**I.B. SL & HL**

**2017-2018**

**Señora Cecilia Villalobos**

**Office room number**: 1409 **Office phone number**:

**Classroom**: 1117 **Email**: villalobosm@issaquah.wednet.edu

Welcome to the 2017-2018 year of International Baccalaureate Spanish at Skyline High School! This is going to be an exciting year, one in which you will be challenged both academically and socially in order that you may enter into a world in which functional literacy in a second language is so necessary. I am looking forward to being your instructor. Here are the following traits that will ensure your success in this class.

1. Never quit. Persevere.
2. Always work thoroughly and thoughtfully. Don’t take short cuts.
3. Realize that anything worth having or knowing sometimes takes sweat, and hard work.
4. **Ask** for help and strive to **help** others.
5. Always be honest and have integrity, even if it means you suffer negative consequences for being honest. Trust is everything.
6. Relax and enjoy learning another language at this level.
7. Don’t sweat the little things!!!

**Course goals:** To become competent in each of the four areas of language acquisition: speaking, listening, reading and writing. You will accomplish the **speaking** goals by speaking in interviews, participating in dialogs, giving formal speeches, engaging in class discussions and conversing informally with the teacher and classmates. **This class will be conducted almost entirely in Spanish, and students will not be permitted to** **speak English in class, unless given permission by the teacher.** You will accomplish **writing** goals by writing formal essays, letters, summaries, dialogs, speeches, etc. **In-class essays will be done approximately every two to three weeks and graded according to the** **IB rubrics**. You will accomplish your **reading** goals by reading the masterpiece La casa de Bernarda Alba by Federico García Lorca, as well as a variety of poetry, short stories, newspaper articles, magazines and other materials, all in Spanish.

**Grammar** study will be done from a textbook called **Repaso**. I also have copies of the textbook **Conexiones** in the classroom where we can further study grammar concepts and amplify our vocabulary knowledge.

**\*\*Please Note:** This course is taught as a college level course; therefore much of the work is independent. Grades are based on larger and more infrequent assessments than students may have been accustomed to in previous levels of Spanish. Please note that late work is NOT ACCEPTED, however, I am aware that family emergencies arise. It is very important that students communicate these situations to me as soon as possible via e-mail so that we can consider our options. Homework in other classes does not qualify as an acceptable reason for late work. I will make every effort to get feedback from students and other IB teachers on workable due dates, but sometimes overlapping assignments cannot be avoided due to IB testing and preparation demands. Please respect our meeting times as much as possible. ¡Gracias!

**IB Assessment Schedule:**

**Oral Interaction- October-March**: This grade will be internally assessed and based on your best interactive oral

grade (out of 2 or 3 activities). It will then be averaged with your Individual Oral grade in March to form a final Internal Assessment Oral grade.

**Individual Oral- March**: This grade is based on a 4 minute description of a picture followed by a 3-minute discussion with the teacher. It will be internally assessed and averaged with the Interactive Oral grade.

**Writing Task- February**: This grade will be externally assessed and based on a week-long, in class writing assignment in which the students will read 3 articles/blogs/essays etc. on a similar topic and then design their own writing task that encompasses information from all three readings. Students will be permitted to use resources provided by the teacher.

**IB Exam- May**: This exam will include two - hour and a half sessions. The first session will include 3-4 readings and “text handling” activities to test for mastery of reading comprehension, vocabulary, grammar, etc. The second session will include an hour and a half of essay writing, chosen from a list of 7 or 8 topics.

**GRADING RUBRIC FOR I.B. SPANISH**

**Major Assessments**: 50% (Essays, in-class writes, presentations, recordings, projects, etc.)

**Quizzes/Tests**: 30% (Grammar and vocabulary quizzes, reading quizzes, etc.)

**Other Daily Assignments**: 20%

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**Academic Integrity:** *Students are not allowed to use automated translation engines from the Internet or any other electronic devices for any assignment. Nor can they ask a tutor, friend, or family member to write their compositions. Should a student be suspected of cheating by having another party complete an assignment, he/she will be given a zero on the assignment. All other school policies relating to attendance, tardies, conduct, and cheating are also enforced in this class.*

**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 Señora Villalobos and I understand the expectations that are required of me to complete this course.

I have read the Spanish IB guidelines, and I will contact the teacher if I have questions or concerns.

Cecilia Villalobos

[villalobosm@issaquah.wednet.edu](mailto:villalobosm@issaquah.wednet.edu)

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Student Signature (date) Parent/Guardian Signature (date)

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_**

(Please Print)

**Please, answer this questions in relation with your students… This will allow me to know them better…**

How would you describe your student’s personality?  What are his/her strengths?

In what activities does your student participate? What does he/she do with his/her time outside of class?

Are there any concerns you have about the syllabus or your student’s ability to be successful in this course?

What is your family’s experience with the Spanish language and culture?

**In regards to your student’s access to the internet, please check all that apply:**

\_\_\_\_ has unlimited access to the Internet at home.

\_\_\_\_ has limited access (restricted use, only one computer in the family, etc.) to the Internet at home.

\_\_\_\_ has unlimited access to the Internet on his/her phone.

\_\_\_\_ only has access to the Internet at school or at the library (and is able to use it before/after school).

\_\_\_\_ does NOT have time to access the Internet at school or the library and does NOT have internet at home.

**Please complete and return this page to Señora Villalobos by Tuesday September 12, 2017**