

**Dr. Charles FLEIS**[cfleis@buckleyschools.com](mailto:cfleis@buckleyschools.com)

Room 325

231-269-3325, option 9

**Course Description:** **Spanish 2** is the second half of a basic introduction to elementary Spanish skills. We will practice the 4 key skills of language learning (speaking & listening, reading & writing), plus important cultural aspects. Students will be responsible for acquiring an ability for basic communicative competence via vocabulary and grammar as well as a general cultural understanding. *[We follow the State of Michigan's Department of Education Standards, which are based around the National Standards created by American Council on the Teaching of Foreign Languages: Communication; Cultures; Connections; Comparisons; and Communities.]*

**Topics Covered:** As a minimum, we will cover the materials presented in the textbook, *¡Exprésate!*, chapters 6-10. Each chapter is divided into 2 segments of topical vocabulary and grammar. Additionally, there is a cultural lesson with each chapter. Key grammar ideas are:

- ✓ **review** of all major concepts from Spanish 1 (*noted in italics*).
- ✓ **nouns and their modifiers** (*articles & adjectives*) that agree in gender & number.
- ✓ **pronouns** (*subject, direct, indirect, and prepositional*).
- ✓ **verbs:** regular -AR, -ER, -IR verb conjugation; stem changing verbs (*e → ie; o → ue; e → i*); irregular "YO" forms; irregular verbs: SER, IR & ESTAR; SER vs ESTAR; informal command verbs with pronouns; reflexive verbs; TENER expressions; Conocer vs Saber (to know); Present Progressive tense = (ESTAR + -ando/-iendo).
- ✓ **proper Spanish sentence structure** (*syntax; punctuation; question formation*).
- ✓ **comparatives (equality & inequality) & demonstrative adjectives**.
- ✓ **past tense preterite - regular and irregular verbs**.
- ✓ **past tense imperfect - regular and irregular verbs**.
- ✓ **cultural contexts:** proper use of formal and informal speaking; *map quiz over Spanish-speaking countries and their capitals*; a variety of focused regional studies; and films.

**Classroom Guidelines:** also, reference the Classroom Expectations page.

- **Arrival:** Be on time. Sit in assigned seat. Come prepared or get a tardy (pencil, notes, papers, etc.).
- **Attitude:** Be positive. Be productive. Use class time wisely.
- **Beverages:** Nothing other than water is allowed unless it is in a sealed container.
- **Respect:** All classroom materials; everyone's ability to learn; each other; & yourself.
- **Phones:** No cellphones/electronic devices (unless approved for a class project).
- **Cheating:** NO! BAD! Plagiarism, Google Translate or similar are considered cheating.
- **Responsibility:** YOU are responsible for your learning. Manage your class grade.
- **Communication:** Language (written & spoken) is communication. It is the key!
- **Extra Help:** It is always available. Let me know, sooner than later, if you need extra help.

Schedule a time to meet with me. I am here to help you succeed!

## **Making the Grade:**

### **Grading**

All grades are posted on PowerSchool. The cumulative grading system calculates a student's grade in a class that counts each new assessment points as it is assigned throughout the semester. Check your grades daily, and stay aware of your assignment scores **and** missing assignments.

GRADING SCALE			
<b>A</b>	93-100	<b>C</b>	73-76
<b>A-</b>	90-92	<b>C-</b>	70-72
<b>B+</b>	87-89	<b>D+</b>	67-69
<b>B</b>	83-86	<b>D</b>	63-66
<b>B-</b>	80-82	<b>D-</b>	60-62
<b>C+</b>	77-79	<b>E</b>	59- ↓

a) **Classroom Performance and Attendance:** Given the communicative emphasis of this course, students are expected to attend class regularly. It is imperative that students be punctual, have their homework prepared, and willingly participate in class. 5 points are assigned weekly for the student's general overall attitude and willingness to participate.

b) **Classwork and Other Assignments:** Classwork will be given daily – excluding test days. This may include, but is not limited to, exercises from the text, extra handouts, listening activities, speaking activities, workbook assignments, and online activities.

c) **Assessments:** These may be given on paper or electronically.

**QUIZZES** will be given periodically. They are brief and are to spot-test a specific learning concept or two. They will focus on vocabulary and grammar primarily. They may also test listening comprehension. All cultural lessons from the textbook will be covered in a quiz. An official quiz will be announced at least 2 class days in advance. Pop quizzes will calculate under (b).

**QUESTS** (longer than a quiz, shorter than a test) will be given when it makes more sense to assess a larger amount of information that students comprehend well. However, this is not long enough to cover an entire unit's information. Quests cover similar material as Quizzes. They will be announced at least 2 class days in advance.

**TESTS** will generally be given as a unit exam at the end of each unit within a chapter. Each test will cover vocabulary, listening comprehension, important grammatical concepts from the lesson, and whatever other material the instructor deems valuable. Each unit test will be announced at least 3 days in advance.

**Semester EXAMS:** As per BHS policy, a 1<sup>st</sup> semester exam will be given in mid-January covering the first semester material. It is 20% of the points of the 1<sup>st</sup> semester's grade. A 2<sup>nd</sup> semester exam will be given at the end of May for seniors and early June for others – also 20%. This 2<sup>nd</sup> exam may be exempted if the student has a 90% (A-) average for the 2<sup>nd</sup> semester grade.

## **Absence Make-up Work:**

### **Excused Absences:**

- Work may be made up either ahead of time (for planned absences) or one day late per day missed, per the student handbook.
- For **pre-excused absences** (e.g., vacation, hunting, events), work is due **two days after returning**.
- Students must write "**ABSENT**" at the top of any make-up assignment to ensure full credit.

### **Unexcused Late Work:**

- A **20% penalty** will be applied. Work will **not be accepted after the chapter test** unless special circumstances are approved by the teacher.

**Late work:** Most of the daily assignments given in this course are designed to be completed in class. If you do not complete the assignment during class time, then **YOU** are required to finish it before the next class date. If the work is due at the end of the hour and you do NOT complete it, then you will receive a "late" mark in PowerSchool.

### **Re-do work for assessments (quizzes, quests, tests - not exams):**

**Re-do work** is allowed with the Bear Buck Policy. A **re-do an assessment** is allowed if the student **received 69% or less**; however, the best score that can be earned is a B- (82%). This provides an opportunity to learn properly certain subject material and to recover poor grades. Language is like Math, A student must understand the previous concepts in order to be successful in later concepts. Fortunately, there is a lot of planned repetition and reinforcement within the course normally.

## **REQUIREMENTS:**

**OTUS** – Study materials are posted through OTUS. This includes notes, worksheets, study guides, online practice links (QUIZLET), etc. Always access this information there if you have missed class or if you need to study and your class folder is at school.

**FOLDER/NOTEBOOK** – Nearly all information on quizzes, quests and tests are composed from practices and examples done in class. Therefore, it is important to **keep ALL notes and work** gathered and in order. All important papers are printed on colored papers. It is important to keep these collected and organized by chapter and section. This is typically noted in the upper left corner of a paper. For example, 3.2a notes grammar means notes of chapter 3, unit 2, grammar part A. This helps students to know where materials are for working and studying.

**WRITING TOOL** – As work is done daily in class. It is necessary to have a pencil (preferred for erasing and editing) or an ink pen for taking notes and completing assignments.

## Dr. Charles Fleis - BHS - World Languages Classroom Expectations

### 1) **Respect**: a pillar in any classroom, especially in languages.

- a) Respect yourself, your classmates, your teacher, your school and the property therein. Plus, respect your own power to learn.
- b) Always listen attentively. Offer helpful information. Provide the support to others that you wish to receive.
- c) Kindness reigns supreme.

### 2) **Responsibility**: what you are supposed to do to be successful in class

- a) Come to class on time, be positive and be prepared to learn productively.
- b) Complete work as required. Prepare properly for all classwork from exercises to exams. Always write your name, date, class and tasks on all assignments.
- c) DO YOUR OWN WORK. DO NOT use Google Translate or a neighbor (they won't be there to help you on quizzes & tests).
- d) If you are going to miss class, notify the school, then check the OTUS and, if the work is unclear, email the teacher. Have all work prepared to submit upon return.
- e) Keep all notes, practices and quizzes in a neat, orderly manner so that you can more easily prepare to succeed on tests.

### 3) **Results**: grades are earned, not given. You learn it when you earn it!

- a) Offer active, productive and positive participation in class (in-class activities)
- b) Submit homework on time that is completed in a good, honest, thoughtful and effortful manner.
- c) Study regularly - a must in language learning. Give the necessary effort in your studying for the grade that you wish to earn. Do this on everything from practices to tests.

*Together, in doing these, we will have an exciting, enjoyable and productive time together as we learn another language and the cultures of the people who speak it.*

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### **ASSIGNMENT #1**: 5 points: **due by Friday, the 6<sup>th</sup> of September**

- 1) Create an EMAIL to Dr. Fleis - [cfleis@buckleyschools.com](mailto:cfleis@buckleyschools.com)
- 2) Write one (1) sentence that tells Dr. Fleis that you have read and understand the syllabus.
- 3) Write one (1) sentence telling me what your favorite activity/moment was from your summer break.
- 4) Send the EMAIL to Dr. Fleis