



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

Fully charged school issued laptop, paper, pen/pencil, whiteboard markers, dedicated folder or section of binder for Spanish class

Adopted Resource(s)

Auténtico 2 - Teacher Provided (class set & online login)

**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:

Perry High School, 1919 E Queen Creek Rd, Gilbert, AZ 85297

Building principal:

Heather Patterson
patterson.heather@cusd80.com

Teacher:

Sra. Marla Vaughn BA
vaughn.marla@cusd80.com

Office hours: M-Th 2:15-3:00PM (unless in a meeting)

Course Access

This course is taught in-person at Perry 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

- 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

In our class, we are respectful toward others, class belongings, and ourselves. This means there is zero tolerance for any form of disrespect in our class.

In our class, we foster an atmosphere of learning and progress, which means we will make mistakes along the way. Encouraging ourselves and our peers will improve all of our success and help us achieve our goals of communicating in Spanish!

In our class, we participate and stay focused. This means we will have to speak and actively listen in Spanish. This also means we should not be a distraction to others or ourselves.

In our class, we submit work that is on time and is our own. This means that we need to set aside time to complete coursework independently and practice. We will practice how to self check your level of learning so that you can know if you need more practice or if you are ready and can focus your study time on other subjects.

In our class, we will strive to find personalized ways for students to succeed. This means students should take responsibility for their learning by asking questions in class and using their preferred mode of practice. Students can also attend tutoring in the afternoons for additional support.

In our class, we come prepared to learn and contribute to the learning of others.

Late work

Late work is accepted with the understanding that a penalty may be imposed.

Late is NOT the same as being absent. You will have the same amount of time to complete your work as the number of days you missed and you will receive full credit.

Late is NOT the same as being confused. Tell me that you need help before the due date and I'll help you to find strategies to succeed.

Late is NOT the same as let down or out. On a group assignment, if a member doesn't contribute or include you and it causes you to be unable to finish, let me know.

Late is NOT the same as struggling. If you are experiencing a hard situation, talk to me & we can create a plan for success together.

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

Students are graded in the following areas: Daily Assignments 50% (warm-ups, class activities, homework) and Assessments 50% (quizzes, exams, and projects).

Students are STRONGLY encouraged to keep track of their own grade and monitor Infinite Campus and Google Classroom.

Students should check their grade(s) weekly and discuss any questions/concerns with me in person or via email.

Grades will be updated at least ONCE a week, every Friday by 3:15.

Semester grades

Semester grades are calculated using 80/20: A combination of the two quarters accounts for 80% of the semester grade and the final exam accounts for remaining 20%.

Units of study

Units for SPA200A Spanish 2

Para empezar: "¿Cómo eres tú? ¿Qué haces tú?" What are you like? What do you do? Grammar: Review of Spanish 1 key concepts - Noun/Adjective Agreement, Subject/Verb Agreement, Regular Verbs -AR, -ER, -IR, Irregular Verbs SER, ESTAR, IR, TENER

Capítulo 1A: "¿Qué haces en la escuela?" What do you do during school? Grammar: TENER, Irregular YO forms, Stem-Changing verbs, Affirmative/Negative Words

Capítulo 1B: "¿Qué haces después de las clases?" What do you do after school? Grammar: verb IR, Saber vs. Conocer, Hacer + Time comparisons

Capítulo 2A: "¿Cómo te preparas?" How do you get ready? Grammar: Reflexive Verbs, Ser vs. Estar, Possessive Adjectives

Capítulo 2B: "¿Qué ropa compraste?" What clothes did you buy? Grammar: Past (Preterite) Tense, Demonstrative Adjectives

Capítulo 3A: "¿Qué hiciste ayer?!" What did you do yesterday? Grammar: Irregular Preterite (Ir & Ser), Direct Objects

**An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*



Chandler Unified School District

SPA200A Spanish 2

SY 2023-24

**Site:** Perry High School**Building Principal:** Heather Patterson, patterson.heather@cusd80.com**Teacher:** Sra. Marla Vaughn, vaughn.marla@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? ¿Qué haces tú?" What are you like? What do you do? Grammar: Review of Spanish 1 key concepts - Noun/Adjective Agreement, Subject/Verb Agreement, Regular Verbs -AR, -ER, -IR, Irregular Verbs SER, ESTAR, IR, TENER | | |
| Capítulo 1A: "¿Qué haces en la escuela?" What do you do during school? Grammar: TENER, Irregular YO forms, Stem-Changing verbs, Affirmative/Negative Words | <input type="checkbox"/> | <input type="checkbox"/> |
| Capítulo 1B: "¿Qué haces después de las clases?" What do you do after school? Grammar: verb IR, Saber vs. Conocer, Hace + Time comparisons | <input type="checkbox"/> | <input type="checkbox"/> |
| Capítulo 2A: "¿Cómo te preparas?" How do you get ready? Grammar: Reflexive Verbs, Ser vs. Estar, Possessive Adjectives | <input type="checkbox"/> | <input type="checkbox"/> |
| Capítulo 2B: "¿Qué ropa compraste?" What clothes did you buy? Grammar: Past (Preterite) Tense, Demonstrative Adjectives | <input type="checkbox"/> | <input type="checkbox"/> |
| Capítulo 3A: ¿Qué hiciste ayer?!" What did you do yesterday? Grammar: Irregular Preterite (Ir & Ser), Direct Objects | <input type="checkbox"/> | <input type="checkbox"/> |

**An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*

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.