



OLATHE NORTHWEST

H I G H S C H O O L

Course: Spanish II

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Course Description and Essential Outcomes

The students will expand their skills in listening, speaking, reading and writing Spanish. Students will continue their study of grammar, idioms, extended vocabulary topics, and cultural awareness. Regular attendance and in-class participation are essential. A commitment to outside of class preparation of homework, review and memorization is expected. (See p. for a comprehensive list of Essential Outcomes.)

Textbook: *Entre Culturas* Level 2. This textbook is highly integrated online. Information regarding how to access the book will be provided.

Classroom Procedures

Entering the Classroom Students are expected to enter the classroom calmly and get ready for class to begin.

1. Put your phone in the designated spot in the classroom.
2. Get out your materials.
3. Check the whiteboard for anything needing to be turned and for instructions.

Joining Zoom In the event that remote learning becomes a reality, students are expected to use the zoom link in StudentVue and join using the computer video ON, and computer microphone OFF. For attendance purposes, the teacher must be able to verify your presence using the video.

Warm-up We will go over the day, date, and weather in Spanish and look at the learning objectives for the day. You will receive instructions and guided practice for the work-time activities, as well as participate in large group listening and speaking activities.

Core Lesson and Work Time A variety of instructional practices will be used during this time.

Closing A variety of activities will be used to check for understanding (teacher) and reflect on the day's learning (student.) Brain research shows that this type of activity significantly increases retention on the part of the student, and improves future lessons for the teacher. **Once your work for the day is complete, you may put away your materials and pick up your phone. YOU SHOULD STAY AT YOUR DESK UNTIL THE BELL RINGS. NO LINING UP AT THE DOOR!** If the teacher is going over something at the end of class, you should refrain from noisily packing up and/or getting up to retrieve your phone.

Expectations Our Class will be: Respectful Responsible Relevant

Supplies

Students are required to have the following:

Folder or 3-ring binder	pencil or pen (dark ink)	paper
pencil or pen of a different color (dark ink)	highlighter	earbuds

Extra Help and Resources

For help, I am available before school every day at 7:30am, during seminar, and by appointment after school. If you have questions or concerns, please don't hesitate to see me or contact me by email.

Grading Policy Grades will be weighted by categories.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59%-below	F

<u>Grades are weighted as follows:</u>		
➤ Assessments/Projects		30%
➤ Class Activities & Homework		60%
➤ Semester Final		10%

Assessments An assessment will be given at the end of each chapter (Unidad). For some units, the assessment piece will be a project that is complete in class. Other units may have a more traditional pencil/paper test and some assessments will involve speaking and/or listening in addition to reading and writing. Vocabulary and grammar quizzes are also given throughout each chapter.

Homework Unless otherwise specified, assigned homework will be due the next class period at the beginning of class. You may have class activities that need to be finished at home if you did not use your time wisely in class. Those activities will also be due at the beginning of the next class period. Most assignments will be corrected in class, and some will be graded by the teacher. You may or may not know in advance if the teacher is going to collect and grade an assignment, so be sure to complete all of them.

Class Activities This category includes:

- **Listening, Reading, and Writing Activities completed in class**
- **Group/Partner communication activities** Cooperative learning is an important part of language acquisition. Everyone must participate and respect the input of others. Successful students are those who are actively engaged in class.

Projects- All writing for projects will be completed in class. Research may be assigned outside of class, but final assembly and writing will be completed in class.

Unexcused Tardies

- **Tardy # 1** verbal warning, tardy will be recorded.
- **Tardy # 2** a 20 minute detention to be served in room 2312 within one week. If this detention is not served, student will be given a disciplinary referral. Tardy will be recorded.
- **Tardy # 3 and Tardy #4** a 50 minute detention to be served in the Detention Center.
- **Tardy # 5** an office referral.

Make-up work You have two days for each day absent to make up work. It is the responsibility of the student to access the LMS for missed work, notes, etc.

Late work Work that is turned in after the assignment has been reviewed will receive **half credit**. Late work should be given to Sra. LaVoie directly.

Discipline Good behavior in class is essential for learning to take place. The following will be the consequences of disruptive or disrespectful behavior. Disrespectful and disruptive behavior includes inappropriate use of your cellphone during class time.

1. First observation- warning
2. Second observation- conference with student and a call to parents
3. Third observation- a 20 minute detention to be served in room 2312 within one week and a call to parents
4. If misconduct continues, an office referral will be issued.

Restroom Please plan to use the restroom during your passing periods. In order to receive a pass, you must use Spanish to ask for permission, **¿Puedo ir al baño?**, and prep your e-hall pass.

Food and drink Students may not eat in class. Only water is permitted to drink.

Cellphone Policy

Your cellphone must be put in its designated spot and turned off upon entering the classroom. You will be notified when to turn on your phone for instructional/learning opportunities. If phones or other devices are used at other times, they will be confiscated and turned in to the office.

Plagiarism/Cheating

It is the expectation of Olathe Northwest High School that academic honesty be practiced in all aspects of the student's performance. This includes:

- handing in your own work (not copying from another source such as the internet, a friend, a textbook, or other printed material – this is known as plagiarism)
- not using online translators for any type of assignment (using a dictionary for isolated words is acceptable)

Consequences for academic dishonesty:

1. A first offense will be recorded on a Discipline Referral and result in a grade of zero for the assignment.
2. A second offense will result in a zero as well as be subject to administrative disciplinary consequences.

Level 2 – Essential outcomes based on ACTFL and Kansas standards and benchmarks that are carried out throughout the entire year-long course in foreign language. By the end of Spanish II, students should be able to do the following at Novice High Level.

Standard 1: Communication

- **Interpersonal:** Novice High Learners can exchange some personal information, exchange information using texts, graphs, or pictures. ask for and give simple directions. make plans with others. and interact with others in everyday situations.
- **Interpretive Listening:** Novice High Learners can sometimes understand simple questions or statements on familiar topics, understand simple information when presented with pictures and graphs, and sometimes understand the main topic of conversations that they overhear.
- **Interpretive Reading:** Novice High Learners can usually understand short, simple messages on familiar topics, sometimes understand short, simple descriptions with the help of pictures or graphs, sometimes understand the main idea of published materials, and understand simple everyday notices in public places on topics that are familiar to them.
- **Presentational Speaking:** Novice High Learners can present information about their lives using phrases and simple sentences, tell about a familiar experience or event using phrases and simple sentences, present basic information about a familiar person, place, or thing using phrases and simple sentences, present information about others using phrases and simple sentences, give basic instructions on how to make or do something using phrases and simple sentences, and present basic information about things they have learned using phrase and simple sentences.
- **Presentational Writing:** Novice High Learners can write information about their daily life in a letter, blog, discussion board, or email message, write short notes using phrases and simple sentences, write about a familiar experience or event using practiced material, write basic information about things they have learned, and ask for information in writing.

Standard 2: Cultures

- **Cultural Practices:** Novice Learners can use expressions for greetings, leave takings, and common classroom or social interactions, participate in or simulate games, birthday celebrations, storytelling, and dramatizations, and express, either in simple language, symbols, or actions, the connections among cultural practices, products, and perspectives.
- **Cultural Products:** Novice Learners can identify and observe tangible products of the culture such as toys, dress, homes, monuments, currency, famous people, and art, identify, discuss, and produce types of artwork, crafts, or graphic representations enjoyed or made by their peer group within the target culture such as models of monuments, mosaics, murals, traditional recipes, etc., and express, either in simple language, symbols, or actions, the connections among cultural practices, products, and perspectives.

Standard 3: Connections

- **English Literacy and Social Studies:** Novice Learners can read or listen to stories from the target culture and compare them to familiar stories from the same genre, present short biographical sketches of people who have had a positive influence locally or globally, read and view different text types and genres in order to interpret content, and identify and label maps of cities, states, or countries with civic and geographic features where the target language is used.
- **Science, Technology, Engineering, and Math (STEM):** Novice Learners can use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning, obtain, evaluate, and communicate information, plan and carry out investigations in the target language, use mathematics skills to convert U.S. dollars to the currencies of the target language countries in order to understand prices of items, use mathematics skills to convert weights and measurements from the American system to the metric system in order to understand distances, quantities etc., use authentic resources about a region or ecosystem introduced in science class to create a target language poster that highlights plants, animal life, geographical features, and weather in the area, and use science knowledge and skills to record daily temperatures and weather in different locations around the world based on location and time of year.
- **Arts:** Novice Learners can interact with authentic examples of culture, such as music, art, dance, visual arts, architecture, and cultural movements or styles originating from target language countries and identify key creators or innovators in the arts from target language countries.
- **Career and Technical Education:** Novice Learners can act as a responsible and contributing citizen and employee, use technology to enhance productivity, demonstrate creativity and innovation, model integrity, ethical leadership and effective management. apply appropriate academic and technical skills, attend to personal health and financial well-being, communicate clearly, effectively and with reason, employ valid and reliable research strategies, work productively in teams while using cultural and global competence.

Standard 4: Comparisons

- **Languages:** Novice Learners can observe and compare registers of language (e.g., formal and informal) in greetings and leave-takings and other common social interactions in the language they are learning and their own, recognize similarities and differences between the sound and writing systems in the language they are learning and their own, identify cognates between the target language and their native language and cite the patterns that connect them, and they detect false cognates within the context in which they see them suggests a misfit, and inventory idiomatic expressions in both their native language and the language being learned and talk about how idiomatic expressions work in general.
- **Cultures:** Novice Learners can demonstrate and compare/contrast appropriate gestures and oral expressions for greetings, leave takings, and other common social interactions in the target cultures and their own, compare daily routines and celebrations (i.e. birthdays and holidays) in the target cultures to their own, compare/contrast tangible products (i.e. toys, sports, equipment, and food) of the target cultures to their own, and compare/contrast expressive products (i.e. rhymes, songs, and folktales) of the target cultures to their own.

Standard 5: Communities

- **School and Global:** Novice Learners can attempt to interact in the target language with members of their community, identify professions that require proficiency in the target language, and exchange basic information about themselves, their studies, or their family, with speakers of the target language and/or students in other classes, in face-to-face or virtual settings, such as social media, instant messaging, and video conferencing, etc.
- **Lifelong Learning:** Novice Learners can interpret materials and/or use media from the target language and culture for enjoyment, play sports or games from the culture, listen to music, sing songs, or play musical instruments from the target culture, and exchange information about topics of personal interest.