



Chandler Unified School District

SPA200 Spanish 2

SY 2024-25



Course Overview

Course Description

Build upon skills developed in Spanish 1. Develop language skills in the range of novice high - intermediate low level of proficiency. Communicate authentically in Spanish by interpreting (reading/listening/viewing), exchanging (listening/speaking/writing), and presenting (speaking/writing) information on familiar topics. They introduce the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

AP/IB/Dual Enrollment

No

Prerequisite/Fee(s)

SPA100 or Equivalent study

Course Materials

- Binder with a Spanish binder tabs or dividers or a standard folder specifically for Spanish Class (student and family choice)
- Pencils
- Loose-leaf paper or a notebook
- 3 ink pens (1 red, 1 blue, and 1 black)
- Highlighters (different colors)

Adopted Resource(s)

Autentico 1-3

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

Site and Faculty Information

School name and address:

Arizona College Prep High School, 4477 S Gilbert Rd, Chandler, AZ 85249

Building principal:

Robert Bickes

bickes.robert@cusd80.com

Teacher:

Michael Shannon BA in Elementary Education with specialization in Spanish

shannon.michael@cusd80.com

Office hours: 2:15 -3:00 pm (by appointment)

Course Access

This course is taught in-person at Arizona College Prep 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 in the [Student Handbook](#). Copies of the handbook can be found at <https://www.cusd80.com/Page/533>, and printed copies will be provided upon request.

Student Responsibilities

Course Description

Spanish 1 is a beginning level course where a foundation of vocabulary, grammar, communication skills and culture are developed. Spanish 2 is an intermediate level course designed to build on foundations that were mastered in level 1. Spanish 2 continues to be foundational in its nature in the four areas of competency necessary for mastery:

+Reading
+Writing
+Speaking
+Listening

Goals and Objectives

+Learn new vocabulary
+Build familiarity with grammar
+Gain confidence in speaking, writing, and listening in Spanish
+Interpret written Spanish
+Communicate in Spanish in real life situations
+Learn about/about understand cultural aspects of the target language

Class Expectations

The PREP Way (School Wide Procedures)

+First 15 Minutes is Crucial (no passes the first 15 minutes of class)
+No Cell Phone Breaks (no cell phones when going to the restroom)
+No Pass, No Go (must have a pass to leave your class)
+Be on Time (enter class prior to the last bell, avoid excessive loitering)

+Dress for Success (follow the dress attire guidelines)

Classroom Rules

Passion

- +Go above and beyond what is expected
- +Take pride in what you do
- +Participate positively

Relationships

- +Be considerate of others
- +Communicate
- +Respect school property and resources
- +Ensure everyone has the best opportunity to learn
- +Follow directions the first time
- +Use appropriate language, volume, and tone

Excellence

- +Be engaged
- +Be honest, do your own work
- +Be on time
- +Follow the dress code
- +Be prepared and free from distractions
- +Follow class rules
- +Work to YOUR potential - not a translators

Purpose

- +Keep trying even when it's difficult
- +Set goals and strive to reach them
- +Seek help when needed
- +Organize and prioritize
- +Develop your study skills

Follow ACP policies and procedures as stated in the Handbook

I will work directly with students to address any concerns when classroom expectations are not being met. Many times students will be asked to review classroom expectations and briefly reflect with me about what they were doing, what they should be doing, and what they will do differently in the future.

If a student's behavior becomes consistent and does not stop following consequences will occur:

- +1st offence - verbal warning reiterating the expectation
- +2nd occurrence - Teacher may choose to implement some strategies to redirect students such as moving seats, having a buddy teacher to send students to, etc.
- +3rd occurrence - Written behavior reflection and mini conference with teacher
- +4th occurrence Parent Contact with written reflection attached possible consequences

+5th offense - Office Referral

Referrals function at Arizona College Prep High School primarily as a means for removing a student from a classroom for extreme misbehavior or persistent disruptive misbehavior. Or, as a means to communicate to administration that there's been egregious defiance to the student code of conduct with respect to the CUSD student handbook. It's important to note that a referral serves as a last resort behavior intervention.

There are some extenuating circumstances that may call for an immediate escalated response. These will be handled at teacher discretion.

***Improper use of a translator in this class considered cheating * - See ACP academic honor code**

Translation: More than four consecutive words from a source other than the student themselves constitutes plagiarism. (This includes the use of online translators.)

Copying another student's class work or homework is considered cheating. Any student caught copying or allowing a student to copy from them will have their paper taken, receive a temporary zero until an alternative assignment is completed, and receive an administrative referral.

Any work using a translator or plagiarized will receive a zero. Redos and alternative assignments may be available if students have cheated on an assignment based on teacher discretion.

Cheating will result in a referral to administration. Translation policy may vary for some assignments. Policy will be communicated at time of assignment.

Late work

Students are expected to be active and engaged participants in class. Participation is an informal assessment that demonstrates student abilities and helps gauge mastery of the language. Being prepared is another component of participation. Students should be punctual, have all materials ready at the start of class, follow directions, stay focused on each task, and have no electronic devices in use unless asked to do so.

Partial Credit may be earned for late work. An assignment may be turned in after the due date for half credit. Work expected to be completed during class time will not receive half credit.

Homework is checked on a daily basis for completion if it was assigned; students will receive 2 pts. for completed homework and a 0 for incomplete homework. No late credit will be given for completion credit on homework assignments.

On occasion, homework may be worth more points i.e. when a our class has had a guest teacher.

NOTE- I consider the work to be late if it is not turned in when it is called for in class, even if it is turned in the same day. Work is considered on time if it is ready the moment you walk through the door. Makeup work due to illness is not considered late within the allotted time frame.

Some larger projects may have an extended late policy. If this is the case, the policy will be communicated on the project guidelines.

Assessments and Assignments

Students will complete assessments during each unit of study to assess their understanding. At the end of the first and second semesters, students will complete the CUSD Common Final. 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 90% - 100%
- B 80% - 89%
- C 70% - 79%
- D 60% - 69%
- F <60%

Quarter grades

This grade breakdown is for progress and quarter grades.

Assessments=60%

- Tests
- Major Projects
- Quizzes
- Essays
- Mini Project

Practice =30%

- Independent practice/HW
- Practice Activities
- In-class work

Participation = 10%

- Weekly Bell work assignments
- Completion Assignments
- Interactive in class activities

Assessments will be given in a variety of ways including short answer, multiple choice, matching, essay and oral exams. (Some quizzes may not be announced.)

Assessment retakes may be available at the discretion of the teacher. If the teacher allows a retake opportunity a student must complete the assessment retake form, and have no missing assignments.

Grades are based on total percentage points. Each assignment will be worth a certain number of points. The total number of points earned will determine your grade in a specific category. Each category is

weighted as stated above. Category points will be combined to determine final grades for each quarter.

I will gladly speak with any student or parent/guardian concerning the students' progress at any time during the year.

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 SPA200 Spanish 2

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

- Para Empezar (A review chapter that topics learned in Spanish 1)

1A ¿Qué haces en la escuela?

1B ¿Qué haces después de las clases?

2A ¿Cómo te preparas?

2B ¿Qué ropa compraste?

3A ¿Qué hiciste ayer?

3B ¿Cómo se va...?

4A Cuando éramos niños

4B Celebrando los días festivos

5A Un acto heroico

5B Un accidente

6A ¿Viste el partido en la televisión?

6B ¿Qué película has visto?

7A ¿Cómo se hace la paella?

7B ¿Te gusta comer al aire libre?

Signature Page - Please return this page to your student's teacher.



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Building Principal: Robert Bickes, bickes.robert@cusd80.com

Teacher: Michael Shannon, shannon.michael@cusd80.com

Parent/Guardian

Acknowledgment

Parents/Guardians must specify their approval by selecting "Acknowledge" or "Potential Conflict" for their student's involvement in the units of study. Please note students cannot decline participation in standards-based units. The teacher will reach out regarding options if "Potential Conflict" is selected.

| Unit of study | Acknowledge | Potential Conflict |
|--|--------------------------|--------------------------|
| - Para Empezar (A review chapter that topics learned in Spanish 1) | <input type="checkbox"/> | <input type="checkbox"/> |
| 1A ¿Qué haces en la escuela? | <input type="checkbox"/> | <input type="checkbox"/> |
| 1B ¿Qué haces después de las clases? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2A ¿Cómo te preparas? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2B ¿Qué ropa compraste? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3A ¿Qué hiciste ayer? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3B ¿Cómo se va...? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4A Cuando éramos niños | <input type="checkbox"/> | <input type="checkbox"/> |
| 4B Celebrando los días festivos | <input type="checkbox"/> | <input type="checkbox"/> |
| 5A Un acto heroico | <input type="checkbox"/> | <input type="checkbox"/> |
| 5B Un accidente | <input type="checkbox"/> | <input type="checkbox"/> |
| 6A ¿Viste el partido en la televisión? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6B ¿Qué película has visto? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7A ¿Cómo se hace la paella? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7B ¿Te gusta comer al aire libre? | <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 I may contact the teacher with questions on resources, content, or units of study at any time during the school year and view my student's grades in Infinite Campus.

Student name (printed)

Student signature

Parent/Guardian name (printed)

Parent Signature

Date

Please return this page to your student's teacher.