**Spanish 1 Issaquah High School 2019-2020 Profe. Susan Stimmel**

**Contact information:** *¡Bienvenidos a español uno!*

**email-** stimmels@issaquah.wednet.edu

**class website**- [www.profestimmel.weebly.com](http://www.profestimmel.weebly.com) **online activities website-** www.vhlcentral.com

**OUR 3 BIG PICTURE GOALS FOR THE YEAR:**

1. to provide opportunities for students to use the language in **meaningful interaction** with others, and to find meaning in **authentic contexts** in interpersonal communication (with each other); to provide opportunities for students to engage in self-expression in interpersonal and presentational communication.

2. to provide opportunities for students to hear and read a great deal of comprehensible **and authentic language** in interpersonal and interpretive communication; to provide opportunities for students to engage **in real-life tasks**.

3. to maintain a positive attitude, an open mind, and to give your best effort. The motto in our classroom is “solo positivo,” which means “only positive.” It is an attitude and a way of life that reminds us to be positive to ourselves, to those around us, and to Profe Stimmel. I thrive in a positive and loving work environment and I’ve noticed that my students do too. Help us help each other: Solo Positivo, people!

**What kind of assignments/assessments will be completed in class?**

|  |  |  |
| --- | --- | --- |
| **Interpersonal** | **Interpretive** | **Presentational** |
| **Two-way communication**  with active negotiation of  meaning among individuals | **One-way communication** with no recourse to the active negotiation of meaning with the writer, speaker, or producer | **One-way communication**  intended for an audience of  readers, listeners, or viewers |
| **General examples:**  -Speaking and listening (conversation)  -Reading and writing (text messages, messages on social media, letters) | **General examples:**  -Reading of authentic texts (websites, stories and other literature, articles, signs)  -Listening to authentic texts (speeches, messages, songs, radio news, ads)  -Viewing of authentic materials (videos, movies, presentations, TV shows, commercials, news, plays) | * **General examples:** * -Writing (messages, articles,   advertisements, flyers, brochures, short stories, reports, scripts, PowerPoint presentations)   * -Speaking (telling a story, giving a speech, TV or radio news, drama presentations including skits, presentation to jury) |
| **Examples in OUR class that are used as practice and assessments:**  1. Presenting a short dialogue with a friend.  2. Asking me questions and then responding to my answer.  3. Writing a conversation where 2 people greet each other and say goodbye. | **Examples in OUR class that are used as practice and assessments:**  1. Reading a few sentences and then answering comprehension questions.  2. Listening to a question and choosing the appropriate answer.  3. Listening to a song and listing the vocabulary words you understand. | **Examples in OUR class that are used as practice and assessments:**  1. Presenting a CAN DO goal to me one on one.  2. Presenting information about your likes/dislikes to a classmate. |

**What does this look like in Skyward (Student/Family Access)? Aka how is my grade determined?**

The gradebook has three categories:

1. Interpersonal 2. Interpretive 3. Presentational

Each assignment will fall into one of those categories and will be worth a certain number of points. Assignments that are more significant will be worth more points.

**IHS World Language Policies:** The following policies and guidelines will be followed by all teachers within the World Language Department.

Grading Scale

100-93 A 89.99-87 B+ 79.99-77 C+ 69.99-67 D+ 59.99-0 F

92.99-90 A- 86.99-83 B 76.99-73 C 66.99-60 D

82.99-80 B- 72.99-70 C-

\*Technology\*

1. **All personal technology devices are not allowed** during World Language classes unless given specific permission from teachers. Cell phones misused in class will be confiscated and dealt with at the teacher’s digression; which may include being turned over to the student’s administrator.
2. Using an **online or personal translator** for tests, homework, projects, essays, etc. is strictly prohibited (ie: Google Translate, Microsoft Word).

Absences

1. In case of an absence, quizzes, tests, presentations and papers will be made up or turned in upon the student’s return to school (unless otherwise arranged with the teacher). In case of a lengthy absence students will need to coordinate with the teacher to complete work in a timely manner.
2. As per IHS Policy, a student is allowed one make up day of work (homework, quizzes, tests, presentations, etc.) for each day of absence, failure to punctually complete missed assignments will result in the loss of credit for those assignments. **\*Please note: it is the student’s responsibility to make the appointment with the teacher for making up assessments.**
3. Students will be required to take tests the day they return to school if advance notice has been given. For example, on Monday the class is told that there will be a test on Friday. If a student is absent on Thursday, s/he will still be required to take the test when s/he returns on Friday.
4. Because production and comprehension are vital parts of the language curriculum, attendance is very important. Students should arrange with their teacher the best way to make up production and comprehension activities that were missed.

Miscellaneous

1. Translators of any kind will not be used for tests, homework, essays, presentations, etc.

2. For larger projects or essays that are turned in late, the student’s grade will go down 10% for each day it is late. If it is over 5 days late, s/he will receive a zero.

**FAQs**

**What do I need to bring to class every day?**

Please bring a pen/pencil and your lesson packet. You DO NOT need to check out a textbook. It is accessible online- I will show you in class where this can be located. Also, having a binder or a section of a binder devoted to Spanish will help you stay organized.

**How will I know when I have a test or quiz?**

Check the calendar on the front of your packet, the course website, or the whiteboard by the door.

**When are the online activities due?**

Typically the online activities for a given section will be due the day of that section’s quiz. So if we’re studying ch. 1 vocabulary and the quiz is on a Tuesday, the online vocabulary assignments will also be due that Tuesday. It is possible to submit online assignments late for partial credit.

**Do I have to speak in Spanish during class time?**

Yes. From time to time important information will be presented in English; however we will be using Spanish almost exclusively. It is more authentic and we want to develop **genuine speaking and listening skills.**

**Can I eat in class?**

Snacks are ok as long as everyone keeps the room tidy and crumb-free. (So we don’t receive the area’s homeless mouse population during the winter.) If it becomes a problem I will revoke the privilege for the general population.

**What about bathroom breaks?**

Potty breaks are a part of the human condition, so I’m very flexible. Here’s the procedure: come to ask me (in Spanish) to use the bathroom. Your “hall pass” is leaving your phone with me. I’ll give it back when you return.

**Hoods in class:** Let’s face it: I know you’re listening to music under there, which is really rude during class. I will ask you to lower your hood and remove your earbuds. (I will also confiscate the device you’re using.) Please be respectful and pay attention. **Ask permission** to listening to music during work times and I will probably say yes.

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_**

(Please Print)

Academic Integrity: Anyone caught cheating or not abiding by the Academic Integrity Policies\* will receive a zero for the assignment.

|  |  |  |
| --- | --- | --- |
|  | **ACCEPTABLE** | **UNACCEPTABLE** |
| **TUTORS AND OUTSIDE HELP** | Discussing the topic of a composition and working on an outline for it with your tutor, parent, or friend. | Getting someone else's help with the actual writing of a composition. |
| Going over assignments your teacher has corrected with your tutor, parent, or friend in order to understand and correct your mistakes. | Having your assignment completed or corrected by your tutor, parent, or friend prior to handing it in. |
| **ANSWER KEYS** | Using the answers in the back of the book to check your work ***after*** completing an exercise (write the corrections in using a different color | Looking at the answers in the back of the book ***before*** you do / complete an exercise. |
| **TRANSLATIONS** | Using your dictionary or online dictionary and other study guides (as instructed by your teacher) when reading texts. It should only give you the definition of one word at a time. | Using an English translation of a text.  Using translation software or online translation sites. |
| **COLLABORATION WITH STUDENTS** | Discussing the material covered by an assignment, the concepts or structure, with a classmate or tutor before beginning to write it. | Writing down exactly the same thing as your classmate or finding specific answers with the aid of someone else. Allowing someone to borrow your work, writing, or completing an assignment for someone else is not acceptable. |
| Collaborating on dialogue work, scenes, etc. where the teacher specifically asks you to do group work. | Passing off collaborative work as your own, or not doing your fair share of the collaborative work and thus receiving credit for what someone else accomplished. |
| **USING AND CITING RESOURCES** | All written work you hand in should be your own individual production, with proper attribution (page references, footnotes, works-cited page) given when you are quoting, summarizing, borrowing ideas, or paraphrasing. All oral work should also be based on information that you obtained yourself from sources which you cite (whether print, recorded, or electronic). | Copying material from books, articles, the internet, and other material created and/or published by someone else.  Pretending that you personally obtained information from other assigned sources when you actually got it from another student (paper, project, test, etc.). |
| Using the internet as a resource of background information that can inspire and feed into your own analytical and creative work, and citing all materials used as rigorously as any textual source. | Copying and pasting material of any length from the internet and passing it off as your own work, your own phrasing; using material on the internet without attribution and proper citation. |

I have read and understand the academic integrity policy and am prepared to lose credit on the assignment if I commit any unacceptable acts (like use google translate) to complete said assignment.

Student signature: Parent/Guardian signature:

(Parent/Guardian, there’s more!) 🡪

**PARENT/GUARDIAN SURVEY – SPANISH 1**

**Instructions:** Please complete the following survey and return it to me by Friday, September 13th.

***Feel free to attach another page with additional information or comments.***

**Student Name (Last, First): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Grade Level: \_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_

Parent/Guardian Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact (e-mail or phone):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I understand the department’s policy on personal technology (it is in this syllabus): (signature)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How would you describe your student’s personality? What are his/her strengths?

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What are you most proud of about your child?

In what activities does your student participate? What does he/she do with his/her time outside of class? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have any concerns about the syllabus or your student’s ability to be successful in this course?

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What is your family’s experience with the Spanish language and culture?

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**In regard to your student’s access to the internet, please check all that apply:**

\_\_\_\_ has unlimited internet access at home. \_\_\_\_ has limited access (restricted use, only one computer, etc.) at home.

\_\_\_\_ has unlimited access to the Internet on his/her phone.

\_\_\_\_ has limited access (data limits) to the Internet on his/her phone.

\_\_\_\_ has dial-up Internet access at home.

\_\_\_\_ only has access to the Internet at school or at the library (and is able to use it before/after school).

\_\_\_\_ does NOT have time to access the Internet at school or the library and does NOT have internet at home.

\_\_\_\_ has Internet access at home but tends to be distracted when working on homework online.

**\*\*To clarify, having a smartphone is not mandatory in this class (or most classes). We have access to a class set of ipads and laptops with internet access, so though we engage in activities that require technology, we can provide it in class.**