



# 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

Paper pencil computer

### Adopted Resource(s)

Autentico

*\*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:

Hamilton High School, 3700 S Arizona Ave, Chandler, AZ 85248

### Building principal:

Michael Delatorre

delatorre.michael@cUSD80.com

### Teacher:

Sr Deem BA, MEd x2

deem.kurt@cUSD80.com

**Office hours:** Monday 7:00

## Course Access

This course is taught in-person at Hamilton 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](https://cUSD80.com/Page/45109))

### Mental Health Support

- CUSD mental health support [cUSD80.com/Domain/10528](https://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

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## 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](https://www.cusd80.com/handbooks). Printed copies will be provided upon request.

### Student Responsibilities

Diversity Statement: All individuals have a right to an educational environment free from bias, prejudice and bigotry. As members of the Hamilton High School educational community, students are expected to refrain from participating in acts of harassment that are designed to

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demean another student's race, gender, ethnicity, religious preference, disability or sexual orientation.

Appropriate use of technology – board policy IJNDC-R:

The Governing Board intends that technological resources provided by the District be used in a safe responsible and proper manner in support of the instructional program and for the advancement of student learning. It is the policy of the Chandler Unified School District to maintain an environment that promotes ethical and responsible conduct in all electronic resource activities by staff and students. The District reserves the right to monitor use of the District's systems for improper use without warning or prior consent. Students shall be informed that computer files and electronic communications, including email, are not private and may be accessed by the District at any time. Inappropriate use may result in disciplinary action and/or legal action in accordance with the law and Board policy. Please visit the student handbook at <https://www.cusd80.com/handbooks> for further details about appropriate use of technology use.

Scoring Guide:

Grammar Exams/quizzes 50%

Projects/speeches/vocabulary 25%

Online Homework 20%

Homework 5%

Final grade at the end of the semester:

Quarter 1: 40%

Quarter 2: 40%

Final Exam: 20%

Homework:

Each unit will have several online homework assignments. Homework can be found on my Hamilton website: <http://srdeem.com>

Or going to my homework page: <http://srdeem.com/hw/online.html>

Students must get 70% on their online homework or redo it until they get 70% or better.

Assignments done on time may be redone for a better score up until the grammar test day.

It's mandatory that all homework is to be completed by the beginning of class every day. If the students are absent, it is their responsibility to check with the teacher for work completed while they were gone. Students have the same amount of days to make up work as the number of days absent.

Flash Cards:

Students should expect to answer questions from flash cards. Students will be expected to answer 15 questions in less than 2 minutes. If they can't accomplish this the first time, they may redo them until they can answer 15 questions in 2 minutes for full credit.

Vocabulary Tests:

Test on vocabulary words Section A. 40 points

The words will be written in English and the students will translate them into Spanish.

Only 20 words will be chosen from section A at random.

Each word will be worth two points. 1 point will be taken off for spelling and ½ point will be deducted for incorrect accent placement.

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Test on vocabulary words Section B: 20 points

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The words will be written in Spanish and the students will put the English translation for each word. 2 points per word.

Grammar tests:

At the completion of each unit, a written test will be given. The tests will look very similar to the homework. If students are absent on test day, they must take the test the very day that they return. Also, if absent one day before the test, they must still take the test as regularly scheduled. If two days absent, they might be excused from the test for that day. \*\*\*\*\*Cheating will not be tolerated!!!!\*\*\*\*\* Hamilton rules will be enforced.

Homework policy

The student will ONLY earn points for homework that is entirely complete. This is to ensure that the student attempts all assignments to the best of his/her ability and seeks out help as needed. Students will lose 10% of the earn score for every day assignments are late. Students will earn no credit for missing assignments not turned in within five days of its due date.

Infinite campus/ online grades Access:

Grades and attendance may be accessed 24 hours a day online. Please be sure to set up access and notifications. Official grades are viewable on Infinite campus not google classroom.

Virtual Attendance Statement:

Attendance is based on engagement. If a student is not present for synchronous instruction and does not complete the asynchronous/alternative assignment for the daily class meeting, then the student is considered absent. Teachers will contact attendance clerks once a student is determined to be absent.

Make ups and Long-Term Project Policies:

Students must check the google classroom website after an absence for information on missed work, tests, or quizzes. One day is given to make up work (including tests and quizzes) for each day with an excused absence. Students are responsible for obtaining missing work and turning it in after an absence.

Materials needed:

Google classroom access, GSE email account, 1 folder in your google drive for Spanish files, sub folders for vocab, notes and bellwork/ticket out the door. Stay organized. BE familiar with the following: quizlet, quizizz, kahoot and <https://www.srdeem.com/hw/online.html> (my homework site)

REQUIRED

Please acknowledge that you have read this syllabus by filling in the syllabus form posted in your google classroom assignments.

Late work

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Vocabulary Tests:

Test on vocabulary words Section A. 40 points

The words will be written in English and the students will translate them into Spanish.

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Only 20 words will be chosen from section A at random.

Each word will be worth two points. 1 point will be taken off for spelling and ½ point will be deducted for incorrect accent placement.

Test on vocabulary words Section B: 20 points

The words will be written in Spanish and the students will put the English translation for each word. 2 points per word.

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### 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

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## 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? Vocabulario • descriptive adjectives, adjectives of nationality Gramática • adjective agreement; ser ¿Qué haces? Leisure activities Vocabulario • common verbs, question words, seasons, adverbs of time Gramática • regular verbs –ar, -er, -ir Capítulo 1 lección A ¿Qué haces en la escuela? Vocabulario • classroom items • activities & rules Gramática • stem changing verbs • affirmative and negative words Capítulo 1 lección B - ¿Qué haces después de la escuela? Vocabulario • extra curricular activities Gramática • making comparisons • saber vs conocer • hace + expressions of time

Capítulo 2 lección B - ¿Qué ropa compraste? Vocabulario • Shopping • Clothing (need to pull words from Level 1) • prices & money Gramática • preterite of regular verbs • demonstrative adjectives Capítulo 3 lección A - ¿Qué hiciste ayer? Vocabulario • running errands • locations downtown • items purchased Gramática • direct object pronouns • sole verbs: oír, leer, creer, destruir • preterite irregulars (moved from U5) (assessed on Semester 2 Final) § ir § ser § hacer § tener § estar § poder § venir § poner § decir Capítulo 3 lección B - ¿Cómo se va? (Regular tú commands added here) Vocabulario • places in a city/town • driving terms • modes of transportation Gramática • Direct object pronouns • Regular affirmative informal commands and Irregular affirmative informal commands in 3B (assessed on Semester 2 Final) • Present progressive & irregular forms (add regular present progressive from Level 1 6B)

Capítulo 4 lección A - Cuando éramos niños Vocabulario • toys • play terms • describing children Gramática • imperfect tense: regulars and irregulars • indirect objects Capítulo 4 lección B - Celebrando los días festivos Vocabulario • expressions describing etiquette • holiday and family celebrations Gramática • imperfect tense • describing situations- past tense with CUANDO • reciprocal actions Capítulo 5 lección A - Un acto heroico Vocabulario • natural disasters • emergencies • rescues and heroes Gramática • Preterit vs. Imperfect • preterite review: oír, leer, creer, destruir

Capítulo 6 lección A - ¿Viste el partido en la televisión? Vocabulario • watching televisión • programs • sporting events Gramática • preterite of –ir stem changers review • other reflexive verbs

Capítulo 7 lección A & B (combine the vocabulary) ¿Cómo se hace la paella? ¿Te gusta comer al aire libre? Vocabulario A • cooking expressions • food • appliances Vocabulario B • camping • cookouts • food Gramática • impersonal se • tú commands- (negative-Sp. 2-7A and positive review- 3B) (Regular affirmative informal commands (Sp. 1- 6B) and Irregular affirmative informal commands in 3B (test on Sem 2)) • usted and ustedes commands- all

*\*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:** Hamilton High School**Building Principal:** Michael Delatorre, delatorre.michael@cusd80.com**Teacher:** Sr Deem, deem.kurt@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? Vocabulario • descriptive adjectives, adjectives of nationality Gramática • adjective agreement; ser ¿Qué haces? Leisure activities Vocabulario • common verbs, question words, seasons, adverbs of time Gramática • regular verbs –ar, -er, -ir Capítulo 1 lección A ¿Qué haces en la escuela? Vocabulario • classroom items • activities & rules Gramática • stem changing verbs • affirmative and negative words Capítulo 1 lección B - ¿Qué haces después de la escuela? Vocabulario • extra curricular activities Gramática • making comparisons • saber vs conocer • hace + expressions of time		
Capítulo 2 lección B - ¿Qué ropa compraste? Vocabulario • Shopping • Clothing (need to pull words from Level 1) • prices & money Gramática • preterite of regular verbs • demonstrative adjectives Capítulo 3 lección A - ¿Qué hiciste ayer? Vocabulario • running errands • locations downtown • items purchased Gramática • direct object pronouns • sole verbs: oír, leer, creer, destruir • preterite irregulars (moved from U5) (assessed on Semester 2 Final) § ir § ser § hacer § tener § estar § poder § venir § poner § decir	<input type="checkbox"/>	<input type="checkbox"/>
Capítulo 3 lección B - ¿Cómo se va? (Regular tú commands added here) Vocabulario • places in a city/town • driving terms • modes of transportation Gramática • Direct object pronouns • Regular affirmative informal commands and Irregular affirmative informal commands in 3B (assessed on Semester 2 Final) • Present progressive & irregular forms (add regular present progressive from Level 1 6B)	<input type="checkbox"/>	<input type="checkbox"/>
Capítulo 4 lección A - Cuando éramos niños Vocabulario • toys • play terms • describing children Gramática • imperfect tense: regulars and irregulars • indirect objects Capítulo 4 lección B - Celebrando los días festivos Vocabulario • expressions describing etiquette • holiday and family celebrations Gramática • imperfect tense • describing situations- past tense with CUANDO • reciprocal actions	<input type="checkbox"/>	<input type="checkbox"/>
Capítulo 5 lección A - Un acto heroico Vocabulario • natural disasters • emergencies • rescues and heroes Gramática • Preterit vs. Imperfect • preterite review: oír, leer, creer, destruir	<input type="checkbox"/>	<input type="checkbox"/>
Capítulo 6 lección A - ¿Viste el partido en la televisión? Vocabulario • watching televisión • programs • sporting events Gramática • preterite of –ir stem changers review • other reflexive verbs	<input type="checkbox"/>	<input type="checkbox"/>



Capítulo 7 lección A & B (combine the vocabulary) ¿Cómo se hace la paella? ¿Te gusta comer al aire libre? Vocabulario A • cooking expressions • food • appliances Vocabulario B • camping • cookouts • food Gramática • impersonal se • tú commands- (negative-Sp. 2-7A and positive review-3B) (Regular affirmative informal commands (Sp. 1- 6B) and Irregular affirmative informal commands in 3B (test on Sem 2)) • usted and ustedes commands- all

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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)

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Student signature

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Parent/Guardian name (printed)

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Parent Signature

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Date

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***Please return this page to your student's teacher.***