

Spanish II Pre IB :Syllabus

Sra. Jeanne Jendrzewski

Spanish II Pre IB is the second pre IB course designed to prepare students of Spanish for the IB Diploma Spanish course. The prerequisite for this course is Pre IB Spanish I . The aims of this course are to:

1. develop students' intercultural understanding
2. enable students to understand and use the language 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. provide students with a basis for further study, work and leisure through the use of additional language
6. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language

Assessment objectives

1. demonstrate an awareness and understanding of the intercultural elements related to the topics of individuals and society, leisure and work and urban and rural environment
2. communicate clearly and effectively in a range of situations
3. understand and use accurately the basic structures of the language
4. understand and use an appropriate range of vocabulary
5. use a register and format that are appropriate to the situation

Units of study: Language acquisition will be achieved through the development of receptive, productive and interactive skills and competencies.

The textbook used for this class is Español Santillana level 2. The purpose of the textbook is to provide structure and a core vocabulary for the course. Many other resources, including videos, authentic materials and guest speakers will be used throughout the year to assure that the objectives of the course are met.

August 14-September 12- Preliminary unit- review Spanish pre IB 1,present, preterite and future tenses

September 13-28- **Unit 1 text**, personal details, appearance and character, possessives, Central America, writing a letter, presenting oneself

September 29-October 26- **Unit 2 text** , Routines, pronouns, el Caribe, celebrations in September and October in Spanish speaking countries - writing a diary, conducting an interview

October 27-November 22-**Unit 3 text**, shopping, el carnaval de Oruro, speaking and writing in the past tenses, making a brochure, narrating an event

November 27-December 20-**Unit 4 text**, food and drink, holidays, restaurants, giving commands, writing a recipe, giving and following instructions

January 8-February 5- **Unit 5 text**, physical hygiene, parts of the body, going to the doctor, Spain, perfect tenses, diet in Spanish-speaking countries, writing a prescription, giving orders

February 6-March 8- **Unit 6 text**, Venezuela, Colombia, communicating in the past and future, writing a story, narrating events, Carnaval

March 9-April 13, **Unit 7 text**, Uruguay, Paraguay ,work and leisure subjunctive, writing an application, classified ads, an interview

April 16-May 11, **Unit 8 text**, central America, geography, creating and reading a map, environmental concerns, writing a speech ,flyer, presenting a cultural comparison of two land areas

May 12-May 30 review, internal assessments in reading, writing and speaking

Procedimientos

PROCEDURES:

Specific Policies and Procedures 2017-2018

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Grading: We have many grades. That gives the students the opportunity to do very well in the class!

Class work and homework is formative. Formative grades are 40% of the total grade. Summative grades are 60% of the grade. They include tests and projects. The end of the year EOC(end of course exam) is

10% of the grade this year. The agenda that is posted on Gradebook as diagnostic. Some quizzes are formative. If you miss even one day of class, a grade will be missing, as each day's work is graded. You have one day for each absence to make it up. If you miss a test or quiz that grade must be made up during the week it was missed. ("office hours"- before school, during first lunch, after school-once swimming is over) Check Gradebook daily to be sure you have made up the work **and I have recorded it**. At the end of a semester I may override the final grade if overall performance warrants it.

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Parent Contact: Parents and students may contact me via gmail at jmjendrz@gmail.com. The school email is also good for contact, although the gmail comes right to my phone. I will send you messages also on an app called REMIND 101. All parents and students need to get connected to Remind 101. You may do it by text, email or get the app. You may not send replies to me on this messaging system but it will enable you to see when tests are scheduled etc. LET'S STAY CONNECTED!

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Spanish 5 seniors text @spanish5sl to 81010

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Discipline: All students are to follow school rules as well as class rules determined by the class.
General rules for all my classes:

1 Be respectful

2 Be attentive and involved

3 Be responsible

Failure to follow these rules and other school policies will result in a call from me to parents, require special after school or lunch time with me, and a referral when necessary. Please contact me for any rule clarification. Some general policies of mine are as follows:

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10. Community involvement, project learning- This year there will be many opportunities for community involvement. Let's all get involved!

IB Syllabus 2017-2018 junior classes

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Language B syllabus outline

Language B is a language acquisition course developed at two levels—standard level (SL) and higher level (HL)—for students with some background in the target language. While acquiring a language, students will explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding.

The language B syllabus approaches the learning of language through meaning. Through the study of the core and the options at SL and HL, plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills.

SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

The core—with topics common to both levels—is divided into **three** areas and is a required area of study.

- Communication and media
- Global issues
- Social relationships

In addition, at both SL and HL, teachers select **two** from the following **five** options.

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

Also, at HL, students read **two** works of literature.

At SL the minimum prescribed number of hours is 150 and at HL it is 240 hours.

Topics

The course comprises five topics: three from the core and two chosen from the five options.

At least two aspects must be covered in each of the five topics that make up the course.

Additionally, at HL students must read two works of literature.

IB junior and senior year class are structured as follows:

Topic	Aspects covered
Communication and media	Travel (grade 11), Internet and Telephone (12)
Global issues	Racism, poverty and famine, immigration,(11) , ,global warming, environment and immigration(12)
Social relationships	Celebrations(11) multilingualism, minorities(12)
Health	Sports and leisure, travel (11)concepts of beauty diet ,alternative medicine , (12)
Science and technology	Ethics and science, impact of technology on society, renewable energy (12)

Literature: -Isabel Allende, Eduardo Galiano, various short stories and plays

The core and the options at both levels, as well as literature at HL, must be studied within the context of the culture(s) of the target language. The order in which the components of both the core and the options are presented in this guide is not an indication of the sequence in which they should be taught.

Texts: There is no set text for this class, as all of the material is authentic, from the Internet or realia. Avancemos level 3 and Español(Santillana) will be used at times for reference, as well as other printed materials as found.

Notebook- A binder is required. See policies and procedures.

Other materials- a dictionary is helpful, as well as a verb reference book. Online access in and out of class is needed.

Grading: The school scale is followed. All essays and speaking tests also receive an IB rubric rating.

Academic honesty: If a student uses a translator, or uses the help of another student to complete essays ,tests or assignments, he/she will be disciplined according to the IB policy.

Tests: Homework and some quizzes are formative. Essays, and larger tests are summative. See policies and procedures regarding tests. The formal IB assessment is during the senior year. This includes three individual oral exams, three interactive oral exams, a written –text based assessment, a written essay and a textual exam.

Units of study:

August-September- leisure y travel, : Verb tense review, pronouns

October-November-racism, poverty,famine -review of future and conditional

December-January-Celebrations, past participles, compound tenses

February-March- sports,leisure

April-May-, immigration, final test review all topics

There are two levels of hl classes. Work and a specific syllabus will be posted for these students on schoolagy as soon as those classes are determined

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- Health
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Units of study:

August-September- leisure y travel, immigration, politics: Verb tense review, writing an article, editorial, letter to the editor

October-November-technology -review of future and conditional, interview writing, email, blog, letters

December-January-Celebrations, global warming, renewable energy, past participles, compound tenses, writing a diary, brochure, leaflet, pamphlet, advertisement

February-March- healthy eating, alternative medicine, IA's essay, writing a speech, review

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