

James Clemens High School

11306 County Line Road
Madison, AL 35756
Ms. Crouch - Room C117



Phone: 256-216-5313

Extension: 95142 (leave message)

Email: mecrouch@madisoncity.k12.al.us

Student office time: Refuel, Wednesdays only

Course Syllabus

Spanish 2 - 2024-2025

Instructor: Ms. Mary Crouch/Profe Crouch

Dear Parents/Guardians,

I'm Profe or Señora Crouch--your student's Spanish teacher this year! I am from and currently live in Huntsville with my husband and our two kids. I've also visited and lived and worked in several countries in Latin America, like Colombia, Costa Rica, and Mexico, and in Spain.

In our classroom, we emphasize an environment that supports each student with a sense of community and confidence to communicate in Spanish without fear of judgment. Our goal is for students to *feel comfortable, safe, and confident to share and support* each other in their language acquisition, including reading, listening, writing, and speaking within our classroom community and the intercultural communities of the Spanish-speaking world. Our goal is for each student to *lower* self-doubt and *enjoy* the process of acquiring Spanish, as well as forging connection with classmates. **With my guidance, students will read, listen, observe, show, set goals, self-assess, monitor progress, and reflect in order to meet their communicative goals for Spanish!**

In Madison City Schools, our World Language teachers are trained in and practice *communicative language teaching* with a focus on *comprehensible and compelling input*, which means that your student will be acquiring Spanish *in Spanish* with comprehensible, authentic materials, visual aids, and second language acquisition strategies that support your student's language acquisition across the three modes of communication--interpretive, interpersonal, and presentational. Students will engage with written and aural texts from various sources in Spanish, which will lead them to an exploration of real, authentic communication. In class, our focus will be on understanding, acquiring, and communicating *in Spanish* by exchanging real-life messages and building vocabulary, grammatical structures, communication skills and strategies, and intercultural competence.

We will explore various Hispanic cultures by working with authentic Spanish texts, ads, music, video clips, and more on topic with our units. In class, as the language acquisition facilitator, I use Spanish 90%+ of the time by carefully scaffolding, structuring, and monitoring what I say and how I say it, using personal examples, linguistic cognates, repetition, visual aids, props, gestures, and more. Your student will not always understand every word, and that is normal and expected during the language acquisition process, cognitively speaking. However, students will understand the language through strategic teaching and learning practices, and acquire language over time at their cognitive pace or ability.

The main goal for MCS Spanish 2 is for students to achieve an *intermediate-low proficiency* level in all three modes of communication. At the intermediate-low level, students are able to use simple sentences and connected sentences to express ideas and opinions and are able to narrate with some details about familiar topics, mostly in the present tense. The student's use of past tense is not consistent. Students also can understand the main idea and detailed information from connected sentences and short paragraphs in informational and fictional texts. Intermediate low level students also exchange information and ask appropriate follow-up questions using simple sentences. Finally, these students are able to gain intercultural competence that allows them to understand and compare and contrast similarities and differences in cultural products, practices, and perspectives.

In terms of assessment, I believe in testing what and how students learn. Students' grades will be based on the 3 modes of communication and their performance in them over time. Thus, grades will

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be based on their performance in each area based on holistic, standards-based rubrics. Students will participate in formative assessments (daily grades) often, for which they will receive feedback in order to adjust their performance, and in summative assessments (test grades) periodically at intervals throughout the unit of study in the form of IPAs (integrated performance assessments) that will range from the interpretive, interpersonal, and presentational modes of communication, again, for which they will receive and also provide feedback on in order to adjust their performance over time and throughout the IPA process. Students will also use Can-Do Statements to set language acquisition and proficiency goals, perform self-assessments, provide evidence, and make progress. These Can-Do Statements, along with classwork and assessments, will form students' portfolios.

The best way that *we--you, your student, and I--* can ensure the success of your student is to work *together* and communicate *early* and *often*, whether that be about behavior or academic concerns. If you have any questions or concerns, please contact me by email. The school website will have information concerning this course also. Reaching me by phone is not preferable, as I will not be in my room during my planning block, and I will be unable to answer calls during my classes. We will use Schoology as our main materials posting platform. Please, consider joining your student's account on Schoology to receive updates about their progress or the materials that are posted there. We will also use other online platforms or apps this year for our classroom learning and assignments, such as Edpuzzle, Peardeck, and Blooket, however not on a daily basis.

Please read this syllabus--I know it's lengthy, but it has to be!--of classroom rules, procedures, and details *with* your student, and submit the [parent/guardian contact and syllabus acknowledgement form online](#), indicating that you have both--parent/guardian/student--read and agree to all of the student responsibilities, expectations, and class information.

Sincerely,

Mary Crouch

Spanish 2, Spanish 3
Spanish pre-AP 4/AP 5/AP 6 teacher
National Spanish Honor Society Sponsor
Spanish Club Sponsor

Please read the syllabus fill out a Contact and Syllabus Acknowledgement form online:

Syllabus link: <https://bit.ly/4frjmc7>

QR code (syllabus)



Contact and Syllabus Acknowledgement Link: <https://forms.gle/zxPVkDe8zqeaFMfE8>

QR code (acknowledgement/contact form)



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Course Syllabus

Spanish 2 - 2024-2025

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¡Bienvenidos a la clase de Español 2!

Course Description:

Students will continue to develop their skills in reading, listening, writing, and speaking adding on to their foundational knowledge from level one to deal with more complexities in the language and to understand more diverse cultural nuances. The course will incorporate varied authentic texts that aid students' acquisition of linguistic and cultural knowledge across disciplines while developing confidence and strategic skills in order to better communicate, self-regulate, and self-reflect on accurate and culturally appropriate communication and interaction with members of the Spanish-speaking community in the classroom and beyond.

Course Objectives:

Spanish 2 students will develop further proficiency in the target language and culture by participating actively in learning opportunities based on research-based methods, standards, and guidelines, including the ALCOS, the CCRS, the ACTFL World-Readiness Standards, and, significantly, the ACTFL "Can-do" statements. (ACTFL = American Council on the Teaching of Foreign Languages)

A. Proficiency guidelines: Students will be able to communicate using the present and past tenses concerning most familiar and some unfamiliar situational topics, including self, family, home, daily activities, interests and personal preferences, physical and social needs, food, shopping, travel, and lodging, as well as cultural perspectives, practices, and products, with some errors present in language and cultural awareness that do not impair being understood by most sympathetic interlocutors. Students are expected to attain an intermediate-low proficiency and encouraged to attain intermediate-mid proficiency (ACTFL proficiency guidelines: <https://www.actfl.org/educator-resources/actfl-proficiency-guidelines/spanish>).

B. ALCOS/CCRS/ACTFL: The course will be based on the 11 Alabama Course of Study objectives for level 2 and on College and Career Readiness Standards, in correlation with Alabama Common Core, which relate directly to and were inspired by the ACTFL World Language Standards.

C. ACTFL World-Readiness Standards for Learning Languages: The 5 C's: We will use the 5 C's to guide our daily, unit, and course learning objectives. They are:
1.) Communication, 2.) Cultures, 3.) Connections, 4.) Comparisons, and 5.) Communities.

D. ACTFL "Can-Do" Statements: Students will use "Can-Do" statements to set goals for their language acquisition, focus on the daily learning targets, self-assess progress, and reflect on personal learning and areas for growth. The teacher will use the "Can-Do" statements and students' reflections about them to help design instruction and guide student progress throughout lessons, units, assessments, and the semester as a whole. http://www.actfl.org/global_statements

E. Skills and Modes: We focus on **listening, reading, and viewing, as well as writing and speaking** within the 3 modes for communication. **Interpretive communication** is receptive and involves viewing, listening to, and reading a variety of text types in order to interpret, analyze, understand, and negotiate meaning. **Interpersonal communication** is interactive with exchange of information from one or more individuals to another or others with the expectation of responding back and forth to express and negotiate meaning. **Presentation communication** is productive with a presentation of information from one or more individuals to another or others but without the expectation of responding back and forth to express or negotiate meaning.

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Class Policies, Rules, and Expectations:

District-wide Classroom Management Plan:

- Step 1: Verbal reprimand
- Step 2: Conference with student with parent contact
- Step 3: Withdrawal of privilege(s) with parent contact
- Step 4: Other consequences determined to be reasonable and appropriate by the school administration.

District-wide Personal Electronic Devices Policies:

Cell phones and earbuds/headphones will not be allowed to be used during classroom instruction time. Phones and earbuds/headphones will be put away in a location designated by the teacher and placed in silent mode--without vibrate on or lights flashing. In secondary schools, students will have access to their phones and earbuds/headphones **ONLY** outside of classroom instruction time, such as between classes and lunch. Failure to follow these procedures will result in a disciplinary referral to the office.

*If any personal electronic devices are a source of distraction or disturbance, those will be put into the designated location along with the phone & other devices, and will be recorded as a disciplinary infraction with parent contact.

GOAL 1 • To decrease distraction during instructional time.

GOAL 2 • To decrease discipline issues.

District-Wide Classroom - Personal Electronic Device Procedures:

During Class time:

- Students will place personal devices inside a designated pocket of a wall organizer before class starts.
- Students will make sure to put personal devices into silent mode.
- Students will leave personal devices in the designated location until the end of class.
- Students will get personal devices one minute before the end of class from the designated location.
- If technology is needed in the classroom then school issued chromebooks must be used.

Outside of Class time:

- Personal electronic devices may be used before school, at class change, at lunch, and after school.

Parent, Guardian, Other Contact:

- Parents, guardians, and other family members should call the front office in case of emergencies.

District Laptop Utilization Policy: Student laptops should not be hard-wired to the network or have print capabilities. 2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers. 3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops. ***4. Laptops and other electronic devices will be used at the individual discretion of the teacher.***

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My goals as your language acquisition facilitator:

To help you...

... understand and use Spanish within various situations and with various people.

... learn how to learn.

... be responsible for your own learning and progress and next steps.

... become inspired to explore the diverse cultures of Spanish-speaking countries.

... feel supported and valued.

... communicate with me whenever you need my help.

... feel like a part of our class community.

... have many opportunities to communicate and interact with classmates.

A. Most Important Class Rule: Look, listen, show, respond, and ask

Come to learn, grow, and create with language every day. Try to relax and have fun. Avoid criticizing and complaining. Use your time wisely.

B. Tardiness:

- **If you arrive after the bell, you are late. You have to have a pass from the attendance office to enter the room.**
- **You are on time if: you are in your seat with your materials out when the bell rings**
- **You are late if: you are not in your seat with materials not out when the bell rings. This is a distraction and a behavioral issue.**

C. Schoology and other learning apps: You are responsible for checking and using our classroom learning platforms and tech in this course. Check Schoology often, especially if you are absent.

D. Academic integrity policies: There should be **NO TRANSLATING for any assignment. Translated work will receive zero credit, until a re-do is completed.** You should not need to seek translating help outside of the structure of our class either through an app or a person, including AI resources, related to language, including vocabulary, grammar, or any other linguistic topic. If you feel you have to do this, you should seek your teacher's help and review your class resources and previous completed/assigned class work.

Zero credit policy for plagiarizing and cheating/copying classmates or using AI/Internet generated work to produce work for you, especially writing and speaking assignments from translators, people, or AI bots of any kind.

*Furthermore, as applicable, at the teacher's discretion, any student caught cheating or copying and those helping other students to cheat or copy may be excluded or expelled from the National Spanish Honor Society, at which time both the student and parent/guardian will be notified.

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E. Behavior and Procedures:

- Be....
 - Present - be here, listen attentively
 - Prepared - class materials, assignments done, on time
 - Presentable - clean, awake, aware you're at school, not in pajamas
 - Punctual - on time, ready to learn and participate
 - Proactive - take it upon yourself to start assignments, ask questions
 - Productive - listen, take notes, participate/work, stay on task, study
- Help...
 - Me - ask and answer questions; stay on task; listen, watch & respond
 - Other students - answer questions; explain instructions
 - Yourself - do all of these steps to be successful

F. Turn In Work: Your assignments will be due by a deadline, announced in person and/or in Schoology. It is essential for you to be at school and to check Schoology if you are absent. The teacher will announce which assignments are supposed to be turned in. Some tasks are completed for the process of learning, while some are to assess ability. Not all tasks are taken for a grade in PowerSchool.

Late assignments are **10% off each day they are late. After 3 days, they will NOT be accepted.**

G. "Absences" and Late Assignments: Connect with people in class whom you can trust so that you can rely on them in order to help you after you are absent. Especially, CHECK SCHOLOGY. Do NOT: Ask me what you've missed if you haven't been in class. If you have questions about makeup work or assignments or grades, talk to me during Refuel. If you are absent or have an illness and an extended absence: You **MUST** have an **EXCUSED** absence to turn in late work. You must notify the school at jchsattendance@madisoncity.k12.al.us about it. If you have missed a test or quiz, schedule a makeup time and date with me, as soon as possible!

Accommodations: Requests for accommodations for this course are welcomed from students and parents, specifically those with IEP, 504, ELL, or other documented plans.

Grading Policy:

Test grades will account for 70% of the 9-weeks grade, with the remaining 30% being determined by quiz/daily grades. The grading scale is as follows: A (90-100%), B (80-89), C (70-79), D (65-69), and F (below 65). Grades will be a reflection of mastery of the standards. Make sure all absences are excused as class work can be made up and graded for excused absences only. The final exam counts for 20% of the final grade.

Note: On Schoology, grades will NOT be updated as they are on PowerSchool. Verify grades on PowerSchool. Schoology also has a function to add different categories of grades, so you may see extra categories that do not exist in PowerSchool. For example, "feedback" could be a category in Schoology, which would be worth "0%" in the Schoology system, and it wouldn't show up at all in PowerSchool.

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Course Materials/Texts/Required Readings:

The outline of the course is based on two different series, Auténtico and ¡Qué Chévere! We will also use a variety of resources in addition to the textbook. For those additional resources, students will always have free access. We also have an in-class library of Spanish-language basic readers for introductory level students, which students use regularly to participate in free reading for a few minutes per class. They are allowed to choose any book from that library that interests them, and they are not required to read a specific one. The purpose is for students to have more time with the language in a way that is interesting to them, rather than being told they must read about a specific topic. This fosters intrinsic motivation in students, which helps them be leaders in their learning. Other examples of resources outside of the textbook are: advertisements, pamphlets, short articles, letters, speeches, short poems, and the like. These are all meant for additional time with the language in content so that students have many opportunities to see language through reading, listening, writing, and speaking.

Supplies Required for Course:

Our main goals each day are to Look, Listen, Show, and Respond, and Ask for help when language is too difficult to understand.

So for this course, you need...

Daily:

- a. Ears** → *tuned in and attentive to Spanish when listening to me, classmates, and Spanish-speakers*
- b. Eyes** → *focused on whoever is speaking or showing the class something → the teacher, class partners, visual aids, and your surroundings in Spanish class*
- c. A rested, clear, and attentive mind** → *to focus on learning every day*
- d. Pencils/pens/highlighters** → *used daily for activities and note-taking*
- e. Loose-leaf college-ruled paper** → *used daily for activities*
- f. A 3-ring large binder for Spanish class only** → *to keep notes and work-in-progress in one place*

Occasionally:

- g. Art supplies** → *colored pencils, stick glue, scotch tape, mini stapler, construction paper, posters*

Put away in the designated area in classroom for all of class time:

- h. Earbuds/airpods, etc** → **ONLY** for when we do a listening activity in class **from an online listening source**
- i. Electronic devices** → **ONLY** needed for certain activities

Optional/Much appreciated:

- j. Classroom health supplies** → *tissues, cleaning wipes, hand sanitizer, paper towels, etc.*
- k. Classroom supplies** → *expo markers, dry erase erasers, country maps and flags, etc.*

****subject to change and add new supplies when necessary***

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Course Syllabus

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Unit Plans for the Spanish 2 18 week course - Course Outline	
Unit 1	Theme: Personal and Public Identities and Contemporary Life Topics: likes, dislikes, hobbies, pastimes, sports events, daily schedules, at school, at home Grammar: past tenses, location phrases, a personal, prepositions, etc.
Unit 2	Theme: Families and Communities, Personal and Public Identities, and Contemporary Life Topics: Travel, vacations, vacation activities, hotels, airports, souvenirs, restaurants Grammar: questions, negatives, past tenses, present tenses, a personal, conjunctions, etc.
Unit 3	Theme: Beauty and Aesthetics, Personal and Public Identities, and Contemporary Life Topics: Sports, health, daily routines, appearances, shopping, clothes Grammar: past tenses, progressive tenses, demonstrative adj.'s/pron.'s, verbs for belief/opinion
Unit 4	Theme: Beauty and Aesthetics, Personal Identities, and Communities Plans, parties, invitations, gifts, traditional celebrations/festivals in Spanish-speaking places Grammar: present and past tenses, prepositions and object pronouns, verbs for opinions/fitting
Unit 5	Theme: Contemporary Life, Science and Tech, Personal/Public Identities, and Global Challenges Topics: Legends, heroes, modern/ancient society, emergencies, environment issues Grammar: past tenses, especially irregular verbs, subjunctive tense, por/para conjunctions, etc.
Unit 6	Theme: Families and Communities and Contemporary Life Topics: professions, aspirations, future plans, helping the community, volunteering Grammar: command tenses, pron.'s, affirmatives/negatives, 2x pron.'s, subjunctive, future, etc.
Final week	Final Exam

The following topics appear in the two Level 2 textbooks for Spanish in MCS. These may be added or altered depending on student pacing needs and interest level in the topics:

Likes and dislikes, hobbies, pastimes
Sports events
Technology, film, and tv
Daily schedules, at school and at home
Home life, your home, activities at home
Body, self-care, getting ready
Shopping, clothes
Health, exercise, healthy food
Talking about past activities/events
Plans/parties, invitations, gifts
Chores, activities after school
Travel/vacation, cities, places

Airports, hotels, stores, markets,
souvenirs
Childhood activities
Traditional celebrations/festivals in
Spanish-speaking communities
Restaurants, typical dishes, food
Natural disasters, emergencies
Heroes, legends about heroes
Professions, future plans/Aspirations
Solutions to world challenges
Helping the community, volunteering

***Unit order and length are flexible depending on the pacing needs and interests of students. This syllabus serves as a guide for both the teacher and student; however, during the term it may become necessary to make additions, deletions or substitutions.**