CARSON GRAHAM SECONDARY
2145 Jones Avenue, North Vancouver, B.C. V7M 2W7
Telephone. 604-903-3555 Fax. 604-903-3556

At Carson Graham Secondary School we strive for excellence in all endeavors, encourage personal and social responsibility, value diversity, and work to develop a life-long commitment to learning.

IB Spanish *ab initio* **Senora D. Roche** **droche@nvsd44.bc.ca**

Course Description
Spanish *ab initio* is a two-year course at the Standard Level in the progression towards the IB Diploma or Certificate. The overall objective of this course is for students to **achieve communicative competence in a variety of everyday situations**.

The language ab initio course is organized into three themes:

- Individual and society
- Leisure and work
- Urban and rural environment

Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

Course Objectives
At the end of the course, it is expected that students will be able to:

Receptive Skills

- ✓ Understand, both aurally and in writing, simple sentences and some more complex sentences related to the three themes and related topics.
- ✓ Understand simple authentic (adapted where appropriate) written texts and questions related to them in Spanish.

Productive Skills

- ✓ Express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures.
- ✓ Communicate orally and respond appropriately to most questions on the three prescribed themes and related topics.
- ✓ Communicate clearly, in writing, some simple information and ideas in response to a written task.

Interactive Skills

- ✓ Understand and respond clearly to some information and ideas within the range of the three prescribed themes and related topics.
- ✓ Engage in simple conversations
- ✓ Demonstrate some intercultural understanding by reflecting on similarities and differences between the target culture and the student's own and by providing some appropriate examples and information.

Assessment Objectives

Students will be assessed on their ability to:

1. demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics
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 a format that are appropriate to the situation.

IBO Assessment

External assessment: Written component 75% (May 2013)

Paper #1 Receptive Skills 1.5 hours 30%

- Understanding of four written texts
- Text-handling exercises

Paper #2 Productive Skills 1 hour 25%

- Two compulsory writing exercises

Written assignment 2 hours 20%
A piece of writing, 200-300 words, in Spanish to be carried out in class

Internal Assessment: Oral Component 25% (March 2013)
Language *ab initio* Grade Descriptors

Grade 7 Excellent performance
Always understands and responds clearly and effectively to information and ideas within the full range of prescribed topics.
Consistently displays a high level of accuracy and fluency in the use of both simple and more complex structures.
Demonstrates a wide range and variety of vocabulary and structures.

Grade 6 Very good performance
Nearly always understands and responds clearly to information and ideas within the range of prescribed topics.
Communicates with some ease and fluency, using both simple and more complex structures accurately for the most part.
Demonstrates a wide range of vocabulary and structures.

Grade 5 Good performance
Generally understands and responds clearly to information and ideas within the range of prescribed topics.
Uses simple language accurately for the most part, with some attempt at more complex structures.
Demonstrates an appropriate range of vocabulary and structures.

Grade 4 Satisfactory performance
Understands and responds clearly to some information and ideas within the range of prescribed topics.
Uses simple structures fairly accurately with no attempt at more complex language use.
Demonstrates a rather limited, but adequate range of vocabulary and structures.

Grade 3 Mediocre performance

Occasionally understands and responds clearly to information within the range of prescribed topics.
Occasionally communicates at a basic level though with many errors.
Demonstrates a limited, barely adequate range of vocabulary and structures.

Grade 2 Poor performance
Seldom understands or responds clearly to information within the range of prescribed topics.
Displays a very limited grasp of basic language. Errors frequently impair communication.
Demonstrates minimal, frequently inadequate vocabulary and structures.

Grade 1 Very poor performance
Never understands or responds clearly to information within the range of prescribed topics.
Displays almost total inaccuracy in use of language. Errors impede communication.
Demonstrates repetitive and mostly inadequate vocabulary and structures.

Non-IB Assessment
Throughout the course, feedback will be provided on the students' progress on both ***informal evaluation*** *(participation, homework completion, etc.) and* ***formal evaluation*** *(grammar and vocabulary quizzes, unit tests, projects, writing assignments, presentations, and oral exams).*
The term marks are weighted as follows:
Term 1 30%
Term 2 35%
Term 3 35%

Resources
Textbook: ¡*En Español!* Book 1 & 2
Teaching Points IB textbook
Workbook: ¡*En Español*! Workbook 1 (**must be returned unmarked** with textbook or may be purchased from the school at a cost of $20)
Binder, paper, pens and pencils
A Spanish/English dictionary is HIGHLY recommended
Occasionally students will need: pencil crayons, construction paper, glue and other such decorating tools.

Code of Conduct and Tips for Success in Spanish

¡Lean cuidadosamente! (Read carefully!)
1. You must have one three-ring binder with loose-leaf paper, pencils, and an agenda book.
2. You arrive to class **on time with all necessary materials**.
3. You make a consistent effort to **always speak Spanish in class**, **participate** in class in Spanish, use class time efficiently, and **complete homework**.
4. Assignments are completed **on time**.
5. You are well organized and care is taken in the visible presentation of the work.
6. **You seek help when necessary**. Email me at: droche@nvsd44.bc.ca or see me after class. I am available for extra help in the mornings and by appointment at other times.
7. You take the initiative to find out what has been missed during an absence and are prompt in making up assignments and tests. You inform me of an up-coming absence, if known ahead of time (field trip, holiday, etc.), and are responsible to complete the work. Upon return from an absence, you have **two** days to catch up on missed assignments and tests.
8. During whole class activities, you respect the ideas and work of others by listening attentively and participating actively and appropriately.

9. You are an active and respectful participant during group work, contribute ideas and work, and are helpful to other members of the group. You do not depend on others.

Concerns

The classroom is a working environment where you are encouraged to maximize your learning. Therefore, electronic devices, food and drink (with the exception of bottled water) are **not** permitted in class, as they distract from the learning process. **If MP3 players or cell phones, etc. are brought to class and disturb from the learning process, they will be confiscated and returned at a later date.**

Academic Integrity

Please refer to your agenda book for the policy regarding cheating and plagiarism. In addition to the policy as outlined in the student handbook, you are expected to take note of the following procedures: **If a translation website or other methods of translation are used for an at-home assignment, students will be required to re-write the assignment so that they can demonstrate their own abilities.**