



Chandler Unified School District

SPA200B Spanish 2
SY 2023-24



Course Overview

Course Description

Build upon skills developed in Spanish 1. Develop language skills in the range of novice high - intermediate low level of proficiency. Communicate authentically in Spanish by interpreting (reading/listening/viewing), exchanging (listening/speaking/writing), and presenting (speaking/writing) information on familiar topics. They introduce the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

AP/IB/Dual Enrollment

No

Prerequisite/Fee(s)

SPA100 or Equivalent study

Course Materials

- Pen or pencils
- Red Pen
- Paper (spiral notebook or loose-leaf)
- Set of highlighters (different colors - 6 if possible)

Adopted Resource(s)

Autentico 1-3

**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:

Arizona College Prep High School, 4477 S Gilbert Rd, Chandler, AZ 85249

Building principal:

Robert Bickes
bickes.robert@cUSD80.com

Teacher:

Sra. Britni Michaelson MEd.
michaelson.britni@cUSD80.com

Office hours: After school by appointment

Course Access

This course is taught in-person at Arizona College Prep 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](https://www.cUSD80.com/Page/45109) support for students, parents/guardians, and community link ([cUSD80.com/Page/45109](https://www.cUSD80.com/Page/45109))

Mental Health Support

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- 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

Students will take ownership of their learning by practicing the PREP Way (Passion, Relationships, Excellence, and Purpose)

Passion

- Go above and beyond what is expected
- Take pride in what you do
- Participate positively

Relationships

- Be considerate of others
- Communicate
- Respect school property and resources
- Ensure everyone has the best opportunity to learn
- Follow directions the first time
- Use appropriate language, volume, and tone

Excellence

- Be engaged
- Be honest, do your own work
- Be on time
- Follow the dress code
- Be prepared and free from distractions
- Follow class rules
- Work to YOUR potential - not a translators

Purpose

- Keep trying even when it's difficult
- Set goals and strive to reach them
- Seek help when needed
- Organize and prioritize
- Develop your study skills

Follow ACP policies and procedures as stated in the Handbook.

Students are expected to follow all school and classroom expectations. I will work directly with students to address any concerns when classroom expectations are not being met. Many times students will be asked to review classroom expectations and briefly reflect with me about what they were doing, what they should be doing, and what they will do differently in the future. If a student's behavior becomes consistent and does not stop following consequences will occur:

- 1st occurrence - verbal warning reiterating the expectation
- 2nd occurrence - Teacher may chose to implement some strategies to redirect students such as moving seats, having a buddy teacher to send students to, etc
- 3rd occurrence - Written behavior reflection and mini conference with teacher
- 4th occurrence Parent Contact with written reflection attached possible consequences: Lunch Detention, In-school/Out-of school suspension
- 5th offense - Office Referral

Referrals function at Arizona College Prep High School primarily as a means for removing a student from a classroom for extreme misbehavior or persistent disruptive misbehavior. Or, as a means to communicate to administration that there's been egregious defiance to the student code of conduct with respect to the CUSD student handbook. It's important to note that a referral serves as a last resort behavior intervention.

There are some extenuating circumstances that may call for an immediate escalated response. These will be handled at teacher discretion.

Translators - *Improper use of a translator in this class is considered cheating* - See ACP academic honor code.

Translation: More than four consecutive words from a source other than the student themselves constitutes plagiarism. (This includes the use of online translators.) Copying another student's class work or homework is considered cheating. Any student caught copying or allowing a student to copy from them will have their paper taken and receive a zero. Any work using a translator or plagiarized will receive referral and a temporary 0 until an alternate assignment is completed. make . Translation policy may vary for some assignments. Policy will be communicated at time of assignment.

Attendance and Absences

-Students are expected to attend class on time. Tardies (arriving after the bell) will be marked in Infinite Campus. ACP policies and procedures will be followed. Please communicate any planned or unplanned absences with Señora Michaelson and the Attendance Office. She will work with you on what was missed.

-Students should be proactive in checking Google Classroom to see what is covered if class is missed BEFORE emailing Señora Michaelson. If Google classroom has not been updated or students need clarification they should check with classmates and/or email Señora Michaelson. Students and parents will have access to a blog and daily presentation available on the class website

- Students have 1 school day for each excused absence to make-up work (classwork/homework) that was missed.

- With the understanding that students have many assignments to make up from an absence as well as other obligations to plan around, students will have up to 7 days (this includes weekend days) to make up tests or quizzes. Students will be expected to communicate with the teacher to set up a time to make up missing assessments.

- A "0" or Missing will be entered for any graded assignment missed due to an absence. Once the student has made up the assignment, the appropriate grade will be assigned in the gradebook.

- Long absences due to extended illness may be granted extensions- communicate your needs with the instructor and appropriate administrator.

Leaving Class

Generally students will not be permitted to leave the classroom. Please take care of restroom breaks during passing periods, at lunch, or before/after school. In an emergency, students will be permitted a quick pass to the restroom. Please limit your out-of-class time; when you leave class you miss learning opportunities that cannot be made up. You will be held accountable for anything missed while out of the class.

-NOTE: Only one student at a time will be permitted out of class.

-NOTE: Students will not be permitted to use the restroom the first 15 minutes of class as this is a time used for attendance, class notices, work collection, final review, etc.

-NOTE: Cell phones are not permitted to leave the classroom when going to the bathroom.

Technology Expectations

Students are expected use technology appropriately. In order for students to sue technology, one of two things must happen:

1. Señora Michaelson has directed you to use technology or
2. The student has asked for and been given permission by Señora Michaelson

When students are allowed to use technology, they are expected to use it as directed by Señora Michaelson or for what they asked permission for. The following actions will be taken if a student chooses not to follow technology expectations:

- 1st offense - verbal reminder
- 2nd offense - verbal reminder and lose phone for remainder of the class period
- 3rd offense - verbal reminder, lose phone for remainder of class, and parent email
- Any further offenses may result in a student losing phone privileges entirely during their assigned class period.

Students will be required to check in their cell phone with the teacher anytime they leave the classroom to use the facilities.

Students are expected to be active and engaged participants in class. Participation is an informal assessment that demonstrates student abilities and helps gauge mastery of the language. Being prepared is another component of participation. Students should be punctual, have all materials ready at the start of class, follow directions, stay focused on each task, and have no electronic devices in use unless asked to do so.

Late work

Partial Credit may be earned for late work. An assignment may be turned in after the due date for half credit. Work expected to be completed during class time will not receive half credit.

NOTE- I consider the work to be late if it is not turned in when it is called for in class, even if it is turned in the same day. Work is considered on time if it is ready the moment you walk through the door. Makeup work due to illness is not considered late within the allotted time frame.

Some larger projects may have an extended late policy. If this is the case, the policy will be communicated on the project guidelines.

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

To be successful

Listening: Class is conducted in Spanish as much as possible to improve students' ability to comprehend the spoken language. Students will listen to authentic materials recorded by native Spanish speakers throughout the year.

Reading: Vocabulary and Grammar: Students will be expected to memorize new vocabulary words and expressions as they encounter them and to use them as they read, write, and participate in class. There will be a systematic review of basic points of grammar and verb conjugation and application. Students will read articles covering a variety of topics and some works of literature to ensure their ability to comprehend formal and informal registers in Spanish.

Writing: There will be several guided formal and informal writing activities. Essays must be an original handwritten product of the student without improper use of translators.

Speaking: Class participation is very important in a course that works toward developing communicative skills. Students are expected to prepare the assigned material in advance to participate fully in class discussions and activities. There will be a variety of activities that elicit oral responses such as directed questioning, interviews, open conversation, picture-story telling, etc. Class will be conducted in Spanish, and students will be expected to use Spanish with the teacher as well as with other students during guided speaking activities. Students will give several oral formal and informal presentations on a variety of topics. Students are responsible for making a clear and animated presentation and should be ready to answer questions and explain new vocabulary.

Students will be expected to practice the four language skills for 20 - 30 minutes outside of the class daily.

Your grade will be divided into the following categories.

- Assessment/Summative: 50% - Quizzes / Exams / Projects
- Skills Practice/Formative: 30% - Reading/Writing/Listening/Speaking (Guided & independent practice)
- Participation: 20% (Bellwork, completing in-class activities, speaking in the TL, homework)

SEMESTER GRADE

- 40% of Quarter 1 grade
- 40% of Quarter 2 grade
- 20% Final Test Grade - Finals are cumulative

CGCC DUAL ENROLLMENT: Students must receive a 70% or better to receive college credit through Chandler-Gilbert Community College

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

Student Grades: Student grades will be posted on the Infinite Campus website. To access
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directions for Infinite Campus, go to the ACPHS website, click on the "Parents and Students" tab at the top. On the directory, click "Infinite Campus Parent or Student Portal" or "Student Grades".

Extra Credit: Extra Credit opportunities are rare and may not be requested by students. If extra credit is offered, The assignment or grade category that the extra credit will benefit is at the teacher's discretion and will be stated in advance of the assignment.

Rounding of Grades: Semester grades that are borderline (.5-.9) will be rounded to the next letter grade provided the student has turned in all work- this includes all assigned homework and homework checkpoints- and has come for extra help throughout the year. In the event of a 59.5-.9% and 69.5-.9%, the grade will not be rounded. Quarter grades are not rounded.

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 SPA200B Spanish 2

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

3A: ¿Qué hiciste ayer?/ What did you do yesterday?

3B: ¿Cómo se va...?/ How do you go...?

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- 4A: Cuando éramos niños/ When we were young...
4B: Celebrando los días festivos / Celebrating holidays
5A: Un acto heroico/ A heroic act
5B: Un accidente/ An accident
7A: ¿Cómo se hace la paella?/ How do you make paella?



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Teacher: Sra. Britni Michaelson, michaelson.britni@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
3A: ¿Qué hiciste ayer?/ What did you do yesterday?		
3B: ¿Cómo se va...?/ How do you go...?	<input type="checkbox"/>	<input type="checkbox"/>
4A: Cuando éramos niños/ When we were young...	<input type="checkbox"/>	<input type="checkbox"/>
4B: Celebrando los días festivos / Celebrating holidays	<input type="checkbox"/>	<input type="checkbox"/>
5A: Un acto heroico/ A heroic act	<input type="checkbox"/>	<input type="checkbox"/>
5B: Un accidente/ An accident	<input type="checkbox"/>	<input type="checkbox"/>
7A: ¿Cómo se hace la paella?/ How do you make paella?	<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.