



Spanish Ab Initio Syllabus 2023-2024

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Room: 111

Course Objectives and Goals:

Spanish Ab Initio goals consists of:

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

The overall objective of Spanish Ab Initio is for students to achieve communicative competence in a variety of everyday situations. At the end of the course candidates will be assessed on their ability to:

1. To demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics.
2. To communicate clearly and effectively in a range of situations.
3. To understand and accurately use the basic structures of language.
4. To understand and use an appropriate range of vocabulary.
5. To register and format the use of the language appropriate to the situation.

Instructional Materials and Supplies:

Textbooks: ¡Avancemos!-Levels 1, 2, 3, McDougall Littell, 2007 & 2nd Edition Spanish B Course Companion Oxford IB Diploma Programme, Ana Valbuena & Laura Martín Cisneros

Workbook: ¡Avancemos! Cuaderno, Level 3

Supplies:

- 2-inch binder
- Notebook paper
- Pencils
- Notecards

*******All supplies are due by: Friday, August 11th!*******

Course Timeline: Spanish Ab Initio will include, but not limited to, the curriculum areas listed below. If necessary and by teacher discretion, adjustments/additions/changes will be made to the timeline. At the end of each unit, students will be assessed on the following skills and concepts:

Semester 1:

L2: Preliminar-*Mis amigos y yo*: Review of selected Spanish I, II topics.

L1: Unidad 8, Lección 1: *Pensando en las vacaciones*: Describe daily routines and vacation plans, use reflexive verbs and present progressive tense.

L3: Unidad 1, Lección 1-*Vamos a acampar*: Describe going on a camping trip, talk about nature, use preterite of regular and irregular verbs.

L3: Unidad 1, Lección 2-*Vamos a la playa*: Describe a trip to the beach, extended family relationships, use imperfect of regular and irregular verbs, distinguish between the use of imperfect and preterite tenses.

L3: Unidad 2, Lección 1-*Todos para uno y uno para todos*: Describe volunteer activities, persuade and influence using polite and informal commands.

Semester 2:

L3: Unidad 3, Lección 1-*Cómo será el futuro*: Discuss the impact of technology, express environmental concerns, make predictions using the future tense.

Written Assignment: Presentation of elements and requirements, topic research and selection, practice writing description, comparisons, and reflections.

Vocabulary Review: Review of selected themes.

Grammar Review: Review of the present tense, reflexive verbs, and present progressive tenses.

Intensive Oral Practice: Vocabulary review of selected themes accompanied by paired oral practice and Oral Assessment stimulations with teacher.

L3: Unidad 6, Lección 1-*La vida en la ciudad*: Describe urban environment and apartment living; describe things using past participles as adjectives, express past events using the present perfect tense.

Grammar Mini-Lessons: Review of selected verb tenses; preterite command forms, present perfect, and future.

Intensive Reading Practice: Reading strategies accompanied by group, paired, and individual practice using Paper 1 texts and questions.

Intensive Writing Practice: Text type review and writing strategies accompanied by group and individual writing activities using Paper 2 questions.

IB Due Dates:

Internal Assessment: TBD Near the end of March (LHS EXAM Grade)

Paper 1: TBD Middle of May

Paper 2: TBD Middle of May

Test Grade=attendance on exam day and Oral Assessment score

Classroom Behavioral Expectations

Spanish Ab Initio Expectations (Expectativas)	Be safe! (¡Está seguro/a!)	Be respectful! (¡Sé respetuoso/a!)	Be responsible! (¡Sé responsable!)
Entering the classroom	<ul style="list-style-type: none"> Place phone in phone holder or away in your backpack & place belongings under desk. Avoid placing items on the floor or in the aisles. 	<ul style="list-style-type: none"> Be in assigned seat when the bell rings. When the bell rings, stop talking and begin working on bell work activity on the board. 	<ul style="list-style-type: none"> Have required materials or... Ask Prófe to borrow a pen or pencil before class starts.
Working independently		<ul style="list-style-type: none"> Do your own work. Refrain from using online translators (it's cheating and doesn't work as well as you think!) Work only on assigned task. 	<ul style="list-style-type: none"> Work efficiently. Stay of task. Complete work on or before due dates. Share, participate, and contribute.
Working in pairs/groups		<ul style="list-style-type: none"> Show patience. Provide constructive criticism. Work only on assigned task. 	<ul style="list-style-type: none"> Complete your part of the task. Coach your partner. Stay in Spanish.
Asking for help		<ul style="list-style-type: none"> Raise hand. Be recognized before speaking. 	<ul style="list-style-type: none"> Have the confidence to ask for help or clarification. Request make-up work on the day you return from an absence. It is not the teacher's responsibility to remind you. Complete make-up work in a timely manner. Come for help during IPASS.
Electronics use		<ul style="list-style-type: none"> Electronic devices should be turned off and in the holder or back pack unless otherwise instructed by Prófe. 	<ul style="list-style-type: none"> When directed to do so, use electronic devices solely for the instructional activity.
Leaving the classroom	<ul style="list-style-type: none"> Refrain from lining up at the door at the end of class and exit the classroom in an orderly fashion (quietly and walk). To leave during class, ask the teacher and wait for her answer. Make proper use of the provided passes. 	<ul style="list-style-type: none"> Wait until the bell rings to pack up and leave. Tidy your desk. Throw unneeded papers in the trash. If you are asked to wait to leave the room during class, understand that there are instructional reasons and cooperate. 	<ul style="list-style-type: none"> Return textbooks neatly to the bookshelf. When leaving during class, go directly to the designated place, and return directly to class.

Consequences for Inappropriate Behaviors:

Refer to the Student Handbook and/or PBIS matrix for the consequences of behaviors resulting in discipline or a referral.

Grade Breakdown: 10% Participation, 10% Quizzes, 20% assignments, 25% Projects, and 35% Tests.

Your OA will count as your final exam for each semester.

Semester 1 = Mock Oral Assessment (50% based on meeting deadlines).

Semester 2 = Oral Assessment (% TBD based on meeting deadlines through the OA process).

Students with unexcused absences will receive a zero for any missed assignments done during class that day. Students with excused absences have five days to arrange to make up any missed assignments. It is the student's responsibility to see the instructor to receive the missed assignments and class notes they may have missed. Assignments that are not made up within that timeframe will receive a grade of zero even if it is excused.

Projects:

- 1) Aztecs, Mayans, and Incas Project.
- 2) Spanish Art Project.
- 3) 2 Written Essays.

Home Assignments:

Study for at minimum 15 minutes a day. Learning a second language takes practice! The more you use it and apply it in your life the easier it will be to retain.

Group/Partner Work:

We will work in groups frequently! Sometimes I will let you choose your own partner or groups, at other times I will assign groups/partners and I expect students to work together collaboratively to achieve the activity or project goal. Each student must take on a role for the group and contribute.

Grade Scale:

100 - 90% = A

89 – 80% = B

79 – 70% = C

69 - 60% = D

59 – 0% = F

Classroom Expectations: You will receive a grade for this involvement, including virtual participation, at the end of each quarter. Grades will be assessed using the above rubric.

Students should adhere to the IB Academic Integrity Policy at all times. Copying answers from another student for assignments, quizzes, tests, projects, etc. without producing the product is plagiarism and will be treated as such.

All work submitted by students should be their own original work. Cheating and/or plagiarism will be handled case by case according to the IB Academic Integrity Policy and these assignments will result in a "0" regardless of the assignment's weight.

Student Assistance: Will be available mornings between 8am-8:30am for tutoring, to answer questions, address concerns, and to form a plan to get you back on track if needed.

Thank you! I am looking forward to a great school year working with you. If you have any questions or concerns do not hesitate to contact me via email at jennifer.oxendine@lattavikings.com. I encourage you to contact me at any time in regards to Spanish class or any of the above policies.



Please complete & return this section to Prófe Oxendine.

Parents:

I have read the Spanish Ab Initio Syllabus and understand the expectations of this class. If I have any questions or concerns, I will contact Prófe Oxendine to discuss them.

Student's Name: _____ (please print) Class Period: ____

Parent/Guardian Signature: _____

Parent Phone # and Email: _____

Students:

I have read the syllabus and understand all that is expected of me in Spanish Ab Initio class. I will work hard, be prepared, and be responsible for my own actions. I will address any questions or concerns that I have to Prófe Oxendine.

Signed: _____ Date: _____

Student Email: _____