Collinwood High School

15210 St. Clair Ave. - Cleveland, Ohio 44110

School Phone (216) 838-0500

“The primary goal of the Cleveland Metropolitan School District is to become a premier school district in the United States of America”

Spanish 2 Course Syllabus

**School Year:** 2020-2021Listed

**Instructor’s Name:** Señor Santangelo

**Instructor’s Hours: M-F 8:00 am to 8:50 am**

**Course ID:** FSAAH

**Course Description:** Spanish 2 is a class that builds upon the scaffoded curriculum base of Spanish 1. We will work to advance practical skills in reading, writing, listening and speaking through project based learning, role plays, and use of authentic materials such as magazine, newspaper/internet articles, folk tales, video/television samples and internet sources.

**Course Supply List:** One notebook, folder, Good quality Spanish/English dictionary.

**Textbook Title: ¡**Exprésate! The actual textbooks will remain in the classroom for use as needed. In a remote learning setting, we will have individual user ID and passwords to access the textbook.

**Course Objectives:** By the end of the year the students will:

1. Develop spoken and written fluency in a range of situations for a variety of purposes.
2. Interpret gestures, written and spoken Spanish and respond appropriately.
3. Demonstrate an understanding of cultures, practices and perspectives.
4. Use Spanish both within and beyond the classroom to reinforce and demonstrate knowledge of other content areas.

Students will also create portfolios to monitor and document their skills in the language, based on the American Council for Teaching of Foreign Languages (ACTFL’s) “I Can” statements.

**Class Expectations:** My expectation for my students is that we come prepared with punctuality and an open mind to give our best effort daily. Students shall participate in all class and out-of-class activities. The student is encouraged to review class material daily using the language outside of class as much as possible.

**Class Procedures and Policies:** During class there will be portions conducted in English with some solely in Spanish. During the Spanish segments, students shall rely on deduction, context cues, cognates, etc. to decipher meaning. If lost, a student may seek clarification, but not before exhausting all other means.

Every effort will be made to treat students with respect and they are expected to do the same.

Since Collinwood High School will have a “no bells” policy this places an adult level of responsibility on students. I expect them to be in class, on time, every day.

No use of electronic devices will be tolerated. The teacher MAY (or may not) allow cell phones for the purpose of researching items relevant to the class but that is not to be expected to occur on a daily basis.

For the purpose of virtual learning, my course will follow similar patterns of norms that would conventionally be followed within a “brick and mortar” classroom environment. Some of these class norms include, but are not limited to the following:

* Students shall report to class 3 minutes before the scheduled start of the course so that the course may start on time. Being late is an exception, not the norm.
* Students shall be dressed appropriately. There shall not be any pajamas, robes, etc. nor shall there be any apparel that is too revealing of one’s person.
* Students should find a space within their home that is a quiet and dedicated space for learning.
* Students will need to make themselves available to camera functions so that they may be seen by the instructor and/or administration. Students are allowed to use a backdrop, however, it must be of an acceptable nature as deemed appropriate by the instructor of the course.
* Students may have a water bottle to sip from throughout the course, however, eating is not permitted since part of the course will be asking questions as well as speaking the target language and food interferes with that ability. No gum or candy is permitted either.
* Students may not participate in any behavior that is disruptive and/or detracting from the lesson. Any behavior that is not desired will be dealt with on a progressive scale, up to and including removal from that day’s lesson and any other action determined needed by the instructor.
* Students are expected to use language that is not insulting and/or making others uncomfortable. This includes (but not limited to): insults, bullying, mocking, mimicking and use of profanity.
* Students will be expected to put forth an honest attempt at achieving mastery. The target language will be used in a speaking, listening, writing and reading capacity. All students will be required to perform under each domain when requested by the instructor.

**Synchronous/Asynchronous Learning:** As we transition to virtual learning, there are some aspects that will parallel brick and mortar patterns and there are some aspects that may be new or to our expectations as to what a day look like.

 Synchronous Learning is defined as: the kind of learning that happens in real time. This means that you, your classmates, and your instructor interact in a specific virtual place, through a specific online medium, at a specific time. In other words, it’s not exactly anywhere, anyhow, anytime. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures.

 Asynchronous Learning is defined as: learning happening on your schedule. While your course of study, instructor or degree program will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you have the ability to access and satisfy these requirements within a flexible time frame. Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms.

 For the purpose of this course, we will be using a blend of synchronous and asynchronous instruction. Realizing this is new for ALL of us, myself included, it will be a fluid situation. Do NOT stress or worry!

**Pacing Chart:** Listed below is a nine (9) week pacing chart for this course. Please realize this is also a very loose and fluid chart that will be adjusted by the instructor to meet and accommodate the best interests of the class.

* Week 1: Culture Week (school/class norms, overview of course, overview of expectations)
* Week 2: Review of greeting/farewells. Asking/answering how someone is doing.
* Week 3: Reintroduction to usage of nouns/def. articles/indef. articles
* Week 4: Review of adjectives (positives/negatives)
* Week 5: How to ask/ answer what someone likes/dislikes and likes to do/not to do
* Week 6: How to formulate a question and answer in the affirmative/negative response.
* Week 7: How to formulate a question and answer in the affirmative/negative response.
* Week 8: Correct usage of “ser” vs. “estar”.
* Week 9: How to use the preterit tense to indicate things that happened in the past tense.

**Classwork/homework and assessments:** Throughout the course, a typical day would look like some sort of Spanish related instruction, including but not limited to, grammar, culture, geography, speaking, listening activities. As part of the reinforcement of the academic lessons, students can expect classwork on a regular basis. There may be occasions when homework will need to be completed. There will also be a strong effort not to have homework assigned too often to allow students the ability to ask questions of others and the instructor as progress in the target language develops. Assessments may look like, but not limited to, quizzes, written assessments, verbal assessments and projects.

**Grading**:

 **A** 100-90%

 **B** 89-80%

 **C** 79-70%

 **D** 69-60%

 **F** 59-0%

 **I** Incomplete

**Method of Evaluation:** Point System based on tests, computer projects, homework/participation, a comprehensive final exam, portfolios and projects. Grades will be determined on a points-based system. Everything we do in class will be worth a certain point value commensurate with the difficulty/ease as well as quantity of work. The letter grades will then be determined by dividing the points earned by the number of possible points, which will then be converted to a letter grade as outlined above.

**Assignments:** Short homework assignments will be due the next day unless otherwise indicated. Work can be turned in one day late but will only receive ½ credit. Work which is more than one day late may not be accepted. Due dates for larger projects will be announced. Excused absences will result in a make-up assignment. It’s the student’s responsibility to see the teacher for any missed assignments after an absence.

**Tests/Quizzes:** All testing requires students to do their own work. Cheating and/or plagiarizing will not be tolerated on any level. Major tests will be announced, but quizzes may not. I am not interested in how much students can cram the night before a quiz, rather I would like to encourage the steady and long-term accumulation of language which is necessary for fluent language production.

**Projects:** Given with advanced notice, requires student to provide an oral, written or power point presentation of material covered as it relates to real-life applications.

**Participation/Attendance Requirements**: Attendance is required! If you miss a class it is your responsibility to cover the material from that class.

**Make-up Work:** Student is responsible for notifying teacher of a missed test or assignment. No make-up work will be given for unexcused absences.

**Extra Credit**: I may occasionally award extra credit to those who go “above and beyond.” However, extra credit is NOT an expected daily right nor a substitute for daily class work.

**Disciplinary Policy and Procedures**: The protocol below will be used if students choose not to follow the rules and regulations of CMSD, Collinwood HS and my class policies.

* **1st Offense:** Verbal warning that will be documented.
* **2nd Offense:** Parent will be called and student will be assigned a writing assignment analyzing why the negative behavior is discouraged and how it impacts the class environment and how the behavior could have been eliminated or changed to promote positive learning experiences.
* **3rd Offense:** Referral to administration.

Collinwood High School requires all students to adhere to the rules and regulations set forth in the syllabus as well as any building and district guidelines. Students and parents are requested to sign in the appropriate spaces below having read the requirements of the outlined syllabus. Please return to Sr. Santangelo ASAP.

***Signatures required for the Course Syllabus:***

I understand these are the expectations for all students that are enrolled in this course.

Student’s Name (printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

I have read and understand the expectations Señor Santangelo has for my child.

Parent name (printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_

Contact Numbers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_