**¡Bienvenidos a Español 3 con Profesora Stimmel!**

**Let’s start with some FAQs**

****

**What can I expect from Spanish this year?**

Most students are pretty nervous to start Spanish 3. Hopefully you’re more excited than nervous, but just in case, here is a quick overview. In Spanish 3 we continue to learn new and more complex vocabulary, and we review all the grammar concepts you did in Spanish 1 and 2 in order to aim at improving those concepts. **This does not mean I expect perfection** – it means that I expect a concerted effort to speak Spanish and pay attention in class. We will also do some reading, write short essays, play games, talk (a lot), collaborate on projects, act, listen to music and explore some cultural aspects of the language.

**So, what will be expected of *me*?**

I expect each of my Spanish 3 students to speak **only in Spanish** during class - all period, every day. English is not to be spoken in class and this rule is strictly enforced. Again, this does not mean that I require perfect Spanish. I fully expect you to make thousands of mistakes and have moments when you don’t know what to say. I want you to try, to act it out, to use circumlocution (other words), to draw me a picture … basically anything to communicate as much as you can in Spanish. I also expect that all students participate in all activities, collaborate, give their best effort and are kind, helpful, and respectful to themselves, their classmates, and to me. I also hope that my students can relax, allow themselves to be wrong, take ownership of their learning, have fun in class, and show up with a positive attitude. **Of course there are always opportunities to speak English outside of class to get clarification**.



**What happens if I am COMPLETELY lost???**

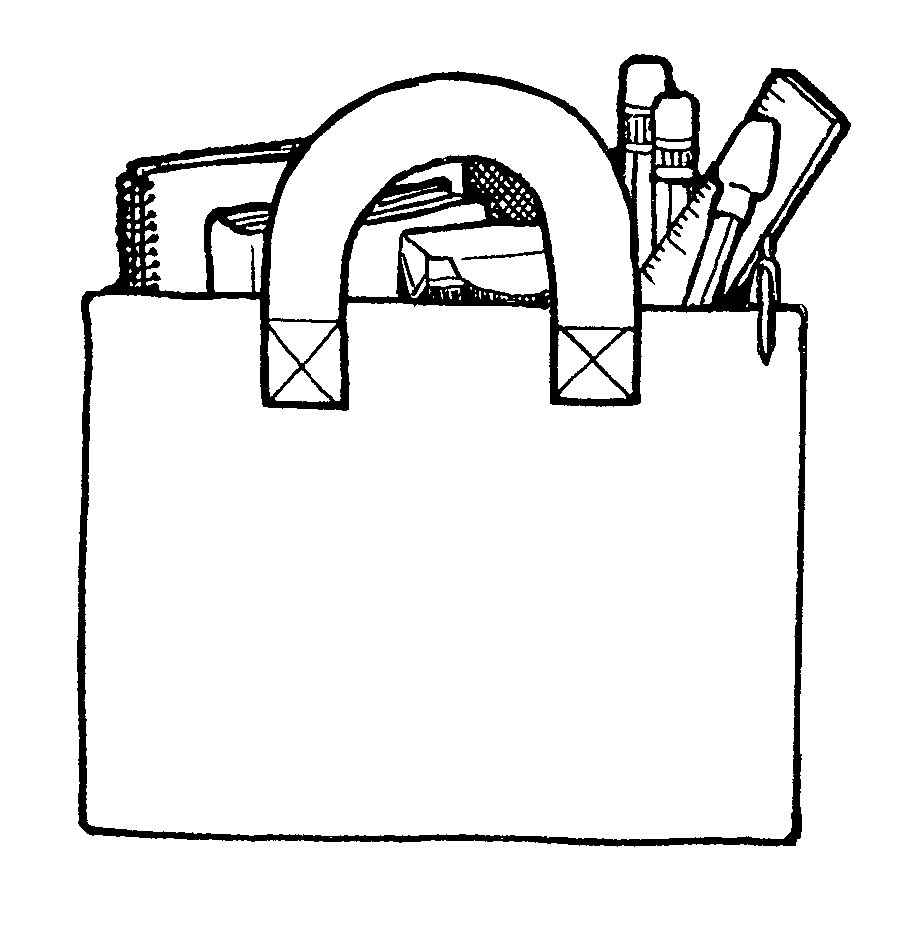
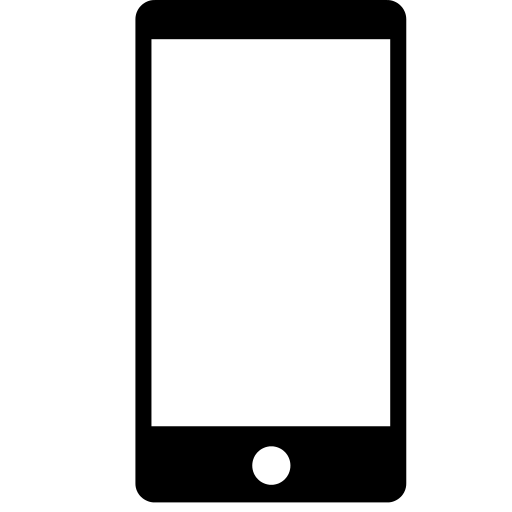
Please come see me during Nest or after school! I will help you **in English** if you need that extra support (outside class time-keeping in Spanish in the short amount of time we have in class is super important to all students’ acquisition of the language). There are also LOTS of resources at IHS and online if you need help. Just ask! If your question needs immediate attention, write me a note and I’ll clarify for the class.

class.

**So I can use Google Translate?!**

**What’s up with electronics?**

**What do I need for class?**

All use of online translators is considered a violation of Issaquah High School Academic Honesty Code and will result in loss of credit. Please use dictionaries (book or online) in order to find the correct word to convey your message. ***Wordreference.com*** is highly recommended. FYI, a dictionary just translates one word at a time, a translator translates full phrases or sentences with grammar, requiring no brain power from you. Use your own brain or you’ll get a 0% F-.

- pencils/erasers

- colored pens or highlighters (at least 5)

- whiteboard marker

- paper

- organizer (binder, etc.)

- box of tissue

- a positive attitude

- the desire to do your best

- lots of questions!

As per department policy, electronics are not permitted **without permission.** I will give permission for certain in-class activities, some practice, and dictionary use (see right). If you have a device, keep it on your desk **face down.** I will confiscate your device if it’s face up without permission. We have iPads, so having your own device is optional. Just be respectful.



**What do I need to do if I miss class?**

Whether you miss class because you’re sick, have a game, etc. you will need to check my website. All activities done in class, any available worksheets and tasks that need to be completed for the next day will be located on the Español 3 tab under “Documentos.” Attachments are organized by chapter, where you will also find links to quizlet and other materials. The Calendario button will also have all the upcoming due dates and assessments. If you have any questions, please ask me – but please check the website first. You have one week from the date of your absence to make up any missed work. **www.profestimmel.weebly.com**

How do grades work?

**GRADES**

**Now on to the BIG question …**

**How do grades work?**

Please note that semester grades are earned over the entire semester. If you are concerned about your grade, please come **see me as soon as possible** if you would like me to either help you with a plan of action or get extra support. Once we are more than half way through a semester, it becomes increasingly difficult mathematically for your grade to change dramatically.

**Quizzes (20%)**

Quizzes are a measure of a student’s progress in the unit and should reflect any further practice an individual student may need on any given concept in order to achieve mastery and better prepare for tests.

**Final (10%)**

There is a cumulative final exam at the end of each semester.

**Speaking/Oral presentations (30%)**

This includes in-class speaking activities, formal presentations, group dialogues, etc. These assignments will be announced in advance along with instructions and expectations. **Each month** you will also receive a grade that reflects your daily use of Spanish in class. This grade will be tracked daily and will be based on the quality effort of your spoken contributions in class, either to me or to your peers.

**Tests/Compositions (35%)**

Tests are considered to be unit assessments and often cover whole chapters. They are used to evaluate mastery of unit concepts. Compositions will be in-class essays or written projects.



**Homework (5%)** Accurate VHL completion per week will be added to this category. Practice!

**So…. What are the rules according to you, Profe Stimmel?**

1. **Solo Positivo!** - This rule is so important that it has two parts:

- We must live the “solo positivo” lifestyle each day: to ourselves, to each other, and to our teachers. Slander and mudslinging must be replaced by loving and lifting ourselves and our peers to bring out the very best each day. I thrive in a positive and loving work environment and I’ve noticed that my students do too. So help us help each other: Solo positivo, people!

-Henry Ford once said “Whether you think you can or whether you think you can’t, either way you are right.” Self-confidence goes a long way life. In Spanish 3, it’s easy to default to “I can’t” or “It’s too hard.” Flipping this inner dialogue to the ‘solo positivo’ mentality of “I haven’t gotten it **yet**” or “There’s something I’m missing here” will go a long way for your confidence and, ultimately, your understanding.

2. **Eating policy -**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.

-Eating your lunch in class is not ok. That’s what lunch time is for. If you’re Jimmy Johns was just delivered, eat it outside and take the tardy. I’ll make you leave to eat it anyway, also resulting in a tardy. Keep your smelly food outside.

3. **Hoods in class –** Let’s face it: I know you’re listening to music under there. Unless you’re really cold, keep the hoods down. ☺

4. **Solo Español!** -If you’re not speaking just Spanish as soon as you walk through the door, you’re losing valuable practice (and points!) Make sure you check your English and the door. It’s really hard at first but you can do it! (See rule 1.) This includes writing first drafts in English. It’s NEVER ok to take it home to translate. (See *Academic Integrity* below.) If I make an exception to the solo español rule, you will be the first to know.

5. **Bathroom breaks-** Using the bathroom is a human condition, so I’m very flexible. Your “hall pass” will be to ask (in Spanish), and then to deposit your phone with me. You will get it back when you return. The speedier your return, the sooner you’ll get it back.

**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. |

**Responsibility Contract:**

My parent/guardian and I have read the above syllabus and understand the policies, procedures, and my responsibilities for Spanish. I know how to contact Ms. Stimmel and I understand the expectations that are required of me to complete this course.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Student Signature of Parent/Guardian

**Parents and guardians,**

Please let me know how you are most easily reached.

Phone number(s)/emails: Best time to call:

Is there anything else you would like me to know about your child?

Please complete and return **THIS PAGE** to Profe Stimmel by **Wednesday September 11.**