

# Portage Public Schools

THE FUTURE LEARNS HERE

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ESPAÑOL 3 Syllabus: 2020-2021

Instructor: Señora Reidel

Building: Portage Central High School

Room number: Room 1105

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## ¡Bienvenidos a Español 3!

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

In this course, third-year Spanish students will refine language skills through various activities. Emphasis will be placed on acquisition of verb tenses and practical application of reading and writing skills along with speaking and listening. Video and audio CD programs expose students to a variety of native Spanish speakers, improving their listening comprehension. Studies of cultural topics are reflected in vocabulary study. Most activities will be conducted in Spanish and students are expected to communicate in the target language.

Recommended: C average in Spanish II or permission of the instructor.

### II. OBJECTIVE:

The Objective of Spanish III 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:

#### 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.

Your virtual week will look a bit like this:

**Weekly Schedule:**

Monday	Tuesday	Wednesday	Thursday	Friday (online)
Discuss weekend work	More vocab	Grammar	Formatives / Projects	Work on Projects
Thematic Vocab	Grammar and Practice	Writing/Speaking (Games/Songs)	Listening/Culture/Reading	Complete Homework
Independent Work	Independent Work	Independent Work	Independent Work	Enrichment
				Independent Work

**CLASSROOM PROCEDURES**

**I. REQUIRED MATERIALS:**

1. Chromebook fully charged
2. Spanish 3 Essentials Packet
3. Each student in level III 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:

- **para empezar** (warm-ups)
  - **vocabulario** (vocabulary)
  - **apuntes** (notes)
  - **lecturas /cultura** (readings and culture)
  - **tarea y repaso** (homework and review sheets).
4. Spiral notebook and/or loose leaf paper in binder
  5. A pen/pencil and another pen/pencil in a different color that will be used to mark corrections
  6. Small whiteboard with expo marker (*suggested*)

**ALWAYS HAVE THESE MATERIALS WITH YOU 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:



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. 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](mailto: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](http://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 3 syllabus, policies, and procedures, and are aware of the materials needed for this class. Feel free to contact Sra. Reidel ([rreidel@portageps.org](mailto: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.