



# Chandler Unified School District

SPA100A Spanish I  
SY 2023-24



## Course Overview

### Course Description

This course is an introduction to the language and culture of the Hispanic world. In Spanish 1, the student learns vocabulary and grammar through listening, speaking, reading, and writing. Emphasis is on listening, reading comprehension, and simple conversational skills through role-playing, skits, and other interactive methods. This class is not designed for native speakers.

### AP/IB/Dual Enrollment

No

### Prerequisite/Fee(s)

None

### Course Materials

1 spiral notebook or 1 binder with lined paper.

2 two-pocket folders (1 for each semester).

Pens and/or pencils.

1 box of colored pencils or crayons.

A small Spanish/English dictionary would be very helpful since I do not allow google translate in class.

All these materials will be needed for students to be able to do class work as well as homework.

Students will need to use google classroom.

### Adopted Resource(s)

Auténtico. Level 1

*\*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:

Carmen Pfriem BA in Education

pfriem.carmen@cusd80.com

**Office hours:** 2:30pm-3:00pm Hours maybe canceled due to meetings. Let me know in advance if you plan on coming in.

## 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

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### 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 novice mid 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:

- Communicate and exchange information about familiar topics using phrases and simple sentences.
- Carry out short social interactions in everyday situations by asking and answering simple questions.
- Understand words, phrases, and simple sentences related to everyday life; sometimes understand the main topic of what is heard.
- Understand familiar words, phrases, sentences, and sometimes the main idea within short and simple texts related to everyday life.
- Present basic information on familiar topics using learned phrases and simple sentences.
- Write short messages and notes using phrases and simple sentences on topics related to everyday life.
- Recognize basic practices, products, and perspectives of cultures where the target language is spoken (e.g., greetings, holiday celebrations, body language, gestures, traditions).
- Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances; recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
- Identify and use familiar vocabulary and phrases in the target language supported by resources (e.g., maps, graphs, visuals, audio, digital media) to reinforce prior knowledge and make connections to new knowledge of familiar topics in other content areas (e.g., geography, history, arts, math, science).
- Recognize and compare words, true and false cognates, sound patterns, and basic grammatical structures of the target language with his/her own language (as applicable).
- Identify and compare products and practices (e.g., celebrations, dances, oral stories, food) typical of the target culture with his/her own culture (as applicable).
- Communicate using key words and phrases in the target language within the school setting (and beyond, as applicable).
- Participate in simple activities and cultural events 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 activities.
- Be on-task during class time. This means working on the appropriate classwork and assignments during the class period
- Adequately prepare for quizzes and performance assessments. Build good study habits.

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- 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

Absences are limited to 10 class periods per semester (CCHS policy) Credit may be lost at the discretion of the instructor if absences exceed this number. Quizzes or tests will be made up either during conference period or at my discretion. You are expected to make up the test or quiz upon your return. Students are expected to attend class every day. In the event of an EXCUSED absence, it is the responsibility of the STUDENT to seek make-up work, INCLUDING a test. If a student is absent on the day an assignment is due, that assignment is due the next day the student is in attendance. Any homework assigned in a student's absence will be due following the number of days missed. Without proper notification, any assignment not turned in on time is considered a late assignment and will not be given full credit.

### Tardy Policy

- 1st offense: Students will be given a verbal warning.
- 2nd offense: Student will be marked tardy and an email will be sent home.
- 3rd offense: Student will be marked tardy and given a lunch detention.
- 4th offense: Student will be given a referral.

### Cell Phones

Cell phone use is generally not permitted in class. Occasionally we will play games or do other activities where we will use cell phones. I have a cell phone holder in my room for students to place their cell phones at the beginning of class. Abuse of cell phone use will result in the same consequences as my tardy policy above.

### 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.

### Discipline protocol

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

- Verbal warning
- Call home to parent/guardian
- A parent-teacher conference
- Referral to administration

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.

### Technology:

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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.

### 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 will be calculated by using a combination of formative and summative assessments given throughout each quarter. Each quarter, 60% of the grade will be derived from formative assessments, and 40% 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 (60%)

Classwork/Homework	40%
Quizzes (min. 4)	20%

#### Summative (40%)

Compositions (1 per quarter)	10%
Unit Exams (1 per thematic unit)	20%
Presentations/Oral Exams (1 per quarter)	10%

Homework/Classwork 40% approx.

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

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competence.

Scores are assessed contingent on quality work. Quality work is complete and demonstrates effort and comprehension of concepts.

Quizzes 20%

Quizzes will be given regularly throughout the quarter and will cover topics being covered in class. Quizzes will generally be short in nature.

Compositions 10%

Compositions are designed to assess students' writing ability and are scored on an analytical rubric. At times, a composition may be a written dialog.

Unit Exams 20%

Unit exams assess vocabulary, grammar structures, and the interpretive tasks of reading comprehension and listening comprehension.

Presentations/Oral exam 10%

These assessments measure students' progress in speaking interpersonally (among 2 or more speakers) and presentationally (speaking directly to an "audience").

### **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 SPA100A Spanish 1**

Para Empezar

¿Qué te gusta hacer?

Y tú ¿cómo eres?

Tu día de la escuela

Tu sala de clases

¿Desayuno o almuerzo?

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



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SPA100A Spanish 1

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**Site:** Camille Casteel High School

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

**Teacher:** Carmen Pfriem, pfriem.carmen@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
Para Empezar		
¿Qué te gusta hacer?	<input type="checkbox"/>	<input type="checkbox"/>
Y tú ¿cómo eres?	<input type="checkbox"/>	<input type="checkbox"/>
Tu día de la escuela	<input type="checkbox"/>	<input type="checkbox"/>
Tu sala de clases	<input type="checkbox"/>	<input type="checkbox"/>
¿Desayuno o almuerzo?	<input type="checkbox"/>	<input type="checkbox"/>

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

**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.***