

Portage Public Schools

THE FUTURE LEARNS HERE

ESPAÑOL IV IB Syllabus: 2020-2021

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¡Bienvenidos a Español IV IB!

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 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 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. These skills will be encouraged through the study and use of a range of written and spoken material. Examples of this material include everyday oral exchange, authentic literary texts, and assignments relative to the culture of study. Spanish IV gives students the opportunity to reach a higher degree of competence in the language. The range of purposes for which and in which Spanish is used extends to the domains of work, social relationships, and the discussion of abstract ideas, for example.

Recommended: C average in Spanish III.

II. Essential Learning Expectations:

Students are expected to demonstrate ability to:

- communicate clearly and effectively in a range of situations
- understand and use accurately oral and written forms of the language that are commonly encountered in a range of situations
- understand and use a range of vocabulary in common usage
- select a register that is generally appropriate to the situation
- express ideas with general clarity and some fluency
- understand and respond appropriately to written and spoken material of average difficulty
- assess some subtleties of the language in a range of forms, styles and registers
- show an awareness of, and sensitivity to, some elements of the culture(s) related to the language

The IB curriculum focuses on the Five C's to facilitate second 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:

Thematic Units

Students will not be issued a textbook or workbook this year. We have structured our curriculum based on thematic units. Each unit will take 4-5 weeks and they all include a variety of culture, grammar, reading, listening and conversation activities. Additionally, each student will be expected to complete a learning reflection chart throughout the entire year. This chart will be awarded points for thorough completion and honest feedback about the student's progress.

CLASS PROCEDURES

I. REQUIRED MATERIALS:

1. A Chromebook that is charged and ready for use
2. Each student in level II needs a three-ring binder or deep-pocketed, multisection folder dedicated just for Spanish class so that you can keep all of your papers organized.

Your binder should be organized using the following dividers:

- **IB Essential Packet:**
 - **Vocabulario**
 - **Gramática/Apuntes**
 - **Lecturas/Literatura/Cultura**
 - **Tarea y Guías de Estudio**
3. Spiral notebook and/or loose leaf paper in binder
 4. A pen/pencil and another pen/pencil in a different color that will be used to mark corrections
 5. Small whiteboard with expo marker (*suggested*)

ALWAYS HAVE THESE MATERIALS AT THE START OF CLASS!!!

II. CLASSROOM EXPECTATIONS/STUDENT RESPONSIBILITIES:

In our learning community students are expected to:

Prior to our Class Meet beginning:

- Sign in prior to meeting time. Mics must be muted and cameras on (if possible).
- Find a quiet place for class, whenever possible.
- Be prepared for the lesson by utilizing the GOOGLE CLASSROOM for all announcements, assignment information, and submission information.
- During Class Meet time:
 - Be actively engaged in the learning occurring.
 - Minimize distractions: This means not having your phone out, only having tabs open directly related to our lesson, etc.
 - The “Chat” feature on the right should only be used for class-related interaction, rather than social communication with friends.
 - Contribute positively to the classroom environment.
 - Use the “raise your hand” feature to let the teacher know you have something to contribute.
 - Treat others with the same respect expected.
- Outside of Class Meets:
 - TRY! ...even when "it's difficult", or "it's long", or it feels like "I can't". We just can't YET! It may take time, but with a positive attitude and effort, we WILL!
 - You are here to learn a language and improve your skills. Focus on your growth and what areas you can improve.
 - Take advantage of the resources offered to make the learning easier.
 - Do your own work and show integrity in utilizing only accepted resources.
- Communication:
 - Be proactive in seeking help and settling questions about grades respectfully.
 - Contact your teacher via email as soon as you have a question, but understand that the response may be delayed if sent during evening hours.

- Communicate with your teachers so that they can be extra compassionate and understanding when needed, because sometimes life is hard.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR:

First offense: verbal warning.

Second offense: Exclusion from class meet, “0” for the day, call home.

Third offense: Behavior intervention action and disciplinary referral.

Last name: A – K, Mr. Frink

L – Z, Ms. Salisbury

III. EVALUATION/GRADING:

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% - Coursework** (homework, in-class work, class engagement, learning reflection charts, etc)
- **0% - Formative Assessments** (these are pre-test comprehension checks)

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 in a timely manner. Each student should check periodically on his/her progress in the class.

PCHS Grading Scale		
100 – 91.5 = A	81.4 – 79.5 = B-	69.4 – 67.5 = D+
91.4 – 89.5 = A-	79.4 – 77.5 = C+	67.4 – 61.5 = D
89.4 – 87.5 = B+	77.4 – 71.5 = C	61.4 – 59.5 = D-
87.4 – 81.5 = B	71.4 – 69.5 = C-	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.

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

I expect all work to be turned in on time.

Homework is graded based upon completion and/or 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 60%. All late work must be turned in before the unit assessment. If late work is turned in after the unit assessment, it will receive a zero.

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 40%. All late homework must be turned in by the end of the marking period. (*Per World Languages Dept. policy*)

V. 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 Classroom to obtain any handouts and homework that was assigned during your absence. I will also post my weekly plans and upload any handouts to my Google Site (<http://rreidel.site.portageps.org/>). If you have any questions, are unsure about an assignment, or are having difficulties, please email me. If you are aware that you will be absent, please notify me ahead of time so that I am able to give you the pending assignments so that you will not fall behind.

VI. IMPORTANT IB INFORMATION

IB Spanish Exam: IB Spanish is designed to be a two year course of study, culminating in the students taking the Spanish HL exam at the end of Spanish V. If a student is a junior in IB Spanish IV, he or she is encouraged to not take the exam this year, but rather wait until senior year and IB Spanish V. An exception to this would be if a student is a senior in Spanish IV he/she should take the IB SL during Spanish IV. If you are thinking about taking the IB SL Spanish Exam this year, please contact Sra. Reidel to discuss this decision and the options involved before registering for the exam.

VII. COMMUNICATION:

Your success is my primary concern. Our Google Classroom is the hub of our learning. In the Google Classroom, students will find announcements from the teacher, handouts, notes, and assignments. This should be the first place students go in order to know what is taking place in the class. In addition, you may go to my google site to access the class calendar for homework assignments and any necessary handouts (<http://rreidel.site.portageps.org/>). 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. Please allow me twenty-four hours to reply. 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!

VII. SYLLABUS AND ACADEMIC INTEGRITY

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.

World Languages Word of Honor

I promise that every assignment in my World 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:

- My own language and words. Anything in the Assessment Category (assessments, 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 any other online translating program.)
- 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 not completed the assignment with academic integrity.

*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, I will be asked to re-do the assignment. Subsequent occasions of academic dishonesty will result in parent contact and possible school consequences.

Electronic Signature to Acknowledge Receipt and Understanding of Syllabus, Policies, and Procedures:

Please go to the Google Classroom where there is a Google Document entitled: Receipt and Understanding of Syllabus, Policies, and Procedure. I ask that once you have read the syllabus and are familiar with the class policies and procedures, that you and your parent(s) open the Google Document and sign it electronically in order to acknowledge that you understand the Spanish IV IB syllabus, 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 working with you throughout this year.