



CASTEEL HIGH SCHOOL

Courage - Character - Commitment

Casteel High School
Department of World Languages
Honors Spanish 3; Dual Enrollment SPA 101/102 Elementary Spanish

Course: Honors Spanish 3; Dual Enrollment SPA 101/102 Elementary Spanish

Classroom: Casteel HS, Rm. A6

Instructor: Jexson Engelbrecht, PhD

Email: engelbrecht.jexson@cusd80.com

Phone: (480) 424-8136

Office Hours: M-Th 2:30-3:00. Other hours by appointment. On occasion hours may be cancelled due to site required meetings and training.

Class Times: Following site approved block schedule

Textbook: Palo Boyles, Peggy, Myriam Met and Richard S. Sayers. *Auténtico 3*. Boston, Pearson: 2018.

Live Lesson Meeting Schedule: This is when we will meet on our respective days

Period 1 and Period 2	8:30 AM
Period 3 and Period 4	10:30 AM
Period 5 and Period 6	1:30 PM

Course Description

The level III Spanish course provides additional opportunities for students to expand their listening, speaking, reading, and writing skills as they create with the language. Students participate in person-to-person communication on familiar topics. In addition, they identify main ideas and some details in discussions, presentations, and written texts within a cultural context, read and interpret authentic materials, narrate in present, past, and future time, and compose formal and informal messages. Students continue to expand their knowledge and understanding of the target language and culture(s) by examining the interrelationship of other cultures to their own by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting.

Prerequisite: A grade of “C” or higher in Level II or established proficiency; teacher/department chair approval

Learning Goals and Outcomes

As students study the target language, they will improve in their ability to communicate in the target language as well as in their cultural competencies. Our goal by the end of the third year is to have all students performing at the intermediate mid proficiency level or beyond. In addition to the cultural competencies that we will focus on, students will build proficiency in the target language in three modes of communication: interpersonal (person-to-person speaking and writing), interpretive (understanding what they read and hear in the target language), and presentational (“one-way” speaking and writing in the target language). At the end of the year, students will be able to:

- Participate in conversations on familiar topics by using a series of sentences and a few connecting words.
- Manage short social interactions in everyday situations by asking and answering a variety of questions.
- Communicate about events and experiences of daily activities and personal life.
- Understand the main idea in messages, presentations, and overheard conversations on a variety of topics related to everyday life, personal interests, and studies.
- Understand the main idea of texts related to everyday life, personal interests, and studies.
- Make simple presentations on a wide variety of familiar topics using connected sentences.
- Write and share material about a variety of familiar topics using connected sentences.
- Investigate and describe similarities and differences in practices, products, and perspectives used across cultures (e.g., holidays, family life, historical and contemporary figures) to understand one’s own and others’ ways of thinking.
- Use appropriate language and behaviors while participating in familiar culturally authentic activities and situations (e.g., presentations, virtual activities, community celebrations, theatrical productions, concerts, interviews).
- Access and interpret information in the target language on familiar topics and use it to reinforce and further knowledge in other content areas.
- Explain and compare features of target language (e.g., language patterns, expressions, sentence structures) with his/her own language (as applicable).
- Compare and contrast familiar topics (e.g., geography, history, the arts) and discuss the impact on the target culture and one’s own culture (as applicable).
- Use expanded vocabulary and structures in the target language to access and interact with different media and community resources within the school setting (and beyond, as applicable).
- Use the target language to participate in activities for personal enjoyment and community involvement within the school setting (and beyond, as applicable).

Textbook/Materials

Students are not required to take textbooks home, but we will be working from them here in the classroom. Students should have a notebook or a binder with a supply of standard lined paper that they can use for taking notes, doing in-class assignments, taking quizzes, and other classroom work. I highly recommend that students plan on organizing and keeping their graded/returned work throughout the semester. Students are also responsible for providing their own pens and/or pencils. Please avoid light colored inks for assignments that will be turned in.

Additionally, we will be using Google Classroom extensively throughout the year for a variety of assignments. Google Classrooms have been populated by the district. Students have to be logged in to their school google account to be able to access their classrooms.

Student Responsibilities

Each quarter students will be required to:

- Regularly attend class.
- Complete assigned homework and come to class prepared to learn!
- Actively participate in class discussions and group/partner conversation activities.
- Be on-task during class time. This means working on the appropriate assignments and class work during the class period.
- Complete assigned writing assignments (Compositions).
- Adequately prepare for quizzes and tests.
- Complete a research project and present your research to the class.
- Regularly check grades in Infinite Campus.
- Check Google Classroom daily for assignments, announcements, and other communications from the teacher.
- BE AUTONOMOUS! TAKE RESPONSIBILITY FOR YOUR LEARNING!

Grades and Evaluation

Student grades are available to view online and will be kept up to date. Please monitor your grade throughout the semester so that you always know exactly where you stand. The district has adopted 40% / 40% / 20% grading policy. This means that Quarter 1 is worth 40% of your semester grade, Quarter 2 is worth 40% of your semester grade, and your final exam is worth 20% of your semester grade. Likewise, Quarter 3 is worth 40%, Quarter 4 is worth 40% and the final exam is worth 20%. Final/Semester grade distribution is as follows:

A	100–90
B	89–80
C	79–70
D	69–60
F	Below 60

Quarter grades are broken down as follows:

Quarter grades will be calculated by using a combination of formative and summative assessments given throughout each quarter. Each quarter, 40% of the grade will be derived from formative assessments, and 60% of the grade will be based on summative assessments. These grade categories and the activities that correspond to them are designed to allow us to practice and assess student progress in each of the language modalities: reading, writing, speaking, listening as well as knowledge of the culture(s) associated with the language

Formative (40%)

Homework	10
Participation	10
Quizzes (min. 4)	20

Summative (60%)

Compositions (2)	15
Unit Tests (2)	15
Oral Exams (1)	15
Research Project (1)	15

Homework (10%)

There will be a variety of homework assignments made throughout the quarter. Homework should be completed and turned in at the beginning of the class period in order to receive credit. We will be using Google classroom throughout the year. Below are the codes for each class. **Make sure to join the correct class period.**

Google classroom

GOOGLE CLASSROOMS WERE SET UP BY THE DISTRICT, YOU SHOULD AUTOMATICALLY BE IN THE CORRECT CLASS SECTION. IF YOU ARE HAVING ANY ISSUES WITH GOOGLE CLASSROOM, PLEASE CONTACT YOUR INSTRUCTOR.

Distance Learning - VERY IMPORTANT

Recorded Lessons - *The recorded lessons are mandatory*, as this is where notes will be given. Recorded lessons will be associated with a variety of assignments throughout the year. This provides students with ample time to review material repeatedly outside of the live sessions.

Live Lessons - The Live lessons will primarily be used for practicing Spanish and working on concepts covered in the recorded lessons. This ensures that students will have dedicated practice time to work on their language skills.

Participation (10%)

Class participation will be graded weekly. Given the communicative nature of our course, regular class attendance is essential to student success. To earn maximum participation points, students must be actively engaged in class. This means coming to class prepared, being on task and working on appropriate assignments, participating in class discussions and conversation practice, making an effort to answer questions from the teacher, being respectful to classmates, turning in all collected class work, and speaking the target language. Points will be determined by self-evaluation and teacher feedback.

Quizzes (20%)

Quizzes will be given regularly throughout the quarter and will cover topics being covered in class focusing primarily on the grammar and vocabulary of the chapter/unit. Quizzes will generally be short in nature and may or may not be announced in advance. Quizzes may be given at the beginning of the hour, so don't be tardy!

Compositions (15%)

There will be a targeted writing assignment every quarter to help students develop their abilities with writing in Spanish. These compositions will be completed in two stages. Students will be responsible to write a minimum of 1 page (300 words) typed to be turned in on the appropriate due date. The teacher will grade the first version and give corrective feedback to each student. Each student will then have the responsibility to revise their composition and turn in a second version to their teacher. **Students will highlight any corrections that they have made on their second draft and turn it in stapled to the first version.** Your final composition grade each quarter will include the percentages from each version. Version 1 is worth **60%** and version 2 is worth **40%**. If you decide to turn in only one version, the maximum that you will be awarded is 60%. **Compositions are to be typed, double-spaced, 12 pt. font.**

Unit Tests (15%)

At the end of each unit/chapter we will have a unit test covering the material that we have studied. These tests should take the bulk of the class period. All of the tests will be announced in advance. If you miss a test due to an excused absence, please contact the teacher to schedule a make-up.

Oral Exams (15%)

A major assessment of your speaking abilities will be conducted once per quarter, providing you with an opportunity to demonstrate your abilities to communicate about everyday topics and situations in Spanish. This assessment may be conducted as an interview between you and the instructor or as role-plays performed between you and a classmate.

Research project (15%)

Each quarter students will be responsible for preparing a “Research project” and presenting their work to their classmates. Research topics will be provided by the teacher and will be related to the information that we are studying in class. Research topics are intended to encourage students to proactively learn about Spanish, Latin American, or Chican@ culture.

Classroom Policies

- Follow school rules as outlined in the CCHS handbook.
- No food or drinks allowed during class—anything brought into class will be placed on the table nearest the door.
- Be respectful to your classmates—inappropriate behavior will not be tolerated
- Keep your hands to yourself.
- NO CELL PHONE USE DURING CLASS UNLESS OTHERWISE INSTRUCTED. SAVE YOURSELF THE TROUBLE AND PLEASE KEEP THEM IN YOUR POCKET OR BACKPACK.
- Due dates are firm. Late work will be accepted on a case by case basis. If you miss an assignment, please see the teacher before or after school so that arrangements can be made.
- Make-up quizzes and tests are only given by appointment. If you miss a quiz or a test, see the teacher ASAP.
- Clean up after yourselves. Do not leave the area around your seat covered with garbage
- Speak Spanish in the classroom.

Honors

Honors classes are classes of high distinction. Students that decide to take honors classes will be held to a higher standard with regard to work ethic, behavior, and attendance.

Tardy Policy

Classes will start promptly after the bell rings. Attendance will be taken right away. If you are tardy to class, you will be required to get a tardy pass from the front office or, in the case that you were held late by another teacher, you will have to obtain a pass from that teacher. If arriving late to class becomes habitual, I will make a call home to parents/guardians and/or refer the student to the administration.

Cheating

Cheating of any kind (yes, plagiarism is cheating) will not be tolerated. Copying another person's work, allowing another student to copy your work, or turning in as your own work that was done by another person all constitute cheating. **Using translators online or otherwise is also academically dishonest and is considered cheating.** Please refer to the CCHS handbook for more information regarding the school's policy regarding cheating and the consequences for cheating.

Consequences

If you do not meet classroom expectations as outlined in the syllabus and the CCHS Handbook, the following actions will be taken:

1. Verbal warning
2. Call home to parent/guardian
3. Referral to administration

This course is offered for dual enrollment credit. While it is not a requirement that students take this course for college credit, the course is designed to meet/comply with college requirements and course competencies. For students taking this course for Dual Enrollment, please review the syllabus in Canvas as it contains additional information that is specific to the college. Canvas can be accessed by going to cgc.edu and clicking on the link for Canvas, or by going to my.maricopa.edu and clicking on the link for Canvas.

Every effort will be made to follow the syllabus as outlined. Adjustments may be made as needed as our needs and the resources available to us continue to evolve.

Jexson Engelbrecht
Honors Spanish 3 /Dual Enrollment
AP Spanish 4
AP Spanish 5
AP Spanish 6

Syllabus Acknowledgement

After carefully reading the syllabus, please sign this form and return to Señor Engelbrecht by Friday of week 1.

I have read and understand the policies, rules, procedures and expectations as outlined in the syllabus.

Student's Printed Name

Parent's Printed Name

Student's Signature

Parent's Signature

Parents/Guardians: Please do not hesitate to contact me with any questions or concerns

Parent/Guardian Contact Information and Preferences

Parent Guardian Name:

Daytime Phone:

Home Phone:

Email Address:

Please contact me about my student's grades or behavior by Phone _Email

