



Syllabus

Course: Spanish II

Year: 2018-2019

Teacher: Katie Kerekes	Teacher: Nicky Sunde
Phone: 612-668-3400	Phone: 612-668-3400
Email: kathryn.kerekes@mpls.k12.mn.us	Email: nicky.sunde@mpls.k12.mn.us
Office hrs/Availability: 3:00-4:00 (Please try to make an appointment beforehand as we have meetings throughout the week. Thank you for your understanding.)	Office hrs/Availability: 8:00 – 8:30 am (Please try to make an appointment beforehand as I am only in the building part-time. Thank you for your understanding.)

Course Description: Students broaden their foundation of the Spanish language within cultural contexts as they:

- Improve understanding and speaking of Spanish through storytelling and real-world situations.
- Continue to read and write in Spanish (simple short stories, letters, magazines, or other real-life texts) by expanding knowledge of Spanish vocabulary and structures.
- Discover connections with other subjects (geography/politics, fine arts, and math/science).
- Examine Spanish-speaking cultures and their social practices (music, food, popular media) and connections between language and Spanish-speaking cultures.
- Explore the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews.
- Expand language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

How to Succeed:

- Be brave, be a risk-taker
 - You will make many, many mistakes along the road to language proficiency. That is OK. In fact, it's great! The student who is willing to be brave and try will progress quickly.
- Pay attention
 - In this class you will sit up with shoulders squared. I am teaching to your eyes. Show me you are listening.
- Respond
 - You will be expected to provide suggestions and answers EVERY class period. If you don't understand the question, ask for clarification or guess! My role is to help you understand.
- Be honest
 - If you don't understand, tell me. I will teach you a visual cue to let me know I'm going too fast.
- Be open-minded

- o Good news- your brain is already capable of learning languages. You've done it before. Keep this in mind.
- o Accept feeling uncomfortable. Much like exercise, we improve when the task is a little difficult. If you are able to execute everything with perfection, you are in the wrong class.

Profe's Role and Responsibilities:

- Provide a physically and emotionally safe environment
 - o Please let me know if you ever do not feel safe in this classroom.
- Show respect
 - o You are amazing. I know this. Please let me know if my actions or the actions of others feel disrespectful.
- Provide comprehensible language
 - o Yes, we are communicating 90-100% in Spanish. However, the materials and language used is appropriate for Phase 2 learners.
- Prepare you for Level III
 - o The outline of this class was created to prepare you to be successful in subsequent levels.

Required Materials: Bring these items every day.

- A standard sized, single subject notebook just for Spanish class
- Pencil with eraser
- A gluestick and small scissors (optional)

A Spanish dictionary is a useful tool but not a requirement for this course. Course texts will be used and kept in the classroom. Chapter copies will be provided upon request.

Attendance:

You are required to arrive to class on time and be here daily.

Language:

I will speak Spanish 90% - 100% of the class period. You will attempt the same. Research supports that this is the best way to learn. It will be difficult and you will make mistakes. Mistakes (learning opportunities) are a requirement of this course.

Bathroom/Hallway Policy:

Each student will be given three bathroom passes per quarter and will be required to use their planner to leave the room. Students are expected to use the bathroom, get a drink, refill water bottles, use their electronics and visit their locker during the 5-minute passing time. Students will not be allowed to leave during the first or last ten minutes of class time and may only leave during work time. Please don't ask while I'm giving new information or instructions.

Electronics:

We will be observing the Washburn School-Wide Cell Phone Policy, which means that cell phone use will not be allowed in the classroom at any time. Please refer to the Student Handbook for clarification on this policy.

Course Units and Summative Assessments:

Quarter 1: Discrimination and Identity	Quarter 2: Environmental and Travel	Quarter 3: Legends	Quarter 4: Festivals and Traditions
<p>Functions: Listen and view a commercial about baseball in the Dominican Republic and respond to 8 comprehension questions to show understanding Read and analyze a novel about an environmental health issue in Costa Rica Express thoughts, opinions and information from Felipe's perspective</p>	<p>Functions: Identify main ideas of an environmental health article Create a text about an environmental health issue Explain the cause and effect of an environmental health issue Read and analyze a novel about an environmental health issue in Costa Rica</p>	<p>Functions: Identify main idea of a school-related text Explain classroom routines and expectations Ask and answer school-related questions Compare and contrast my school with a school in a Spanish-speaking country Read and analyze a novel about a student in Mexico</p>	<p>Functions: Identify practices and perspectives related to celebrations in the target cultures Create an invitation to a traditional festival Interpret an image or video that depicts a tradition in the target language Compare and contrast a tradition in the target culture with one you practice</p>
<p>Texts read: "Felipe Alou" by Carol Gaab</p>	<p>Texts read: "Robo en la noche" by Kristy Placido</p>	<p>Texts read: "La llorona de Mazatlan" by Katie A. Baker</p>	<p>Texts read: Assorted authentic resources</p>
<p>Summative Assessments: Interpersonal or Presentational Speaking Presentational Writing Interpretive Reading Interpretive Listening</p>	<p>Summative Assessments: Interpersonal or Presentational Speaking Presentational Writing Interpretive Reading Interpretive Listening</p>	<p>Summative Assessments: Interpersonal or Presentational Speaking Presentational Writing Interpretive Reading Interpretive Listening</p>	<p>Summative Assessments: Interpersonal or Presentational Speaking Presentational Writing Interpretive Reading Interpretive Listening</p>

Grading Scale:

WHS GRADING SCALE		Grade Definitions
A	93-100%	Exceeds expectations
A-	90-92	
B+	87-89	Proficient/Meets expectations
B	83-86	
B-	80-82	
C+	77-79	Almost meets expectations
C	73-76	
C-	70-72	
D+	67-69	Needs more practice
D	63-66	
D-	60-62	
F	50-59	Does not meet expectations

Grade Make-Up:

20% will be weighted toward formative assessments (pop quizzes, daily work, and participation)
80% will be weighted toward summative assessments (evaluations of standards and benchmarks)

Students are required to complete **EVERY** summative assessment or project given. If the student does not complete an assessment, they will receive a **NO CREDIT** on their transcripts, regardless of the grade the student currently has. If the student does not rectify the NC grade within **30 DAYS**, the quarter grade will convert into an F. In short, the student will fail the entire quarter if he/she doesn't complete every summative assessment.

Extra credit:

Due to language classes being graded on ability, no extra credit is given.

Re-Dos and Retakes:

No individual test can be retaken. However, if you demonstrate growth on a specific type of summative assessment by the following quarter, your original score will be replaced with the new higher score. The student must keep track and request this of the teacher.

Plagiarism:

The World Language department will not tolerate plagiarism in any form. For a general definition of plagiarism please see the Washburn Student Handbook. Also **note that the use of any online or electronic translation device to complete an assignment is plagiarism.** This is not your work. If the teacher suspects plagiarism, you will be asked to justify your work. If you cannot justify your work within the parameters of the World Language Department's expectations, you will receive a 0 for that assignment.

Missing & Late Work:

Any late assignments will receive a reduction of 1 letter grade and will receive a **score of 0 three days after the assigned due date.**

Excused absences/makeup work:

- When you are absent it is your job to find and complete the work you missed. Papers can be found in the pocket folders on the bulletin board.
- First consult other students in the class to find out what you missed; speak to me before or after class if further clarification is necessary and to arrange for making up tests or quizzes.
- Talk to Profe before or after school for clarifications (**NOT** right before or during class).
- If you are gone because of an excused absence the day something is assigned you will have **3 days** to make it up.
- If you are absent on the day of a quiz or assessment you will also have **3 days** to make-up that quiz or assessment before or after school.
- Make-up quizzes and assessments will not be administered during class.

Grading modifications will be made in accordance with IEP or 504 plans.

W.H.S. Student Information/Syllabus Compliance Form - Spanish II

Parents/Guardian:

Please sign below to verify that you have read and understood the policies of Spanish II.

Parent signature: _____ Date: _____

Additional:

I give permission for my student to be photographed in class:

Yes _____ No _____

I give permission for my student to watch an R-rated movie that is linked to the curriculum we are studying. (This may not happen but just in case).

Yes _____ No _____ Please contact me first _____

I give permission for my student to go on a "walking field trip" in which we walk to somewhere in the community for a cultural experience.

Yes _____ No _____

I am interested in the following opportunities for my student:

____ Concordia Language Villages Weekend (language camp)

____ Travel to Argentina (tentatively planned for spring break 2020)

____ Hosting a foreign exchange student during the school year or summer.

Additional comments that you would like us to know about your student:

Students:

Please sign to indicate that you have read and accept what has been outlined in the syllabus.

Student name: _____

Student signature: _____ Date: _____

I agree to use any technology (laptops, iPads, etc) provided by Washburn in this class in an appropriate manner.

Student signature: _____ Date: _____