Spanish II Instructional Plan

Course Overview

¡Bienvenidos a Español II!

Spanish II focuses on real-world communication through interpretive, interpersonal, and presentational modes, aligned with TEKS and ACTFL standards. Students will develop language proficiency while exploring diverse cultural perspectives.

Contact Information

Teacher Name: Roxana Lujan
Email: roxana.lujan@midlandisd.net
Phone: Room Ext 2715
Tutorials: Afterschool
Room : Portable 67

Classroom Expectations

Students are responsible for knowing and abiding by deadlines set forth by the teacher. Students must do their own work and ask for help when they need it. Students are expected to enable their PowerSchool notifications to stay up to date on assignments and grades.

In addition to all school rules, the following expectations apply in the classroom:

- **Show Respect:** Treat classmates, staff, and our shared space with kindness and care.
- **Show Up Ready:** Arrive prepared to dive into lessons, actively contribute, and stay focused throughout class.
- **Own Your Learning:** Do your own authentic work every day.
- **Speak Spanish Boldly:** Challenge yourself to speak Spanish daily during class discussions, and group activities. Don't worry about being perfect—every mistake gets you closer to fluency!
- **Challenge Yourself:** Try out new vocabulary, attempt every task, and view every mistake as a valuable opportunity to grow.

Academic Integrity

All work submitted by students should be original. In the event of confirmed academic dishonesty, the teacher should work with the student to complete an alternative assignment to determine learning of the standard assessed within 2 school days. Student use of unapproved Artificial Intelligence (AI), translators or copying is considered academic dishonesty and will result in academic penalties. The highest grade earned through this process will be a 70.

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Consequences For Not Following Expectations

Student behavioral issues will be addressed using a progressive system of teacher-managed interventions alongside campus policies:

1. 1st Offense: Verbal warning and redirect / teacher-student conference.
2. 2nd Offense: Parent/guardian contact.
3. 3rd Offense: Teacher-assigned detention (after-school or lunch tutorial) and parent conference.
4. 4th Offense (or severe offenses): Discipline referral submitted to campus administration.

Note: All student misconduct and resulting consequences will be handled in accordance with both teacher consequences and campus policies. In order to promote student progress, the teacher may initiate parent contact or escalate consequences early at their discretion based on the severity or recurrence of the behavior.

Attendance Policy

Daily attendance is essential for success in Spanish 2. Since this is a **high school credit course**, students must meet the **90% attendance requirement** to receive credit.

The **90% Attendance Rule** in Texas, governed by **Texas Education Code § 25.092**, requires students to attend class for at least **90% of the days a course is offered** to receive class credit or a final grade.

Every day of instruction provides opportunities to practice language skills, build foundational knowledge, and stay on track. Families should notify the school and teacher in advance of any expected absence. Frequent absences may impact a student's ability to earn credit and succeed in the course.

Tardiness

Students arriving after the official start of class will result in a recorded tardy, and accumulating multiple tardies can count as full absences.

Learning Objectives

Students will develop the following competencies:

- Engaging in interpersonal conversations.
- Interpreting authentic spoken and written Spanish.
- Communicating meaningful messages in speech and writing.

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Course Materials/Supply

- Spiral with pockets or Composition book
- Writing utensils
- Markers
- Scissors

Students are expected to come prepared daily as listed on the school supply list. The primary textbook used in class is Adiós, district approved material along with teacher-curated and authentic materials.

For extra credit your student can bring one or more of the following items:

- Disinfecting wipes
- Tissue box
- Hand sanitizer

Grading Policy

According to Midland ISD Grading Policy:

Grading: Major Assignments_____60% (tests/ projects)
Minor Assignments_____40% (warm ups, classwork, quizzes)

Missed Assignments due to being absent*:
A student shall be allowed at least one day of make-up time for each day of absence. You will be expected to make up assignments, tests, or quizzes that you miss within the allotted amount of time. Make-up tests or quizzes may be different from the original.

Late Work: Students who do not turn in assignments by the designated date(s) may be subject to grade penalties.
1 school day late- A maximum of 90
2 school days late - A maximum of 80
3–5 school days late - A maximum grade of 70
After 5 school days, work does not have to be accepted and a grade of 0 may be assigned.

Redo, Retakes on major grades

- Complete a minimum of two tutorial sessions.
- All redos and retakes must be supervised by a Spanish teacher during designated tutorial hours.
- Teachers may require completion of an intervention activity or tutorial prior to the redo/retake.

Redo/Retakes have the following stipulations:

- Assessments that students refuse to initially take in class do not qualify for redo.
- <u>You may NOT redo/retake/correct a benchmark, district assessment or final exam.</u>
- Redo/retake grades are capped at 75; completion does not guarantee a passing grade.
- All redo/retake requests and completions must occur within 5 school days of the grade posting on PowerSchool.
- The instructor may administer an alternative assessment to evaluate standards, provided the original assignment was submitted by the due date.

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Spanish 2 Year at a Glance

Unit Name	Unit Objectives In the Target Language (TL):
Unit 1: My World	• Students can describe themselves and others using a variety of personality traits, habits, strengths, and interests. • Students can compare their daily routine with someone else's to identify similarities and differences in lifestyle and personal identity. • Students can understand and identify details about someone's identity (such as age, personality, routine, and interests) from simple authentic texts or media. • Students can express who they are and who they want to become by describing their values, goals, and experiences using practiced and original phrases and sentences. • Students can explain how cultural practices and perspectives influence how people from different communities express identity.
Unit 2: Social Media	• Communicate personal information and daily activities, including how they engage with social media. • Express and explain their preferences for specific social media platforms using simple language. • Present basic facts and ideas about technology and social media trends in short, structured sentences. • Describe the personal impact of social media on their lives, using simple and meaningful language. • Participate in conversations about the positive and negative effects of social media, including asking and answering follow-up questions. • Identify and compare cultural norms related to social media use, recognizing what is considered polite or impolite behavior in different countries.
Unit 3: Celebrations and Traditions Around Me	• Express opinions about songs, including what they think of a song and how it makes them feel or what it reminds them of. • Interpret and describe how a song or artist reflects and expresses cultural heritage. • Share their thoughts about holidays and celebrations, including expressing preferences and personal connections. • Analyze and explain what a celebration reveals about a culture's values and identity. • Identify a song that is meaningful to them and explain how it represents their own cultural heritage. • Describe a celebration that is important to their cultural background and explain its significance. • Discuss musical preferences, including which artist they would like to see in concert and any artists they have seen live in the past.

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Unit 4: Living a Healthy Life	• Describe how their daily habits—such as exercise, sleep, and screen time—affect their health and overall well-being. • Identify common causes of stress and anxiety and explain healthy strategies for managing them. • Compare how people from different cultures manage stress and maintain well-being, and reflect on how those practices can be applied to their own lives.
Unit 5: Travel Experiences	• Express personal travel preferences, including preferred climates, destinations, travel companions, and ideal times of year to travel. • Discuss past travel experiences and describe where they have traveled before. • Identify and explain their preferred travel destinations and modes of transportation. • Ask and answer questions about different travel experiences, including whether they have traveled by plane, train, or bus. • Compare travel experiences with classmates (e.g., who traveled the farthest distance). • Give advice to someone visiting their hometown or another familiar city. • Share future travel goals, including destinations they would like to visit or study abroad opportunities they are interested in, and explain what someone should know before traveling there.
Unit 6: Improving Our Community	• Describe how they contribute to their school or local community. • Ask for and give suggestions about how others can get involved in school or community activities. • Explain the characteristics and responsibilities of a good citizen.

School-wide System of Communication

Communication with Families:

Updates are provided via email, phone, and the PowerSchool Parent Portal, where families can monitor grades and attendance. Progress reports and conferences will be scheduled according to the MISD calendar or upon request.
Please feel free to reach out with any questions or concerns. We are excited to work together to make this a successful year of learning!

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Please fill out the portion below and return this portion to your teacher.
We acknowledge that we have read and that we understand the expectations in [grade level or course]. We agree to contact the teacher should we have any questions or concerns regarding this instructional plan.

Parent Name: _____

Student Name: _____

Cell Phone Number: _____

E-Mail: _____

Parent Signature : _____

Student Signature: _____

Date:_____