

# Spanish 2 CPA – Syllabus and Expectations

**Teacher:** Señora Cross

**Class:** Spanish 2 CPA

**Location:** Wachusett Regional High School Room C108

**Contact:** Kristen\_Cross@wrsd.net

**Online:** [www.cuadernospanol.com](http://www.cuadernospanol.com) (assignments, notes, calendar, etc.) and Google Classroom

## I. Course Overview

### Wachusett Mission Statement

Wachusett Regional High School is committed to an educational process that fosters independence and responsibility in our students. By offering diverse, challenging, academic programs and rich co-curricular activities, WRHS strives to provide students with the skills and knowledge to achieve their potential as life-long learners. Core Values: *Communication, Citizenship & Responsibility, Critical Thinking & Problem Solving, Collaboration, and Creativity & Innovation.*

### World Languages Mission Statement and Wachusett District Goals for Languages

The World Languages curriculum at Wachusett Regional High School supports communicative proficiency, based upon the development of the four language skills of reading, writing, listening, and speaking as well as cultural awareness.

- Students pursue proficiency in another language so that they may achieve purposeful and meaningful communication.
- Students develop an understanding of another culture that supports their positive interaction with diverse people.
- Students understand the commonalities of language learning.
- Students experience language learning that encourages spontaneity, risk-taking, and personal growth.
- Students develop the language skills essential to understanding authentic materials such as newspapers, film, television, magazines, etc.

### Requirements to Move On

All students must obtain an overall year-end average of **70% (C-)** in order to continue on to Spanish 3 CPA. Students must complete a minimum of 2 consecutive years in one language in order to graduate from Wachusett.

### Overview

Students will learn to communicate using various structures and vocabulary in everyday situations. Although students will practice reading and writing skills, the focus of the course is on listening and speaking. Students will cover various present tenses, past tenses, and future tenses, along with learning vocabulary to enhance their ability to communicate.

### Language Use

Spanish is expected to be used by both the teacher and the student as much as possible. In the second year of instruction, there will be extensive use of the language to prepare students for the predominant use of Spanish in Spanish 3.

Note: if students are having difficulty keeping up with the class, they are encouraged to come for extra help before or after school.

## Department Homework Policy

In the World Languages Department, the purpose of homework is to provide students the opportunity to further develop their language skills and cultural awareness. It serves to reinforce newly introduced concepts and knowledge, review previously learned material, and supplement concepts that have already been introduced (especially cultural material). Given the skills-based nature of the World Languages Curriculum, homework will be assigned regularly.

## II. Course Topics

### Semester 1

#### *Preliminary Unit – Mis amigos y yo – Florida*

0.1 Mis amigos y yo: Review of Spanish 1 including present tense regular and irregular verbs and vocab.

#### *Unit 1 – ¡A conocer nuevos lugares! – Costa Rica*

1.1 ¡Vamos de viaje!: Going on a trip; Direct object pronouns; Indirect object pronouns.

1.2 Cuéntame de tus vacaciones: On vacation Preterite of -AR verbs; Preterite of ir, ser, hacer, ver, dar; Preterite of –CAR, -GAR, -ZAR Verbs.

#### *Unit 2 – ¡Somos saludables! – Argentina*

2.1 La Copa Mundial: Sports and health; Preterite of -ER & -IR verbs; Demonstrative adjectives & pronouns.

2.2 ¿Qué vamos a hacer?: Daily routines; Reflexive verbs; Present progressive.

#### *Unit 3 – ¡Vamos de compras! – Puerto Rico*

3.1 ¿Cómo me queda?: Clothes & shopping; Present tense irregular yo verbs; Pronouns after prepositions.

3.2 ¿Filmamos en el mercado?: At the market; Preterite of -IR stem-changing verbs; Irregular preterite verbs.

### Semester 2

#### *Unit 4 – Cultura antigua, ciudad moderna – México*

4.1 Una leyenda mexicana: Legends & stories; The Imperfect tense; Preterite and imperfect.

4.2 México antiguo y moderno: Past and present; Preterite of -car, -gar, -zar verbs; Irregular preterite.

#### *Unit 5 – ¡A comer! – España*

5.1 ¡Qué rico!: Preparing & describing food; Usted/ustedes commands; Pronoun placement.

5.2 ¡Buen provecho!: Ordering meals in a restaurant; Affirmative/negative words; Double object pronouns.

## III. Required Materials

Students must bring the following to **every class**:

- A 3-ring binder with lined paper or notebook with folders to keep notes and handouts organized.
- Pen and pencil.
- Headphones to be used with Chromebooks.
- A charged, school-issued Chromebook.

## IV. Text and Video Supports List

1. There will be a class set of physical textbooks available, but students will be able to access the online textbook at home and in school along with accompanying activities. Textbook – ¡Avancemos! 2 ISBN: 0544861221

2. Videos, Texts, and Videos Series that may be used in class:

- Textbook – ¡Avancemos! 2 ISBN: 0544861221
- Movie, Walkout, 2006
- Movie, Fermat's Room, 2007
- Video Series, ¡Avancemos!, Level 2, Holt
- Video Series, Standard Deviants DVDs – Advanced Spanish Verbs, Beyond the Basics
- Video Series, Moo! Jordan Videos, Teacher's Discovery
- Travel Videos, Samantha Brown - Passport to Latin America (Mexico City, Mexico)
- Travel Videos, Rachael's Vacation – Barcelona
- Travel Videos, Planet Food - (Spain)
- Travel Videos, Planet Food - (Mexico)
- Travel Videos, Passport to Europe With Samantha Brown - (Mallorca, Spain)
- Travel Videos, 1,000 Places to See Before You Die - (Mexico)
- Documentary, Living on a Dollar a Day – Guatemala, 2013
- Video, PanAmerican Games Highlights 2015
- Video, No lo tengo, Sr. Wooley
- Video, Reflex your Verby, Sr. Mara, 2008
- Video, Reflexives, Sr. Ranke 2015
- Video, Spanish Preterite vs Imperfect Rap, Slusion Productions, 2011
- Video, Billy la bufanda & Billy y las botas, Sr. Wooley
- Video, Ricky Ricardo Bedtime Stories
- Video, Los verbos irregulares en el pretérito, Sr. Ranke, 2013
- Video, El pretérito de hacer, querer, venir, Jason Cummings, 2007
- Video, Learning the Imperfect Lady Gaga Style, Señorita Webb, 2010
- Video, Learn Spanish – Spanish Gestures, 2012
- Video, Irregular Preterite Song, Sr. Jordan, 2009
- Video, Vedula, La leyenda de Iztaccihuatl y Popocatepetl
- Video, Dreaming Spanish, La leyenda de Popocatepetl e Iztaccihuatl
- Video, Dreaming Spanish, La leyenda de la Llorona
- Video, Dreaming Spanish, La leyenda del maíz
- Video, Señor Jordan, Review of Formal Commands
- Video, Señor Jordan, Preterite vs Imperfect Review Song
- Video, Señor Jordan, Preterite vs Imperfect Review
- Video, Señor Jordan, Imperfect -AR Review
- Video, Irregular Formal Commands Song
- Video, Dreaming Spanish, I Don't Cook Anymore
- Video, Dreaming Spanish, Tortilla de patatas
- Video, Dreaming Spanish, La tomatina
- Video, Dreaming Spanish, La paella
- Video, El topo Irregular Preterite Practice
- Video, Día de Muertos
- Video, Tú commands review
- Video, ¡Expresáte!, Geocultura México, Holt
- Video, National Geographic, Costa Rica

## V. Course Objectives for Learning

### Wachusett Student Learning Expectations

Students will: exercise responsible citizenship, communicate effectively, think critically and solve problems, think creatively, collaborate and learn actively, and use technology effectively.

### World Language Objectives for Students of Spanish 2

- Students will converse in Spanish to provide and obtain information, express feelings and emotions, and exchange opinions.
- Students will understand and interpret ideas and information written or spoken in Spanish.

- Students will write and speak in Spanish to present information, concepts, and ideas on a variety of topics.
- Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Spanish culture, including human commonalities as reflected in history, literature, and the visual arts.
- Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Hispanic culture, including human commonalities as reflected in history, literature, and the visual arts.
- Students will demonstrate an understanding of the nature of language through comparison of Spanish with English.
- Students will demonstrate an understanding of the concept of culture through comparison of the Hispanic culture with their own.
- Students will use Spanish to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.

## VI. Chromebooks, Class Websites, and Internet Access

### Usage

Students will have assignments, notes and other resources that they will need access to the Internet for, both inside and outside of school. During class time, students may work on Chromebooks (either school issued or borrowed from teacher/media center when available). Outside of class, if they do not have computer and/or Internet access at home, students may utilize the media center before and after school, access the school Internet via Chromebook or phone before or after school, or arrange a time to use a Chromebook with their teacher. If a student will not be able to complete homework due to Internet access issues, they must see/contact their teacher prior to class for an extension and/or a printed copy that they can later transcribe. Students who have been issued a school Chromebook are expected to bring it charged every day. All extra copies of notes and study guides will be provided digitally at the class website unless arranged for otherwise with the teacher.

### Conduct

Use of Chromebooks and/or any other electronics in class will be solely at the teacher's discretion. Students should ask for permission from the teacher prior to using any electronic devices, including cellphones, smartwatches, or Chromebooks. Students may be asked to put the Chromebooks away and are expected to do so immediately or they will be subject to the school disciplinary code. No electronics of any kind are allowed to be used while taking an assessment. Use of any electronic (including smartwatches and cellphones) during an assessment will result in a zero and contact home. Cell phone usage is also solely at the teacher's discretion. Any inappropriate use of the Internet or electronics will be subject to the same penalties as other disciplinary infractions. **Cell phones & Smart Watches must go in the holder!**

### Online Class Resources

Students should be accessing the class website [www.cuadernospanol.com](http://www.cuadernospanol.com) to view copies of class notes, study guides, vocabulary lists, etc. Students should also be accessing and checking the class Google Classroom page on a regular basis for assignments and links. Students will be given access codes to Google Classroom at the beginning of the year and will be using it to complete many types of assignments. In addition, because students will be issued a digital login and password to the class textbook, they will need to login to the textbook via the link provided on Google Classroom as needed for assignments, textbook access, and other materials.

## VII. Rules and Expectations

1. Respect – you will be respectful of the teacher, classroom, other students and yourself.
2. Assignments will be completed and turned in on time. Assignments are due during class unless otherwise noted.
3. You will come prepared to each class and ready to work – bringing your binder/notebook, Chromebook, headphones, and a pencil. You are expected to be attentive and participate throughout the entire class.
4. Do not bring to or use in class anything that would disrupt or distract others. All cellphones and smart watches must be in the phone pockets during class time. No headphones outside of listening assignments without permission.
5. **Chromebooks** may only be used at the discretion of the teacher. They must be brought to class each day and must be charged. You should also have headphones which may only be used for assignments.
6. Class attendance is very important for success in this course. You need to attend class and arrive on time. Tardiness is not acceptable (you must be in your seat by the time the bell rings!). Excessive absences may cause you to fall behind in your work. Keep up with missed work at [cuadernospanol.com](http://cuadernospanol.com) and Google Classroom.
7. **Cheating will not be tolerated.** Any student suspected of cheating may receive a zero on the assignment and/or additional punishment. Do not use an online translator or AI to complete any assignment or part of an assignment. Only dictionaries are allowed to look up unknown words and only with teacher permission. All work must be your own! Do not ask other students, relatives, friends, AI, or the Internet for help on assignments without permission from instructor. Providing assignments for others to copy/reference will also be considered cheating and subject to the same punishment.

School Policy: *All students' academic work must reflect their own honest efforts. Cheating and plagiarism in any form will not be tolerated. This includes, but is not limited to copying homework, papers, lab reports, or quiz or test answers; acquiring or disseminating quizzes or tests before they are administered; or using information from the Internet or other outside sources without proper attribution. Any student known to have cheated will be subjected to penalties, up to receiving "0" for the work. Students who collaborate with others in cheating by allowing their papers to be copied or by other means will be subjected to penalties commensurate with their involvement, which may include the student receiving "0" for the work or suffering significant grade reduction. Generative AI, such as ChatGPT, is able to produce content (written, audio, visual) which bypasses the creative functions of its users. Similar to the school's policy on plagiarism, students at WRHS are responsible for submitting their own work, displaying their own understanding, knowledge and creativity. Like with plagiarism, teachers will be monitoring the use of AI within their classroom and student work. It is the responsibility of the student to prove that AI was not used by showing the evolution of their work through outlines, drafts, editing, proper citations, etc. If the student admits to using AI or cannot sufficiently defend the authenticity of their work, the consequence will be the same as plagiarism. In all cases, the principal or the class administrator along with the department head and teacher will be informed about both the incident and the penalty imposed, and the parent/guardian will be notified. The administration reserves the right to impose other penalties up to and including removal from the course, removal from honor societies, and loss of eligibility for scholarships with "honor" as criteria.*

## VIII. Consequences

Failure to comply with classroom expectations will result in a discussion about your behavior after class/school, a detention, a call home to your parents, and/or a team meeting. The student may be required to write a one-page essay describing why they are serving the detention, what they could have done differently to avoid receiving the detention, and their plans to modify their future behavior. Continual disruption to the class may result in grade penalties and/or a behavior meeting. Academic dishonesty, including unauthorized AI use the use of online translators, or copying other students work, will follow the school discipline policy (both above and in the student handbook) and result in a zero.

## IX. Grading

### Term Grade

- 45% - Summative Assessments (Tests & projects)
- 30% - Formative Assessments (Quizzes)
- 15% - Class Work
- 10% - Homework

### Year Grade

- 20% - Term 1
- 20% - Term 2
- 10% - Mid-Term Exam
- 20% - Term 3
- 20% - Term 4
- 10% - Final Exam

- **Summative Assessments:** At least one per quarter. This may include department standardized tests, classroom projects, and classroom summative assessments/tests. Students will be assessed on their proficiency in the following areas: listening comprehension, written composition, interpersonal and presentational speaking and reading comprehension. Concepts of grammar, vocabulary, and cultural awareness may be interwoven into the assessments. These assessments will generally be given near the end of a unit to assess students' skills and knowledge.
- **Projects:** Students will be given several projects throughout the year and will be responsible for completing them during the assigned class time and outside of class if needed. Projects are equivalent to a summative assessment grade.
- **Formative Assessments (Quizzes):** Given throughout each unit. Formative assessments may include department standardized quizzes, classroom formative assessments/quizzes and take-home quizzes. They may cover vocabulary, grammar, culture, novels, and other content discussed during class.
- **Class work:** Work done during class time, including participation and note taking. Based on participating in class discussions, answering questions, taking notes, and completing assigned class work. Students will work in the five main areas during class to practice: speaking, listening, writing, reading, and culture.
- **Homework:** Homework is an essential part of learning and practice. You are expected to complete it fully and bring it on the day it is due. Vocabulary lists will be counted as a triple homework grade. Late homework will not be accepted. In the case of an absence, regular makeup time is given to complete the missing homework.
- **Extra credit & Homework Passes:** Homework passes are worth 5 points on homework or classwork. They may not be used for vocabulary lists, parental signatures, or take-home quizzes. Extra credit/homework passes can only be applied to homework and classwork. It is not applicable to assessments. Students should not rely on extra credit to make up for not turning in assigned work. Extra credit may not be accepted if a student has missed a large number of other assignments.
- **Make up/Missing work:** Students should try to make up work within 2 school days for every day absent. For more than a week absent, make up time will be done on a case-by-case basis. Students should contact the teacher immediately to discuss missed work. It is the responsibility of the student to stay on top of missed work and arrange for a time to make up any missed quizzes/tests. Students will not be allowed to make up quizzes/tests during the school day. They must come in before or after school to make up work. All makeup/missing work is due by the end of the grading quarter unless otherwise specified. Check PowerSchool, [cuadernospanol.com](http://cuadernospanol.com) + Google Classroom for missed work when you are out! If you miss an assignment or assessment while absent a zero/absent will be put in PowerSchool until the assignment is made up.

## **X. Contact**

### **Contacting Sra. Cross**

If you have any questions including needing help with work/assignments or arranging makeup times, you may talk to me before or after class, email me, or message me through Google Classroom. My email address: **Kristen\_Cross@wrsd.net**. You can also visit [www.cuadernospanol.com](http://www.cuadernospanol.com), the Google Classroom site for resources, and the online textbook site on [my.hrw.com](http://my.hrw.com) (use the link on Google Classroom to login).

### **Before/After School Extra Help and Makeups**

Extra help and makeups are offered most every day before school and after school specific days a week in room C108. For after school extra help and makeups, students must arrange a day and time prior to staying after and can check the posted days that are listed weekly in C108. Students are also welcomed to come in for extra help before school starts – I will generally be in C108 by 7am.