



Spanish 2
MYP Level 2/Grades 9-12
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I. Course Summary

¡Bienvenidos a la clase de español 2! Welcome to your second year of Spanish here at Highland. This year we will be reviewing and expanding on what you learned last year in Spanish 1 with a lot of new information. It is your responsibility to keep up with the class material and feel free to come in for extra help before or after school if necessary – just let me know first. You are expected to participate in Spanish practice, try every assignment and test, and complete all classroom work you are assigned. Our goal is to continue to build on and improve the Spanish language and culture you learned about in Spanish 1. We will work hard but also have a fun year in **¡la clase de español!**

II. Units of Study

Unit 1: Hispanos Famosos

Global Context: Identities and Relationships
Grammar: Review of Present tense

Unit 2: Tumba

Global Context: Personal and Cultural Expression
Grammar: Review of Present tense

Unit 3: Mis recuerdos

Global Context: Orientation in Time and Space
Grammar: Preterite & Imperfect tenses

Unit 4: Mi Receta Favorita

Global Context: Globalization and Sustainability
Grammar: Commands Mode

Unit 5: Mis planes futuros

Global Context: Orientation in Time and Space
Grammar: Future Tense

Unit 6: La Casa de mis Sueños

Global Context: Personal and Cultural Expression
Grammar: Conditional Tense

Unit 7: Bianca Nieves y los Siete Toritos

Global Context: Personal and Cultural Expression
Grammar: Review past tense

Unit 8: Review – Librito/ Repaso de fin de año

Global Context: Personal and Cultural Expression

Grammar: Review all grammar

III. Standards and IB MYP Aims

State Standards	IB Middle Years Program Aims
<p>Communicate in Languages Other than English</p> <p>Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Students understand and interpret written and spoken language on a variety of topics.</p> <p>Students convey information, concepts and ideas to listeners and readers for a variety of purposes.</p> <p>Gain knowledge and understanding of other cultures and make comparisons to their own culture.</p> <p>Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and the ability to use this knowledge to interact effectively in cultural contexts.</p> <p>Students demonstrate an understanding of the relationship between the perspectives, contributions and products of the culture studied and their own.</p>	<p>Gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage</p> <p>To develop a respect for, and understanding of, diverse linguistic and cultural heritages</p> <p>To develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes</p> <p>To enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication</p> <p>To enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning</p> <p>To enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy</p> <p>To enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components</p> <p>To offer insight into the cultural characteristics of the communities where the language is spoken</p> <p>To encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities</p> <p>To foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.</p>

IV. Text/Resources

- “¡Qué Chévere!” – EMC World Languages
- Tumba by Mira Canion
- Bianca Nieves y los siete toritos

- **Ferdinand** Movie & **The Book of Life** Movie
- Other sources to be used as needed.

V. Methodology

In MYP, teachers work collaboratively to develop a variety of techniques, focusing on critical thinking and reflection. Students take responsibility for their learning through individual and group work, addressing global contexts, expanding on their critical thinking skills, and building on their self-advocacy.

VI. Methods of Assessment

Students will engage in summative assessments for each unit, which will show knowledge of the content studied. Examples of summative assessment can include: exams, quizzes, projects and oral presentations. Summative assessments will represent 70% of the total student grade for each quarter of the course. Students will also engage in formative assessments for each unit, which will help students develop skills and knowledge, and indicate progress toward the summative assessments given. Examples of formative assessment can include: notes, homework, and smaller in-class assignments. Formative assessments will represent 30% of the total student grade for each quarter of the course. Missing assessment(s) will be denoted with an “M” in the grade book.

Due Dates for Assessments

Formative and Summative assessments will only be due on a day that a class meets (e.g., A Day classes will have A Day due dates and B Day classes will have B Day due dates).

Late Formative and Summative Assessments

Students are expected to complete and submit assessments on time. When students have missed class, it is their responsibility to find out what they have missed immediately upon returning to school. For assessments assigned prior to their absence and due during the absence, the student is expected to submit assessments on the day of return. For assessments assigned during their absence, students should request the work the day of return and submit it on an agreed upon date.

Formative Assessments

Formative assessments that are missing will be accepted for full credit within two consecutive days that the class meets. However, if a unit ends prior to the two consecutive day time frame, missing formative assessments need to be submitted no later than the end of that unit. Once the unit ends, no missing formative assessments will be accepted. Teacher feedback may be limited for late assessments. For IB DP students, some deadlines are firm and others have flexibility based on external IB DP deadlines and exam preparation.

Summative Assessments

Summative assessments will not be accepted after the due date, unless the student seeks out and receives prior approval from the teacher at least one day in advance.

Reassessments

Students may have the opportunity to show new learning as their most accurate demonstration of their performance is valued. In order to retake a summative assessment, the original summative assessment must be completed. Students may request to retake one summative assessment per quarter per class once evidence

of new learning has been demonstrated. Due to the nature of some assessments, a reassessment may not be feasible. In order to retake a summative assessment, the student will arrange a retake plan within 3 days of the summative assessment being returned. If a retake is completed, the original grade will be replaced with the new summative assessment grade. Retakes can take on different forms at teacher discretion. There are no retakes on formative assessments.

End of Grading Period

All applicable late assessments and reassessments need to be completed one week prior to the end of the grading period. Final grades will be recorded in quarters that are approximately nine weeks in length. All grades are final at the end of the quarter and will be posted on an official transcript. There are no reassessments for final summative assessments.

Extra Credit

There are no formative or summative extra credit assessments offered as students demonstrate their achievement level through their course assessments.

Accommodations and Modifications

Legal accommodations and modifications will be followed as stipulated in IEPs and 504 plans. Additional extenuating circumstances may allow for additional time. A student needing additional time should consult with their teacher.

HP Grading Scale (%)

A =	93.0 – 100	B- =	80.0 – 82.0	D+ =	67.0 - 69.0
A- =	90.0 – 92.0	C+ =	77.0 – 79.0	D =	63.0 - 66.0
B+ =	87.0 – 89.0	C =	73.0 - 76.0	D- =	60.0 - 62.0
B =	83.0 – 86.0	C- =	70.0 - 72.0	NP =	0.0 - 59.0

Students are evaluated on four different IB MYP Criterion rubrics for this class:

Criterion A	Comprehending spoken and visual text	Quizzes and tests, projects, quick writes and quick talks and oral work and listening to music videos, talk shows, movies, etc.
Criterion B	Comprehending written and visual text	Quizzes and tests, projects, quick writes and quick talks and oral work and listening to music videos, talk shows, movies, etc.
Criterion C	Communicating in response to spoken written and visual text	Quizzes and tests, projects, quick writes and quick talks and oral work and listening to music videos, talk shows, movies, etc.
Criterion D	Using language in spoken and written form	Quizzes and tests, projects, quick writes and quick talks and oral work and listening to music videos, talk shows, movies, etc.

IB MYP rubrics has four criteria to assess student learning and each of the criterion has achievement levels (0-8). A “0” represents not reaching standards described within the criteria and an “8” refers to very high level of understanding or application of the standards described within the criteria. Students’ achievement levels are based on the descriptions on the criteria and are not normed or curved with other students. Those achievement levels are converted into points and entered into the grade book to determine student grades (A, B, C, D, N). Additionally, the IB MYP Criterion achievement levels (0-8) for the summative tasks are reported alongside traditional grades in the grade book so growth can be measured over time for each criteria. IB MYP assessment criteria across subject groups can be summarized as follows. Parents & guardians, please ask your student to share their rubrics with you.

VII. Attendance Policy

- Make sure to make attendance a priority, and that you are in class and on time. For successful learning, it is extremely important that you are in class and actively participating.
- If you are absent, you will not receive participation points for that day.

VIII. Participation

- Students are responsible for their own participation in class. This includes paying attention, taking notes, speaking with me and with each other IN SPANISH.
- This is a Spanish Class and students are expected to speak Spanish whenever possible.
- We will have daily warm-ups at the beginning of class that will count for participation points. I will enter participation points at the end of the week.

IX. Cell Phones and Electronics

- Cell phones and electronics are not to be used in the classroom unless a teacher or staff member permits electronic usage. Students who violate this policy will be given consequences that may include having their devices confiscated. Parents who need to get an emergency message to students should call the office.
- Students should bring their I-Pads fully charged to class every day.

X. Classroom Work

- Within the classroom, we will do multiple exercises, activities, and assignments that are completely done within class time. These assignments will receive points for completion.

XI. Homework

- Homework assignments are due the day after they are assigned. Late work will be accepted one day late will be deducted 10% of your score, 2 days late will be deducted 20%, 3 days late will be deducted 30%.
- NO LATE WORK WILL BE ACCEPTED MORE THAN THREE DAYS LATE.

XII. Testing

- Any tests or quizzes you miss due to an absence should be made up within one week of the original quiz date.
- If you wish to improve your grade on a test or quiz, it is your responsibility to make time to meet with me and bring your work to show mastery of the test material in order to retake the test.

XIII. Grading Policy

- Per Highland Park Senior High Policy, 70% of the grade is based on summative assessments and 30% formative assessments.

- Please refer to the “Highland Park Senior High School Grading Policy” for more information.

****Learning a new language is fun but also takes commitment and work. In order to be successful in this class and truly learn Spanish you must LISTEN!****

Look at me

Involve yourself

Show respect

Take risks

En español

No multitasking!

Student/Parent/Guardian Signature Page

I have read and understand the course outline for Spanish 2 class.

Student's name _____ Period: _____

Parent/Guardian to contact _____

Parent/Guardian email address _____

Parent/Guardian telephone number _____

Parent/Guardian Signature _____

Parent Questions or comments
