

ESPAÑOL 3 Reg/Adv.- Sheila Jordan "Profe J"

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Round Rock High School 2020-2021

LEARNING A LANGUAGE IS A MESSY PROCESS!

Novice
Low

Novice
Mid

Novice
High

Intermediate
Low

GOAL

Intermediate
Mid

Intermediate
High

ESPAÑOL 3 LEARNING TARGETS

- **INTERPRETIVE LISTENING** - I can understand the main idea and details in messages & texts on familiar topics when I listen in Spanish.
- **INTERPRETIVE READING** - I can understand the main idea and details in messages & texts on familiar topics when I read in Spanish.
- **INTERPERSONAL SPEAKING/WRITING** - I can ask & answer questions in a conversation about a number of familiar topics using simple and complex sentences in Spanish.
- **PRESENTATIONAL WRITING/SPEAKING** -- I can present information on most familiar topics using a series of simple and complex sentences when I write.

Grading Categories:

Subject to Change with Teacher/Admin Approval

Major Grades-30%	Minor Grades-70%
-Exams	-Class Discussions
-Projects	-Quizzes
-Performance Assessments	-Daily class checks
	-Minor projects

Please see the rest of the info on grades later in the syllabus.

LOTS of rubrics are also used in this class!

WHAT WILL I DO TO GET THERE?

- ▶ Class will be conducted in Spanish at least 90% of the time. In order to learn to communicate in Spanish, you must listen, read, write and speak in Spanish as much as possible.
- ▶ You will do your own work. This means you will not use online or other translators. Use wordreference.com, or linguee.com
- ▶ The goal is to move forward in your proficiency, so if you are absent, it is your responsibility to check Schoology, your classmates, my website, and then Profe J. what you missed, and make it up as soon as possible.
- ▶ We will have a supportive and positive learning environment where everyone helps each other to learn and grow.

What do I need to be successful for class?

- ▶ Your charged Laptop/Chromebook/Device & Set of Headphones
- ▶ 3 Ring Binder with 8 tab dividers & loose paper, pen/pencil
- ▶ Your own audience to use your Spanish - friend, Twitter, Skype, co-worker, Xbox, family member, someone to talk to!
- ▶ A positive attitude - EVERYONE can learn a language



Let's have an amazing year learning to communicate in Spanish. If you ever need anything, just ask!
~ Profe J.

What will we do in Spanish class?

The basis of Spanish 3 is enriching and improving your language skills and ability to understand and communicate in Spanish. We will have lots of fun activities to hopefully convince you of being a lifelong learner of another language!

We'll have discussions/polls/debates/virtual trips / debates / twitter feeds / meme parties / service opportunities (hopefully ☺), and hopefully pen pals and conversation partners.

Below is all of the fine print, so to speak. Please read carefully!

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I will respond to texts through Remind, emails, Google Voice messages and respond as quickly as possible, ALWAYS within 24 hours of the work week.	Stay Tuned! Coming Soon – “Coffee with Profe!” Sessions for students and parents.

Tutorials:

As we are not on campus right now, there will be no before and/or after school tutorials. I am available for any and all questions/concerns that parents and/or students may have. Whether it is with instructions, content or how I can better serve you and/or your student, please, please, please don't hesitate to reach out to me!

If you need to make up or re-do an assignment, please be sure to contact me so we can make a plan for that to happen!

Important App for Class Communication: I encourage all parents and students to have the Remind App, and to sign up for their individual class groups. Instructions can be found on my website: www.profejordan.com, under the tab “Remind” ☺

COURSE DESCRIPTION

This course further develops students' communicative skills in Spanish, as well as their ability to analyze, synthesize, and evaluate formal/informal written and aural/oral language through active reading and critical writing. The Spanish III course offers students learning activities through a variety of authentic sources that will promote the use of high level strategies to develop proficiency in listening comprehension, speaking, reading, writing, viewing, and analyzing and comparing cultures. The Spanish III course emphasizes the active use of communication, so that students express themselves coherently, resourcefully and accurately in oral and written form. The class is conducted primarily in Spanish; appropriate to this level with only very limited use of English when relevant or necessary to instruction.

More information on Proficiency Level Goals and Course objectives:

TEKS Weblink: <http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.pdf>

- **The student will be required to speak and write the Spanish language in class.**
- The student will be able to read and comprehend more complex readings.
- The student will enhance listening skills, which will enable him/her to understand more complex conversations.
- The student will become a better communicator and facilitator both orally and in writing.
- The student will study in-depth grammar concepts, in particular recognize and conjugate numerous verbs and tenses.
- The student will take what he/she already knows and apply that knowledge to higher level order of thinking and problem solving.

LANGUAGE LEARNING RESEARCH AND CLASSROOM PRACTICES

With few exceptions, YOUR brain is already wired to learn a language! Proof of that is in the fact that YOU already know at least one language! As much as possible I try to replicate in our class meetings the same processes that research has shown to be the most efficient and effective for acquiring languages. Everyone can acquire a language, with few exceptions! The necessary element is: TIME!

Many checkpoints in this course are NOT announced ahead of time. Some are. There are several reasons for this: language acquisition is a messy and inaccurate process – especially in levels 2 and 3. With that being the case, I want students to feel the freedom to take risks, and make lots of mistakes, because that actually shows the brain is trying to put the pieces in place! We will focus on becoming more accurate in how we write and speak this year. As such, that is taken in to consideration in the grading systems in place for the course; secondly, it gives you the student the opportunity to genuinely be free to enjoy the process of acquiring a language, and know that I am responsible for making sure each and every student is successful in class. And I take this responsibility very seriously.

My goal is for every student to fall in love with the process of acquiring a language and learning about the vast cultures represented by those who speak Spanish, so much so that they decide they want to be a lifelong learner of Spanish, and other languages for that matter! That is the true measure of success in language acquisition! Again, this does not mean that there will not be any announced assessments. There will be, for sure. However, as much as possible, I want students to be able to practice without penalty, and to receive regular feedback on how they can improve.

Want to get an A in this course?? Use as much terrible, mediocre, or decent Spanish that you can! AVOID Google Translate and/or other helps to produce or comprehend Spanish. Practice outside of class. I'll recommend Netflix series for you to watch, songs to listen to, podcasts to tune in to. Movies to watch. Put yourself in to practice Spanish some every day! Bad Spanish will get you an A quicker than perfect English! Take the risks to speak during our time together!

GRADING POLICIES:** Various evaluations that assess your mastery to read, to write, to listen, and to speak Spanish (according to proficiency level) are used in this course, and they are weighted as follows:

- **Major Grade = 30%.** These include: Exams, Projects (Steps of Projects), Presentations, Integrated Performance Assessments for Speaking, Reading, Writing Listening (IPA's)
- **Minor Grade = 70%.** These include daily comprehension checks, quizzes, discussion posts, daily use of Spanish in class meetings, virtually and/or in person.

****Subject to change at teacher's discretion.**

RETAKES

- Students earning less than a 70 on major exam or minor quizzes, will be able to replace that grade with a similar exam or quiz.
- The maximum grade for any retake is 70. Retakes will be administered **ONLY** once and during tutorials.
- Projects/Presentations are **NOT** eligible for retakes. It is the student's responsibility to arrange a meeting with the teacher.
- Retakes must be completed within the current grading period.
- Homework is not eligible for retakes.
- Midterm and Finals are not eligible for retakes.

LATE WORK

Late work will be accepted with the following penalties:

- 1. Late work cannot be completed during class.**
- 2. Classwork must be completed in class and submitted day of and cannot be turned in at a later date.**
- 3. If the student does not turn in the assigned work at the beginning of the class period** (when all work is collected), 30 points will be deducted whether the work is turned in right after all work is collected or the next weekday. There will be an additional 10 point deduction each day after the first day the work is late.
- 4. Late work must be completed within current grading period.**

ABSENCES AND MAKE UP WORK PROCEDURES – Due to the Pandemic, these procedures are flexible. Please communicate with me asap and I will work with you!

Students will have access to a missed lessons information, homework assignments, and important handouts through teacher's web page and/or our learning management system (Schoology for 20-21).. A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and will have 1 class day per absent day to turn it in.

Example: If the student is absent on Monday and returns the next class day on Wednesday, the make-up work will have to be turned in on Friday.

ACADEMIC DISHONESTY/CHEATING/PLAGIARISM

Copying another person's work, such as homework, class work, or a test, is a form of cheating. Plagiarism is also a form of cheating. Plagiarism is defined as using another person's original ideas or writing, without giving credit to the true author, as use of one's own work. Students guilty of cheating, plagiarism or other forms of academic dishonesty will be subject to academic and/or administrative disciplinary action that may include loss of credit for the work in question. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. Using translators for virtual work is considered cheating. It is not difficult to determine when a student's work has been influenced by the use of translators and/or assistance from other outside help.

Consequences of academic dishonesty include, but are not limited to:

1. The student receives a grade of "o" on the assignment and is granted the opportunity to complete an alternative assignment for a **maximum grade of 60**; OR the student is assigned academic interventions designed to improve the student's understanding of the material being assessed AND completion of an assessment over that material for a **maximum grade of 60**.
2. The teacher notifies parents or guardians.
3. The teacher completes a referral form and turns it into the student's assistant principal; the record remains in the student's file.
4. The student is assigned to an administrative detention.

Additional consequences that may be assessed:

1. The student may be denied membership or be declared ineligible for organization activities, put on probation, or expelled from student organizations requiring an Honor Code (such as the National Honor Society, Student Council, etc., as well as student leadership positions).
2. Actions that involve collusion and/or theft of tests or teaching materials may result in suspension or other disciplinary actions to be determined by the building principal.
3. A pattern of cheating behavior may result in suspension or assignment to the DAEP.

SUPPLIES NEEDED BY EACH STUDENT:

- Your charged laptop/chromebook/Device /Set of headphones
- 3-Ring Binder with 8 tab dividers and loose paper
- Pens/pencils
- 1 Composition Notebook – **COLLEGE RULED**
- Highlighters
- White board/dry erase marker(s)
- LOTS of index cards – lined or unlined, your preference

Virtual Classroom Procedures

1. Arrive to class 5 minutes before virtual class begins and get settled in and comfortable.
2. Complete pre-class activity.
3. Have materials ready. Teacher will notify students of needed supplies and limit requests to basic supplies whenever possible to ensure equity to access.
4. Take care of personal needs. Use the bathroom and have a drink nearby if needed.
5. Find a quiet place free from distractions.

6. Dress appropriately for your audience.
7. Mute microphone unless speaking.

Profe J's website: www.profejordan.com

Students will be using this website frequently to access lessons, activities, make-up work, test/quiz calendar, contact teacher, take surveys, etc, in addition to using Schoology. Students are responsible for utilizing this website in a professional manner.

Whew...now that you've read all the fine print, please go to www.profejordan.com, and click on the tab to find the Parent or Student Confirmation Form. Fill it out and SUBMIT it!

I'm so excited for a fun year!

Above is the information required to provide you. However, from my heart to yours, the most important piece of information I want you to have is this: If there is ANYTHING at all I can to help and/or support you as a parent, guardian, or student in my class, please don't hesitate to reach out to me!