

Portage Public Schools

THE FUTURE LEARNS HERE

ESPAÑOL 2 Syllabus: 2019-2020

Instructor: Señora Reidel

Building: Portage Central High School

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iBienvenidos a Español 2!

I believe that every student has the potential to learn, and as a class we are going to create a productive learning community that is encouraging, supportive, and respectful of one another. I have high expectations for all of my students. I ask that each day you bring your best effort to class and that after school every night you take time to practice and study. I know that each of you is capable of successfully learning Spanish and by the end of the year you will have a solid grasp of the Spanish culture and language. My goal is for you to use Spanish as much as possible inside and outside of the classroom.

I. COURSE DESCRIPTION:

Full year/1.0 credit

This second year Spanish course is for students with previous experience of learning the language. The main focus of this course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. Examples of this material include conversational oral exchange, assignments and activities relative to the study of grammar and comparative cultures. Spanish II gives students the opportunity to build on previous language skills and reach a higher degree of competence. Topics of study and discussion include family, house, chores and friends; introductions and professions; asking and giving directions around town; school events, competitions and sports injuries; daily routines; talking about childhood pastimes; restaurants and ordering food, clothing and shopping, nature and weather.

Recommended: C average in Spanish I.

II. OBJECTIVE:

The Objective of Spanish II is to continue in the mastery of the language by focusing on the 5 Cs of language learning.

Communication: Communicate in Languages Other Than English

Cultures: Knowledge and Understanding of Others Cultures

Connections: Connect with Other Disciplines and Acquire information

Comparisons: Develop Insight into the Nature of the Language and Culture

Communities: Participate in Multilingual Communities at Home and Around the World

III. COURSE OUTLINE:

No textbook or workbook will be issued to students. If you wish to borrow a textbook for reference and independent study purposes, I will be happy to sign one out to you. It must be returned to me at the end of the year in good condition. Throughout the year a variety of thematic units will be studied. It will take about 2 weeks to cover a thematic unit. Each unit will include a variety of culture, vocabulary, grammar, reading, listening, and conversation activities. Please see the attached list of units and a tentative outline.

CLASSROOM PROCEDURES

I. REQUIRED MATERIALS:

1. A three ring binder with dividers that is only used for Spanish.

You must divide the binder into the following sections:

- **para empezar** (warm-ups)
- **vocabulario** (vocabulary)
- **apuntes** (notes)
- **lecturas /cultura** (readings and culture)
- **tarea y repaso** (homework and review sheets).

*Binder checks will occur throughout the year. If you are unable to get a binder please let me know by Friday, September 13th and I will provide you with one.

2. Spiral notebook and/or loose leaf paper in binder
3. Pen (blue/black) or pencil
4. A colored pen/pencil to be used to make corrections

ALWAYS HAVE THESE MATERIALS WITH YOU IN CLASS!!!

II. EVALUATION/GRADING:

Grades will be based on:

- tests consisting of listening comprehension, thematic vocabulary, specific grammar points, culture of a specific Spanish speaking region, and a reading exercise will occur at the end of each unit.
- mini-pruebas (mini quizzes) and controles (quizzes) will be given on a weekly basis
- formal and/or informal essays will be written during each unit
- group and/or individual oral presentations will occur weekly in the form of "hot seat", speeches, interviews, role-playing, round table discussions, etc.
- in-class work/use of target language (class engagement)
- homework assignments

Each assignment grade will be determined by the total points earned out of the total points possible and by the school grading scale (listed below). All grades will be posted in Skyward (the grading program) in a timely manner. Each student should check periodically on his/her progress in the class.

PCHS Grading Scale

100 – 91.5 = A
91.4 – 89.5 = A-
89.4 – 87.5 = B+
87.4 – 81.5 = B

81.4 – 79.5 = B-
79.4 – 77.5 = C+
77.4 – 71.5 = C
71.4 – 69.5 = C-

69.4 – 67.5 = D+
67.4 – 61.5 = D
61.4 – 59.5 = D-
59.4 – 0 = E

*The grading scale is in accordance with the current district grading policy. Please refer to pages 52-54 in your student handbook for more detailed information about PCHS' grading policy.

World Languages Grading Policy

The final grade for each quarter will be determined by categories as follows:

- **80% - Assessments (tests, quizzes, essays, presentations, projects, etc)**
- **20% - Classwork (homework, in-class work, class engagement, etc)**
- **0% - Formative Assessments (these are pre-test comprehension checks)**

III. ACADEMIC HONESTY:

It is important that you always do your own work! Don't feel pressured to copy, plagiarize, or collude. For definitions of these terms, consult pages 41-42 in your student handbook. If you are caught copying, plagiarizing, or colluding, it is considered cheating. Consequences of cheating in Ms. Reidel's classroom include an automatic discipline referral and a zero on the assignment. Administrative consequences will vary depending on the number of offenses.

IV. ABSENCES/MAKE-UP POLICY:

It is your responsibility to make up any missed work, tests, or quizzes following an absence. When you are absent, you must access my Google Site (<http://rreidel.site.portageps.org/>) to obtain any handouts and homework that was assigned during your absence. On the day of your return, please speak with me to arrange a time to make-up any quizzes or tests that you missed during your absence. Make sure you obtain the notes that you missed from a classmate, as you are responsible for the material that was covered while you were absent. You will have two days (for each day absent) to make up work. The exception to this would be a scheduling conflict with me. Non-excused absences will receive a zero, until otherwise noted. (*See district policy.*)

Make-up work comes before sports practices or any other extra-curricular activity. I am more than willing to write a note to your coach or advisor to excuse you for the time needed to make-up your test or quiz. If work is not made-up within the allotted time or an arranged make-up was missed without prior notice, it will be recorded as a zero.

V. LATE WORK (per World Languages Late Work Policy)

I expect all work to be turned in on time.

Homework is graded based upon completion unless I announce it will be graded for accuracy. Homework (worksheets, notes, book activities, etc...) that is partially completed or not completed on the due date may be turned in late for a maximum of 50%.

Projects, essays, presentations, and readings (special assignments) will have 20% deducted from the overall grade if they are turned in one day late. Special assignments that are two or more days late will result in a deduction of 50%. All late homework must be turned in by the end of the marking period.

Tests/Quizzes may be made up until the end of the quarter without a late penalty.

VI. CLASSROOM EXPECTATIONS/STUDENT RESPONSIBILITIES:

In our learning community students are expected to:

1. Show respect for yourself and others. Be courteous at all times.
2. Be in your seat and prepared to begin class when the bell rings or you will be considered tardy. Excessive tardiness will have disciplinary consequences (*PCHS student handbook*)
3. Be attentive and not disruptive. Do not talk while others are talking.
4. Bring your organized binder and a writing utensil to class each day.
5. Turn in assignments on time.
6. No use of any electronic devices (including phones and Chromebooks) unless permitted.
7. Take care of personal needs between classes. Bathroom passes are limited. You must have your own personal planner to be given a hall pass.
8. Food, gum, and drinks are not permitted in the classroom. ¡NO CHICLE!
9. ¡Trata! (Try!) This is something you will often hear me say. You are always expected to give 100% full participation. The more effort you put into our class activities, the more fun and effective our Spanish class will be.
10. Speak español as much and as often as you can.

VII. DRESS CODE (per PCHS student handbook)

1. No hats/headwear
2. Shoes are required
3. Pants must be worn at the waist, no undergarments should be visible
4. Clothing that advertises drugs, alcohol and tobacco, is profane or vulgar, is revealing, suggestive or otherwise distracting is not permitted.

No purses or bags allowed in the classrooms!

VIII. TECHNOLOGY

1. There is to be no use of personal electronic devices (cell phones, tablets, laptops, Chromebooks, or any other devices) unless permission has been given by the teacher. If you need to use a device for any reason, please consult the teacher beforehand for permission. Any use of technology without permission results in a discipline referral being submitted to the main office.
2. There will be opportunities to use your PEDs. Examples: Google Classroom assignments, Kahoot! and other online educational games, research, some essays, relevant cultural videos, etc.

IX. COMMUNICATION:

Your success is my primary concern. Please access my Google site (<http://rreidel.site.portageps.org/>) to access my calendar with homework assignments and any necessary handouts. In the event that you or your parents have any questions or concerns, I may be reached by phone/voice mail at 323-5321, email (rreidel@portageps.org), and my room (# 1105) is located in the west end of the first floor. I will make every effort to return messages as soon as possible. I am here to help you and will do whatever I can to make this class an enjoyable experience for you. I am excited about being your Spanish teacher, and I am looking forward to a great year!

IX. SYLLABUS AND ACADEMIC INTEGRITY

Please fill out the requested information and sign this form to acknowledge that you have read the syllabus with Spanish II policies and procedures, and are aware of the materials needed for this class. Feel free to contact Sra. Reidel (rreidel@portageps.org) with any questions you may have, especially if your student is experiencing frustration or struggles, which can happen when learning a language. I look forward to seeing you at the Open House on Wednesday, September 11th at 6:30pm.

Student Name (please print): _____ Class Hour: _____

Student Signature: _____

Student E-mail: _____

Parent/Guardian Name: _____

Signature: _____

Parent/Guardian E-mail: _____

Parent/Guardian Day Phone #: _____ Evening Phone #: _____

Anti-Plagiarism Policy – You are responsible to print, sign and show the following Word of Honor to your teacher:

World Languages Word of Honor

I promise that every written assignment in my Language class this year will be my own work. Beginning today, every task (essays, paragraphs, projects, presentations, homework, etc.) that I turn in will be:

- Hand-written (unless otherwise instructed).
- In my own words. Formal projects (essays, paragraphs, projects, presentations, etc.) may not be edited by any other teacher, student, sibling, native speaker or anyone else.
- Completed without the use of ANY online or electronic translating program other than **Wordreference.com**. (Students may NOT use Google Translate or similar programs.)
- Expected to utilize language appropriate to my level. When I utilize grammar and vocabulary beyond my level, it is clear to the teacher that I have cheated.

*Please see pages 41 & 42 of the student planner (Cheating/Academic Misconduct/Plagiarism).

If I have questions or need assistance about ways to express myself in the language, I will consult with my current teacher.

Learning a second language is a process that requires taking risks, practicing, making level-appropriate errors, and receiving feedback. I understand that if there is a suspicion that a task is not totally my own work, the teacher will consult with me personally. If work is deemed to not be entirely mine, consequences will be assigned per departmental and school policies.

Student signature

Date

Parent/Guardian signature

Date

Spanish II Tentative Calendar of Thematic Units for 2019-2020

September

First week - *Speaking Boot Camp, grammar and vocabulary review*

México / Familiares y amigos

1A: Present tense, *gustar*, adjective agreement

1B: *Tener* expressions, present progressive tense, direct object pronouns

***Tener Booklet

October

México (cont.) / En el vecindario

2A: Indirect object pronouns, *conocer vs saber*

2B: *Ser vs. estar*, informal commands

***Qtr 1 picture presentation

November

República Dominicana / Pueblos y ciudades

3A: Verb + infinitive, demonstratives, *por vs para*

Preterite week (preterite tense regular, preterite irregulars)

3B: Preterite tense

Movie: ***Sugar***

Thanksgiving break Nov. 21-23

December – January

RD (cont.) / Mantente en forma

4A: Preterite irregulars

4B: Preterite reflexive verbs, past participles

Winter break Dec. 24 – Jan. 6; Exam Week Jan. 21 - 21

***Qtr 2 Presentation - Hot Seat

February

España / Recuerdos

6A: Imperfect tense: regular & irregular

6B: Preterite stem-changers

Preterite versus imperfect

***Qtr 3 Presentation - Caja de tesoro

March

España (cont.) / Buen provecho

7A: Imperfect vs. preterite / story-telling

***Cuento de niños

7B: Double object pronouns, adverbs

***Cocineros de hierro

Movie: ***Selena***

Spring Break March 29 - April 7

April

Costa Rica / Tiendas y puestos

8A: comparatives, preterite vs. imperfect

***Espectáculo de la moda

May

Costa Rica (cont.) / Tiendas y puestos

8B: superlatives

A nuestro alrededor

9B: Negative expressions, *future tense*

***Qtr 4 presentation - Hot Seat

June

Immigration Unit

Movie: ***La Misma Luna***

Exam Week June 8 – June 11