

iBienvenidos!

Welcome to Spanish II! This year of studying a world language will be an exciting and memorable experience.

Additional language study is essential today, not only to meet the requirements of higher education institutions, but also because of the expanding global economy and ever increasing job opportunities requiring one or more languages other than English. You will benefit from learning Spanish no matter what academic or career path you choose to pursue.

This year, we will:

...continue to develop communication skills – interpretive, presentational, and interpersonal – and build vocabulary in Spanish. By the end of this course, you will be able to complete a simple narrative and description in the past and present tenses, as well as use of the imperative. You will also increase your knowledge of geography, celebrations, foods and art of Spanish speaking cultures.

You need:

- ⇒ Composition notebook or spiral notebook
- ⇒ Folder or binder to organize vocabulary lists and handouts
- ⇒ Writing utensils (pencils, pens)
- ⇒ School issued Chromebook or similar device (larger than phone recommended although phones can be used occasionally when another device is not available)
- ⇒ Headphones that connect to Chromebook
- ⇒ Access to school issued Gmail and StudentVue
- ⇒ Nice to have but not required: color pencils, glue stick, scissors, highlighters
- ⇒ Donations of tissue boxes and hand sanitizer are appreciated
- ⇒ APS Approved Course Supply fee of \$5.00 (used for supportive materials and technology).

"You can never understand one language until you understand at least two." –Geoffrey Willan

- ◇ **Class website**
orozcospanish.weebly.com
- ◇ **Google Classroom**
Selected assignments and materials
- ◇ **Daily agenda at the beginning of each class**
- ◇ **Tutoring / Office hours Friday during lunch**

How I can help:

Volcano Vista High School

2021-2022

Teacher: Ivonne Orozco Sahi

Classroom: A115

Email: ivonne.orozcosahi@aps.edu

Phone: (505) 890-0343 Ext. 37061

Tutoring/Make Up: Friday during lunch

You should know:

Grade Categories and Policies:

- **Tests and Projects** **25%**
Evaluations will usually occur at the end of each unit. These will be announced and requirements will be reviewed. A test may be oral or written and may take a variety of forms: multiple choice, essays, presentations, recordings, and projects. All projects and performance assessments will be graded using a rubric that the student will receive at the time the assignment is given. Any student absent the day of a test should make arrangements with the teacher to make-up test by appointment within one week of the absence. Students who don't turn in a project by the due date will receive two reminders, if the project remains missing beyond seven days, they will receive a zero in the gradebook until assignment is completed (before end of grading period, otherwise zero will remain).
- **Quizzes (speaking, listening, reading, written)** **20%**
Quizzes may be announced or unannounced. Like a test, a quiz may take a variety of forms. Any student absent the day of a quiz should make arrangements with the teacher to make-up quiz during tutoring time or before school by appointment within one week of the absence. Students who score D / F must retake the quiz during lunch tutoring.
- **Practice Activities** **20%**
Students will complete a variety of activities (writing, reading, listening, etc.) to grow language proficiency during class. Constant practice in a language class is a key component to language proficiency.
- **Speaking** **20%**
Speaking practice will be graded during in-class conversations or recorded answers using technology platforms.
- **Final Exam** **15%**

Do not use translation websites for help with assignments. Doing so will be apparent and, since it constitutes academic dishonesty, will result in a zero for the assignment.

Homework will not typically be assigned in this class, however, that means I expect students to be working 100% of the time they are in class. If we cannot accomplish what we need to in class due to behavior issues, students will need to complete it for homework. Furthermore, students may occasionally need to finish class activities at home to reinforce and practice concepts covered in class.

Expectations and policies

In Spanish class, most of the learning occurs by learning vocabulary and memorizing phrases. However, that doesn't mean the content is easy to master. Each student should spend time studying and using the language in real world settings to ensure a successful completion of the class.

While all students can expect a well-prepared lesson from me, I in turn expect well-prepared students. It is my expectation that at all times, students will demonstrate respect for themselves, their peers, VVHS staff, and their environment. Students will use Spanish and understand that choosing not to practice their language skills will result in a reduction of the student's speaking grade for the week. Inappropriate or disrespectful language is never acceptable. Students will be responsible, kind and respectful partners—this means will work with their partner when asked, and will participate responsibly in any group work; each student will pull their own weight within a group or partnership. Students will attend class and be on time. Students will turn in all work on time and completed to the best of their ability. Students will use school technology for class purposes only and will never intentionally harm VVHS technology equipment or the VVHS network. Students will complete all their own work. Cheating will never be tolerated, and in this class, cheating extends to using online translators/apps to complete a student's work for them. While I understand the utility of online translators, they do not allow students to show what they have learned; they also produce work of low quality. The only acceptable use of these is when used in place of a dictionary, to look up one word.

If behaviors are not in accordance with class expectations, students can expect the following:

1. Reminder to focus with a verbal or visual cue.
2. Warning and reminder to refocus. Student may be asked to explain their behavior and take responsibility for it. Parent notification.
3. Student will complete a SOAR Sheet which asks them to briefly reflect on and explain their behavior. Parent notification.
4. Administrative referral and parent notification.

These consequences apply to infringements upon the class norms outlined above. Serious behavior infractions such as fighting, drugs, bullying, or anything that threatens safety will result in immediate referral per the VVHS disciplinary policy.

Absent Work Policy:

Students may obtain make-up work for any absence, excused or unexcused with the exception of long-term suspensions and expulsions. Upon return from an absence(s), students shall request make-up work and will have one day per one day of absence to complete the missed work unless the teacher and/or school administrator add additional time. Grades shall not be reduced as a direct penalty for non-attendance, however grading plans may include participation grades as part of an overall grading method.

It is the full responsibility of the student to obtain all classwork instructions and assignments missed on the day of their absence by following the procedures below:

1. Review our Google Classroom for all missed work and ask to clarify instructions if needed.
2. Gather any notes from our website, another student or from the teacher.
3. Turn in the absent work to the teacher in the time frame specified below.

Absent students are strongly encouraged to contact a classmate for help with any assignment explanations or details given on the day of the absence. If teacher assistance is required, please set up an appointment during lunch with me. For **Quizzes/Tests/Presentations: Must make up these within 1 week of the absence.** It is the student's responsibility to make-up these assignments before school by appointment or during the assigned lunch tutorial day. Alternate quizzes/tests may be given instead of the original. **Major Projects.** When deadline is given ahead of time, students are expected to turn in their project on or before the deadline. As emergencies will occur, please communicate with your teacher to ensure you can get credit for your hard work. It must be understood that some work may not be made up due to the nature of the class (lectures, field trips, guest speakers, etc.) in these cases, the assignments will either be excused from the gradebook or students will receive an alternative assignment.

Late, Incomplete, and Missing Work Policy:

Any classwork that is incomplete will receive a partial grade.

If a student doesn't turn in an assignment on the DUE DATE, teacher will enter a code of Mi in the Synergy gradebook to indicate "missing". This zero is a placeholder and it will change when the student turns in the assignment.

The frame time between the DUE DATE of their work and the new DEADLINE is one week. If the student doesn't turn in the work for the deadline, the work will receive a grade of zero until work is turned in. Students will be invited to set up an appointment during office hours to receive help, parents will be contacted. Once the 6-week grading period has passed, work cannot be made up and a grade of 0 will result.

Once the 6-week grading period has passed, work cannot be made up and a grade 0 will result for any missing work.

Overall, please remember we're on the same team and we want the same result: For you to enjoy your year of language study. I am here to help, do not hesitate to reach out. It is best to **contact me** by email.

Alternative Assignments

If there are barriers that preclude or hinder the completion of certain assignments, or if a student or guardian feels especially uncomfortable with certain assignments, I am definitely open to students demonstrating their learning through the completion of alternative assignments. I would encourage students and their guardians to be proactive in communicating with me about this issue before, or when, the work is initially assigned. Alternative assignments may not be considered if the teacher is notified after the due date.

Standards

New Mexico Modern and Classical Languages Standards addressed in this class:

COMMUNICATION

COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS

- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE

- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

- **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Bilingual Seal of the State of New Mexico

Students who successfully complete four years of a language class **with a grade of 'C' or higher**, and also pass a language proficiency assessment are eligible to receive the New Mexico Seal of Bilingualism/Biliteracy. The Seal is placed upon their diploma and these students wear a special honor cord at graduation. Students receiving this seal have demonstrated **academic** bilingual proficiency and can carry this qualification forward into college and career. I encourage students to continue to level 4 or AP to realize true fluency and bilingualism.

Year Long Plan

Students will study the following content over the course of the year; this outline is subject to change; this chart is not all-inclusive but provides a general overview.

1st six weeks	Review of Spanish 1 concepts, reflexive verbs, vocabulary for daily routines, clarify sequence of events, say what you are doing or intend to do, review of telling time, reuse clothing vocabulary, use possessive adjectives.
2nd six weeks	Name the countries, capitals and nationalities of the Spanish-speaking world. Use comparisons in complete sentences. Talk about travel preparations. Introduction to the preterit past tense.
3rd six weeks	Say where you went and what you did on vacation. Use past tense in a simple narration. Review food items and days of the week.
4th six weeks	Talk about health habits, talk about sporting events and athletes, give advice for a healthy lifestyle, retell events from the past.
5th six weeks	Introduction to the imperfect past tense, talk about your childhood, describe children's games and activities as well as personalities, interview and describe friends and family members.
6th six weeks	Describe continuing activities in the past, as well as describe people, places and things. Read famous legends of the Spanish speaking world.

Syllabus Acknowledgement: Spanish 2 (2022-2023)

Filling out the Syllabus Acknowledgement will be a grade in the gradebook.

The syllabus for your Spanish class was reviewed in class and it is posted on Google Classroom, if you would like a paper copy, please let me know. You should have been automatically added by Synergy to Google Classroom. If you do not see the Spanish Google classroom, please see me for the code to join.

Please log into our Google Classroom and fill out the Google Forms: 2022-2023 Syllabus Acknowledgement