



# Chandler Unified School District

SPA200A Spanish 2  
SY 2023-24



## Course Overview

### Course Description

This course continues Spanish 1. In Spanish 2, students will receive more practice in listening, speaking, reading, and writing skills. New vocabulary and grammar are presented. The students will improve their writing skills through simple compositions. They will continue to explore the culture of the Hispanic world. This class is not designed for native speakers.

### AP/IB/Dual Enrollment

No

### Prerequisite/Fee(s)

SPA100 or Equivalent study

### Course Materials

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.

Students are not required to take textbooks home, but we will be working from them here in the classroom. Textbooks can be checked out from the bookstore if you would like to have a copy at home.

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.

### Adopted Resource(s)

Palo Boyles, Peggy, Myriam Met and Richard S. Sayers. *Auténtico 2*. Boston, Pearson: 2018.

*\*An asterisk will indicate a resource containing sexually explicit materials per legislative definitions. CUSD has determined that all resources listed above are of exceptional educational value.*

## Site and Faculty Information

### School name and address:

Camille Casteel High School, 24901 S Power Rd, Queen Creek, AZ 85142

### Building principal:

Jayson Phillips  
phillips.jayson@cusd80.com

### Teacher:

Jexson Engelbrecht BA, MA, PhD  
engelbrecht.jexson@cusd80.com

**Office hours:** Wednesdays 2:30-3:00 Other hours by appointment--Office may occasionally be cancelled due to required attendance at other meetings. Please let me know if you plan to come to tutoring.

## Course Access

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This course is taught in-person at Camille Casteel High School. Students will have access to the curriculum and instruction in the classroom. Google Classroom is the primary location for students to access material when absent from classes taught in person.

## Help

### Academic Support

- Contact the teacher to schedule an appointment during office hours
- [Ed Tech](#) support for students, parents/guardians, and community link ([cusd80.com/Page/45109](https://cusd80.com/Page/45109))

### Mental Health Support

- CUSD mental health support [cusd80.com/Domain/10528](https://cusd80.com/Domain/10528) or 480-573-8808 (talk or text)
- Suicide & Crisis Lifeline: 9-8-8 hotline
- 24-hour Crisis Line Talk: 602-222-9444, Text: 741-741

## Student Conduct, Success, and Responsibilities

### Student Handbook

Students must follow the policies and procedures established in the Student Handbook. Copies of the handbook can be found at [cusd80.com/handbooks](https://cusd80.com/handbooks). Printed copies will be provided upon request.

### Student Responsibilities

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 first year is to have all students performing at the intermediate low proficiency level. 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 semester, students will be able to:

Participate in conversations on familiar topics using phrases and simple sentences.

Carry out short social interactions in everyday situations by asking and answering simple questions.

Understand the main idea in short simple messages, presentations, and overheard conversations on familiar topics.

Understand the main idea of short and simple texts when the topic is familiar.

Present information on familiar topics by using a series of simple sentences.

Write and share short messages about familiar topics using a series of simple 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 other’s ways of thinking.

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 structure) with his/her own language (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).

### Student Responsibilities

Each quarter students will be required to:

Regularly attend class.

Complete assignments 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.

Check your IC grade and Google classroom feedback regularly.

BE AUTONOMOUS! TAKE RESPONSIBILITY FOR YOUR LEARNING!

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## Classroom Policies

### Cheating

Cheating of any kind 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 and will result in a zero for the assignment. 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

### Technology:

With the 1:1 technology initiative, it is the responsibility of the student to bring their fully charged laptop to school every day. Technology is a tool no different than a pencil. Like all school supplies, students are expected to have the supplies needed to learn.

### Cell Phones

Since all students have access to technology, cell phone use is prohibited in class.

### Discipline Protocol:

It is the expectation that students hold themselves to high standards. The teacher will address students who are not meeting these expectations. The progression for discipline of typical classroom behaviors is as follows:

- 📄 a warning
- 📄 a warning with a phone call
- 📄 a Parent-teacher conference
- 📄 a referral

Our goal is to work with families to ensure that all students have a safe and focused learning environment.

### Tardy Protocol:

Students are expected to be in their seats when the bell rings and ready to learn. If a student is tardy to class teachers will follow this progress to rectify students being late to class.

- 📄 a warning on their first and second offense.
  - 📄 the teacher will email / call home.
  - 📄 Notify Attendance Interventionist and email / call home.
  - 📄 On the fifth offense, the teacher will refer the student to our Attendance Interventionist, who can work with families and assign Saturday school if necessary.
- The teacher has the option to provide their own lunch detention at their discretion instead of writing a conduct referral.

### Absences:

Students who have excused absences have at least one day every day they are absent to make up the work they missed. Excessive absences can result in the loss of a credit for the course.

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Food and Drink:  
There is no food or drink allowed in the classroom except water.

Finals:

Finals are not given early. Absent students will receive a zero until they can take the final.

### Late work

Due dates are firm. Late work will be accepted; however, assignments will be deducted 10% for each day late with a maximum penalty of 50%. If you miss an assignment, please see the teacher before or after school so that arrangements can be made.

## Assessments and Assignments

Students will complete assessments during each unit of study to assess their understanding. Students will complete the CUSD Common Final at the end of the first and second semesters. The Common Final will count for 20% of the student's final semester grade in grades 9-12 and 10% in grades 7-8 (some exceptions may apply at the Junior High level). Common finals will be in ELA, Math, Science, Social Science, and World Language.

Final exams will be given during the CUSD Jr High/High School Early Dismissal days in December and May, as identified on the [District Calendar](#).

If students are requested to participate in a survey, the survey questions will be provided to parents/guardians seven days before student contact.

## Grading

### Grade Percentage

A	B	C	D	F
90% - 100%	80% - 89%	70% - 79%	60% - 69%	<60%

### Quarter grades

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. 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 (50%)

Classwork/Homework	25%
Quizzes (min. 4)	25%

#### Summative (50%)

Compositions (2)	10%
Unit Tests (2)	25%
Presentations/Oral Exams (1)	15%

Classwork /Homework (25%)

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Students will engage in on-going activities in listening, reading, writing, speaking, and developing cultural competence.

#### Quizzes (25%)

Quizzes will be given regularly throughout the quarter and will cover topics being covered in class. Quizzes will generally be short in nature. Quizzes may be given at the beginning of the hour, so don't be tardy!

#### Compositions (10%)

There will be a targeted writing assignment every quarter to help students develop their abilities with writing in Spanish.

#### Unit Tests (25%)

At the end of each unit/chapter we will have a unit test covering the material that we have studied. 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. Unit exams will target interpretative skills (reading and listening) as well as vocabulary and grammatical concepts studied.

#### Presentations/Oral Exams (15%)

There will be a speaking assessment at the end of each quarter. We will alternate between interpersonal and presentational speaking tasks.

#### **Semester grades**

Semester grades are calculated using 40/40/20: Each quarter accounts for 40% of the semester grade and the final exam accounts for the remaining 20%.

### **Units of study**

#### **Units for SPA200A Spanish 2**

*\*An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*



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**Site:** Camille Casteel High School

**Building Principal:** Jayson Phillips, phillips.jayson@cusd80.com

**Teacher:** Jexson Engelbrecht, engelbrecht.jexson@cusd80.com

## Parent/Guardian

### Acknowledgment

Parents/Guardians should indicate if they "Acknowledge" or have a "Potential Conflict" with their student's participation in the following units by checking the appropriate box for each unit of study listed. Students cannot opt out of a standards-based unit. Marking "Potential Conflict" will prompt the teacher to make contact regarding assignment alternatives.

Unit of study	Acknowledge	Potential Conflict
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**By signing and returning this form**, the parent/guardian acknowledges they have reviewed the resources and units of the study included in the syllabus.

- As the parent/guardian, I understand that I may contact the teacher if I have questions about the resources, content, or units of study.
- As the parent/guardian, I understand I can check my student's grades in Infinite Campus anytime during the school year.

Student name (printed)

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Student signature

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Parent/Guardian name (printed)

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Parent Signature

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Date

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***Please return this page to your student's teacher.***