



Chandler Unified School District

SPA305A Honors Spanish 3

SY 2023-24



Course Overview

Course Description

This course is designed to improve students' skills acquired in the first two years of language study. In Spanish 3, the emphasis will be on practical conversation, reading, and discussing short stories and compositions. Authentic literature will be introduced and discussed. Native Speakers may take this course.

AP/IB/Dual Enrollment

May be offered for Dual Credit

Prerequisite/Fee(s)

SPA200 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. Extra textbooks are available for checkout in the bookstore.

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 3. 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 PhD
engelbrecht.jexson@cusd80.com

Office hours: Wednesdays 2:30-3:00. Other hours by appointment. Please note, we may have to cancel tutoring occasionally depending on other site required meetings that we must attend.

Course Access

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)

Mental Health Support

- CUSD mental health support 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. 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 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).

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.
- Participate in a cultural event.
- 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!

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 of 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. 10% will be deducted from the assignment for each day late.
- 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.

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.

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.

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.

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 process 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.

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.

Discipline Protocol:

It is the expectation that students hold themselves to high standards. The teacher will address students who are not meeting these expectations. Typical classroom behaviors consequences these are they standard progression for discipline

- 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.

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.

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.

Late work

Due dates are firm. 10% will be deducted from the assignment for each day late.

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. 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/classwork	10
Quizzes (min. 4)	15
Cultural Event	5

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.

Participation/Classwork (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, using technology (cell phones and computers) for appropriate activities, and speaking the target language. Points will be determined by self-evaluation and teacher feedback.

Quizzes (15%)

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!

Cultural Event (5%)

Students will participate in a cultural event each quarter and produce a 1 page summary to be turned in in class. Assignment details will be posted in Google Classroom.

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%. All compositions will be written in class.

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.

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 SPA305A Honors Spanish 3

Días inolvidables--outdoor activities, sports

¿Cómo te expresas?--Artistic expression (art, sculpture, dance, music)

¿Qué haces para estar en forma?--nutrition, exercise, medicine

¿Cómo te llevas con los demás?--personality traits, interpersonal relationships

Trabajo y comunidad--after-school work, jobs, volunteering, community

¿Qué nos traerá el futuro?--jobs, professions, technology

¿Mito o realidad?--archaeological terms and activities, myths and legends

Encuentro entre culturas--architecture of Spain, influence of Spain in the Americas

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



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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
Días inolvidables--outdoor activities, sports		
¿Cómo te expresas?--Artistic expression (art, sculpture, dance, music)	<input type="checkbox"/>	<input type="checkbox"/>
¿Qué haces para estar en forma?--nutrition, exercise, medicine	<input type="checkbox"/>	<input type="checkbox"/>
¿Cómo te llevas con los demás?--personality traits, interpersonal relationships	<input type="checkbox"/>	<input type="checkbox"/>
Trabajo y comunidad--after-school work, jobs, volunteering, community	<input type="checkbox"/>	<input type="checkbox"/>
¿Qué nos traerá el futuro?--jobs, professions, technology	<input type="checkbox"/>	<input type="checkbox"/>
¿Mito o realidad?--archaeological terms and activities, myths and legends	<input type="checkbox"/>	<input type="checkbox"/>
Encuentro entre culturas--architecture of Spain, influence of Spain in the Americas	<input type="checkbox"/>	<input type="checkbox"/>

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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)

Student signature

Parent/Guardian name (printed)

Parent Signature

Date

Please return this page to your student's teacher.