Spanish III Honors Instructional Plan

Course Overview

¡Bienvenidos a Español III!

Spanish III focuses on real-world communication through interpretive, interpersonal, and presentational modes, aligned with TEKS and ACTFL standards. Students will develop advanced language proficiency while exploring diverse cultural perspectives and strengthening critical thinking skills.

Honors / PreAP courses are characterized by accelerated pace and rigorous instruction aligned to the standards of the College Board Advanced Placement (AP) courses offered at the high school level. AP courses require students to complete college level work while enrolled in high school. Students enrolled in Honors / PreAP courses, therefore, understand they are being prepared for college level work in high school.

Contact Information

Teacher Name: Roxana Lujan
Email: roxana.lujan@midlandisd.net
Phone: Room Ext 2715
Tutorials: Afterschool
Room : Portable 67

Classroom Expectations

Students are responsible for knowing and abiding by deadlines set forth by the teacher. Students must do their own work and ask for help when they need it. Students are expected to enable their PowerSchool notifications to stay up to date on assignments and grades.

- In addition to all school rules, the following expectations apply in the classroom:
- **Show Respect:** Treat classmates, staff, and our shared space with kindness and care.
- **Show Up Ready:** Arrive prepared to dive into lessons, actively contribute, and stay focused throughout class.
- **Own Your Learning:** Do your own authentic work every day.
- **Speak Spanish Boldly:** Challenge yourself to speak Spanish daily during class discussions, and group activities. Don't worry about being perfect—every mistake gets you closer to fluency!
- **Challenge Yourself:** Try out new vocabulary, attempt every task, and view every mistake as a valuable opportunity to grow.

Academic Integrity

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All works submitted by students should be original. In the event of confirmed academic dishonesty, the teacher should work with the student to complete an alternative assignment to determine learning of the standard assessed within 2 school days. Student use of unapproved Artificial Intelligence (AI), translators or copying is considered academic dishonesty and will result in academic penalties. The highest grade earned through this process will be a 70.

Consequences For Not Following Expectations

Student behavioral issues will be addressed using a progressive system of teacher-managed interventions alongside campus policies:

1. 1st Offense: Verbal warning and redirect / teacher-student conference.
2. 2nd Offense: Parent/guardian contact.
3. 3rd Offense: Teacher-assigned detention (after-school or lunch tutorial) and parent conference.
4. 4th Offense (or severe offenses): Discipline referral submitted to campus administration.

Note: All student misconduct and resulting consequences will be handled in accordance with both teacher consequences and campus policies. In order to promote student progress, the teacher may initiate parent contact or escalate consequences early at their discretion based on the severity or recurrence of the behavior.

Attendance Policy

Daily attendance is essential for success in Spanish 2. Since this is a **high school credit course**, students must meet the **90% attendance requirement** to receive credit.

The **90% Attendance Rule** in Texas, governed by **Texas Education Code § 25.092**, requires students to attend class for at least **90% of the days a course is offered** to receive class credit or a final grade.

Every day of instruction provides opportunities to practice language skills, build foundational knowledge, and stay on track. Families should notify the school and teacher in advance of any expected absence. Frequent absences may impact a student's ability to earn credit and succeed in the course.

Tardiness

Students arriving after the official start of class will result in a recorded tardy, and accumulating multiple tardies can count as full absences.

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Learning Objectives

By the end of the first semester, students will grow into confident and capable language learners. They will develop the ability to engage in conversations, interpret spoken and written Spanish in real-world contexts, and create meaningful messages in both speech and writing. As they build their communication skills, they will also gain insight into other cultures and communities, ultimately developing global awareness and empathy. Spanish 2 aims to help every student build lifelong language skills and the academic, social, and cognitive advantages of bilingualism and biliteracy.

LOTE 3 YAG SEMESTER 1

Unit Name	Unit Objectives In the Target Language (TL):
Unit 1: The World Around me	• Students can analyze how family, community, and cultural contexts have shaped their personal identity and beliefs about self-sufficiency. • Students can narrate and reflect on past personal experiences and explain how those experiences contributed to their personal growth or values. • Students can interpret and compare cultural attitudes about independence and self-reliance, identifying similarities and differences across communities. • Students can evaluate whether they consider themselves self-sufficient and justify their perspective using personal experiences and cultural comparisons. • Students can express opinions and make cultural comparisons with increasing detail and accuracy using connected sentences in the target language.
Unit 2: Myths and Legends	• Identify and describe scary stories and mythical creatures from various cultures around the world. • Analyze how these stories and creatures reflect cultural fears and values. • Compare and contrast a popular myth or legend from their own culture with one from the target culture. • Communicate ideas about myths, legends, and fears using appropriate vocabulary and language structures.
Unit 3: The Arts	• Explain how cultural identity can be illustrated through visual and performing arts. • Interpret the messages conveyed by different forms of artistic expression. • Analyze how contemporary art influences individuals and society. • Communicate ideas about art and culture using appropriate vocabulary and language structures.

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Unit 4: Our Relationships	• Express the qualities of a good friend. • Exchange opinions and offer basic advice about the importance of developing healthy relationships. • Describe how spending time with friends or family affects their emotions. • Explain how supportive relationships can improve mental health. • Discuss how arguments or misunderstandings with friends or family can cause stress. • Suggest ways to maintain positive relationships and resolve conflicts.
Unit 5: The Future is Now	• Discuss how technology influences their view of the world. • Explain how technology has evolved over time. • Evaluate the advantages and disadvantages of artificial intelligence (AI). • Describe the role of technology in their daily lives and its impact on society. • Predict how technology may continue to evolve in the future.
Unit 6: Taking Care of our Planet	• Describe common environmental challenges that communities face and explain their impact on people and ecosystems. • Suggest practical solutions to reduce environmental damage and explain the benefits of these actions. • Exchange opinions about environmental responsibility and discuss ways individuals and communities can make a positive impact. • Compare how different communities and cultures address environmental challenges and explain what can be learned from their approaches.

Course Materials

Students are expected to come prepared daily as listed on the school supply list. The primary textbook used in class is Adiós, district approved material along with teacher-curated and authentic materials.

- Spiral with pockets or Composition book
- Writing utensils
- Markers
- Scissors

For extra credit your student can bring one or more of the following items:

- Disinfecting wipes
- Tissue box
- Hand sanitizer

Grading Policy

According to Midland ISD Grading Policy:

Grading: Major Assignments_____60%
(tests/ projects)
Minor Assignments_____40%
(warm ups, classwork, quizzes)

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Practice Assignments (as determined by teacher)	0%

Missed Assignments due to being absent*:
A student shall be allowed at least one day of make-up time for each day of absence. You will be expected to make up assignments, tests, or quizzes that you miss within the allotted amount of time. Make-up tests or quizzes may be different from the original.

Late Work

Students who do not turn in assignments by the designated date(s) may be subject to grade penalties.

1 school day late- A maximum of 90
2 school days late - A maximum of 80
3–5 school days late - A maximum grade of 70
After 5 school days, work does not have to be accepted and a grade of 0 may be assigned.

Redo, Retakes on major grades

To be eligible for a redo or retake students must:

- Teachers may require completion of an intervention activity or tutorial prior to the redo/retake.
- Complete a minimum of two tutorial sessions.
- All redos and retakes must be supervised by a Spanish teacher during designated tutorial hours.

Redo/Retakes have the following stipulations:

- Assessments that students refuse to initially take in class do not qualify for redo.
- You may NOT redo/retake/correct a benchmark, district assessment or final exam.
- Redo/retake grades are capped at 75; completion does not guarantee a passing grade.
- All redo/retake requests and completions must occur within 5 school days of the grade posting on PowerSchool.
- The instructor may administer an alternative assessment to evaluate standards, provided the original assignment was submitted by the due date.

**If a student earns lower than an overall grade of 70 in Semester I the teacher, student, parent, and counselor shall conference
regarding appropriate placement for Semester II. A semester average of 70 or higher is the expectation.**

School-wide System of Communication

Communication with Families:

Updates are provided via email, phone, and the PowerSchool Parent Portal, where families can monitor grades and attendance. Progress reports and conferences will be scheduled according to the MISD calendar or upon request.

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Please feel free to reach out with any questions or concerns. We are excited to work together to make this a successful year of learning!

Please fill out the portion below and return this portion to your teacher.
We acknowledge that we have read and that we understand the expectations in [grade level or course]. We agree to contact the teacher should we have any questions or concerns regarding this instructional plan.

Parent Name: _____

Student Name: _____

Cell Phone Number: _____

E-Mail: _____

Parent Signature : _____

Student Signature: _____

Date:_____