

SPANISH IB SYLLABUS
Sr Rios
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The aims of Spanish ab initio are to:

1. Develop students' intercultural understanding.
2. Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures.
4. Develop students' awareness of the role of language in relation to other areas of knowledge.
5. Develop students' awareness of the relationship between the languages and cultures with which they are familiar.
6. Provide students with a basis for further study, work and leisure through the use of an additional language.
7. Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

The course is divided to develop students who recognize and help build a better and more peaceful world. They will explore concepts, ideas and issues that have local and global significance, becoming knowledgeable across a broad range of issues. They will apply and develop critical thinking skills. Students will express ideas and information, working effectively and willingly with others. They will act with integrity, honesty and with a strong sense of fairness, justice and respect for the dignity of others.

Students will understand and appreciate their own cultures while open to the perspectives, values and traditions of other individuals and cultures. They will give thoughtful consideration to their own learning and experience. Students will assess and understand their strengths and limitations in order to support their learning and personal development.

The overall objective of this course is for students to achieve communicative competence in a variety of everyday situations.

At the end of the language ab initio candidates will be expected to demonstrate ability to:

- Communicate information and some basic ideas clearly and effectively, in a limited range of situations.
- Understand and use accurately the essential spoken and written forms of the language in a limited range of situations.
- Understand and use a limited range of vocabulary in common usage.
- Use a register that is generally appropriate to the situation.
- Show awareness of some elements of the cultures related to the language studied.

The four primary language skills to be developed in an integrated way are: listening, speaking, reading and writing. The balance between these four skills should be appropriate to the needs of the students, but none should be neglected.

The core syllabus must be the foundation for any language ab initio course. It is divided into five prescribed themes with which the students should become familiar in order to develop a vocabulary range that covers the most common situations in everyday life. The themes provide relevant contexts for study at all levels of language acquisition and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed **themes** are:

- **Identities:** personal attributes, personal relationships, eating and drinking, physical well – being.
- **Experiences:** daily routine, leisure, holidays, festivals and celebrations.
- **Human ingenuity:** transport, entertainment, media and technology.
- **Social organization:** neighborhood, education, the workplace, social issues
- **Sharing the planet:** climate, physical geography, the environment and global issues.

Cultural Awareness: During the language ab initio course students are expected to become familiar with aspects of everyday life and culture of the countries in which the language is spoken. Texts should be used as a means of exploring aspects of the culture(s) related to the language studied. The study of particular features of the culture is not an end in itself but a means by which the students learn about a different way of life, and consequently develop their language skills.

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Cultural References - Architecture: Art; Cities and Towns; Daily Life; Environment; Economy; Education; Food; Geography; History and Politics; Holidays and Celebrations; Language; Literature; Monuments and Museums; Music and Dance; Parks and Palaces; Pastimes, Sports, and Entertainment; People; Points of Interest; Publications; Shopping; Spanish Speakers; Traditions; Traditional Clothing.

Course Expectations:

The students are expected to engage at all times in the Foreign Language Core Proficiencies: Reading, Writing, Listening and Speaking. The student will be able to demonstrate successfully the core competencies, as defined by the Modern Language Standards of South Carolina, given the necessary exposure

Supplementary Material

Panorama Hispanoblante: Core Textbook

Auténtico - https://sso.rumba.pk12ls.com/sso/login?profile=realize&k12int=true&service=https%3A%2F%2Fwww.savvasrealize.com%2Fcommunity%2Fi_spring_cas_security_check

Avancemos Textbook

Workbook pages will be available online for you to print out. I will use a classroom set, however, you CANNOT write on it.

Student Makeup Work Following an Absence:

1. Students are responsible for asking teachers for the makeup work upon returning to class.
2. When students are absent, a zero will be recorded by the teacher until the student completes his/her makeup assignments.
3. The zero is averaged by PowerSchool until the teacher updates the electronic grade book after the student submits makeup assignments.
4. A student should not, on the day of returning to school, be required to take a quiz or test that was announced **during his/her absence**; he/she will need to make up that quiz/test within five school days after returning to class.
5. Makeup work, including quiz/tests, may be an alternate version to assess what the student has learned.

Homework:

1. There will be a variety of homework ranging from creative to practice for mastery of new skills.
2. Homework is **DUE** on the date given.
3. Late homework will not be accepted and will result in a grade of zero except in cases of an excused absence.
4. If you are absent on the day homework is due, it is due on the day of your return to class.
5. If you do not turn in your homework on the day of your return to class it will result in a grade of zero.
6. Homework will be assigned that will be **graded for accuracy** and **not graded** such as: studying or assigned reading.

Classroom Mandatory Supplies – Students must bring school materials ALWAYS:

1. Notebook, Binder and Loose leaf paper
2. Number 2 pencils for test taking
3. Black or blue ink pen for writing assignments that are to be turned in
4. Auténtico Level 1 Book – Avancemos 1 Textbook
5. Spanish/English dictionary or download a Spanish dictionary app

Classroom Procedures:

1. Place homework in the basket on the front table
2. **2nd Block only** - Stand for the Pledge and Remain standing for the “Moment of Silence”
3. Complete “Bell Work”
4. Raise your hand for assistance.
5. End of class bell – Remain seated and wait until I dismiss the class

Classroom Rules:

1. Be in your assigned seat and ready to work when the bell rings. Stay seated properly.
2. Bring required books and supplies to class.
3. Listen when someone is speaking.
4. Be polite and respectful.
5. Raise your hand to answer questions or ask questions.
6. Do not throw things and keep hands to yourself.
7. Trash goes in the trash can.
8. Go to restrooms before or after class
9. No food, drinks or chewing gum allowed
10. No cell phones or electronics (without permission)

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Consequence for infraction of classroom rules:

SERIOUS INFRACTION WILL RESULT IN AN IMMEDIATE DISCIPLINE REFERRAL.

1. Warnings (one or two) Change student's seat
2. Conference with student/review student's file
3. Parent contact via phone/e-Mail/conference
4. Discipline Referral to Administrator. (Based on SHS Code of Conduct)

Tardy Policy:

1st tardy – Warning; **2nd tardy** – Call/text/conference/email parent/guardian; **3rd tardy** – Behavior Interventions/Guidance Referrals; **4th tardy** – Office Referral (Based on SHS Code of Conduct)

Evaluation: The students will be evaluated using: tests, quizzes, written and oral productions, homework and participation in class activities. The Sumter High grading scale will be used to calculate assessments like: Tests, Quizzes, Participation and classwork, Projects, Homework and other activities. The year average will be divided into the following categories: Semester 1 (50%) and semester 2 (50%)

Weight of Grades	
Major (Summative) – 60%	Minor (Formative) – 40%
Summative assessment of the mastery of standards includes assessments such as but not limited to: mastery assessments (oral, written, and/or performance), summative presentations, demonstrations of proficiency, portfolios, and formal/final draft writing assignments, on demand writing, summative large projects, major/formal labs and other performances.	Formative assessment of mastery of standards includes a relevant selection of assessments such as but not limited to: quizzes, classwork, homework, SAVVAS online assignments, interactive notebooks, journals, exit slips, and quick write. IMPORTANT: Assignments always have a due date. All late work will be assessed under a 60%. Respect the due dates.
South Carolina Department of Education 10 Point Grading Scale 90 – 100 (A), 80 – 89 (B), 70 – 79 (C), 60 – 69 (D), 0 – 59 (F)	
Course Grade – District Policy	
1 st nine weeks grade = 40%; 2 nd nine weeks grade = 40%; Semester Exam = 20%	

IB Assessment Objectives in practice:

- Paper 1 – Writing
- Paper 2 – Listening and reading
- Internal assessment – Oral Presentation and Interview

Types of Texts:

1. **Personal texts:** blog, diary, email, invitation, journal, letter, postcard.
2. **Professional texts:** blog, brochure, email, letter, interview, invitation, menu, recipe, report.
3. **Mass and media texts:** advertisement, article, blog, brochure, opinion, poster.

In general, the information in this document complements and is based on the [Spanish ab initio: Language-specific Syllabus](#), Student Handbook and the Sumter School Code of Conduct procedures.

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Tardy Policy: 1st and 2nd tardy – Verbal Warning; 3rd tardy (Possible Referral Warning), 4th tardy – Referral (Based on SHS Code of Conduct)

PowerSchool Parent Portal is available to ALL parents/guardians. Please call a guidance counselor for information to activate your account so that you can check your child’s grade/progress in my class daily.

STUDENTS: I have read the parent letter, all the information in this document and its complement ([Spanish ab initio: Language-specific Syllabus](#)), the Student Code of Conduct, Tardy Policy, Dress Code and understand what is required in this class. I agree to help create a positive learning environment for myself and other students by participating and not distracting Mr. Rios from teaching or other students from learning.

Print Student Name: _____

Block: _____

Student Signature: _____

Date: _____

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PARENTS/GUARDIANS: I have read the parent letter, all the information in this document and its complement ([Spanish ab initio: Language-specific Syllabus](#)), the Student Code of Conduct, Tardy Policy, Dress Code and understand what is required of my child in this class. I agree to help my child find success in his/her Spanish class.

Print Parent Name: _____

Date: _____

Contact Number: _____ (Provide the number you want to be reach by.)

E-mail address: _____

(Please Print)

Mailing Address: _____

(Street)

(State)

(Zip Code)

Parent Signature: _____

“One language sets you in a corridor for life. Two languages open every door along the way” - Frank Smith.