to answer questions about it. Spanish is to be spoken as much as possible. The more you practice, the better you will become at using the language.

Verbal permission to leave during class is required, and good timing of your request is expected (for example, when doing independent written work). Students are allowed a maximum of five hall passes per term.

When I am unable to solve a student behavior problem with the student, I will contact the student's family and / or write a referral.

Extra help:

I am available during office hours (Tuesday and Thursday before school starting at 8; Wednesday after school until 4) and by appointment.

Students and parents or guardians should e-mail me with any questions or concerns.

**PLEASE RETURN THIS PAGE TO ME. KEEP THE
REST OF YOUR SYLLABUS FOR YOUR RECORDS.
¡GRACIAS!**

We have read and discussed the syllabus and agree to its policies.

(printed student name)

(student signature)

(printed parent/guardian name)

(parent/guardian signature)

Parent / guardian phone #: daytime:

___ OK to call at work?

#: evening:

Best time to call?

Parent / guardian e-mail:

Student e-mail and phone number:
(optional)