



¡Hola familias de Obama y bienvenido a mi clase de español!

My name is Sr. Roa and this year I will be teaching Spanish 11 & 12 (IB Diploma Program). This is my sixth year at Obama (14th year overall) and I am excited about the prospects for this year. Last year, our students made strides toward proficiency on our PPS Oral Exam and every student who took the IB Spanish exam entered prepared and ready to succeed. I trust that this letter will serve as not only a guide to my class, but as an introduction to my pedagogical practices.

Course Description

In all classes, students will be speaking, writing and listening to Spanish on a daily basis. This communication will go beyond simply understanding simple commands or expressing likes, but rather focus on understanding higher level readings, language immersion and asking students to go beyond their comfort zone. All of this is in preparation for the IB exam that many of our seniors will be sitting for. As you probably already know, this exam is very rigorous and very demanding. All students will be prepared for the standard level test in Spanish yet students should also take opportunities to practice Spanish outside of the classroom, whenever they can. Students with exceptional skills in the language may take the higher level exam with the recommendation of an instructor.

Course Outline

After a short review period, the year will be broken into thematic units. Some themes that we will focus on this year are current issues in the Latino world, the environment, health, the impact of technology or Latin American history to name a few. Each theme will span about 2 -3 weeks and will be centered on these core concepts:

- Communicating in Spanish in every way
- Understanding and reflecting upon grade level readings
- Using new and learned grammatical structures in context
- Working individually and as a group member
- Demonstrating a cultural awareness and sensitivity towards Latino and Spanish cultures
- Expressing one's thought with accuracy, clarity and an appropriate level of fluency
- Exploring new strategies and methods that can enhance meaning (spoken or written)

Grading

- Reading/Writing Exams – 20%
 - Quizzes, responding to prompts, level appropriate texts, unit tests
- Oral/Listening Assessments – 40%
 - Comp assessments, formal/informal comm., speaking critically about photos
- Participation – 30%
 - Engagement and effort in activities, group work, staying in Spanish
- Homework – 10% (will be given 3-4 times a week)



- **LATE WORK** - Twice a marking period students will be given a deadline date for make-up work. Any make-up work given during this period will be marked 60% if completed to standard. Any work handed in after the stated date will not be accepted.
- **NO EXTRA CREDIT WILL BE OFFERED**

Materials

Students will need these every day:

- A writing utensil
- Agenda Book
- Binder/Notebook – I prefer that students have **binders** since it is easier to add and remove papers and to store worksheets and readings. These binders/notebooks will be checked at the end of every quarter.
- A Spanish –English dictionary

Classroom Expectations

Students are expected to:

- ...be willing to make mistakes. The greatest mistake you can make in life is to continually fear you will make one. (E. Hubbard)
- ...be on time
- ...be prepared for every class.
- ...come with an open mind and be willing to experience new cultures.
- ...be respectful of others.
- ...not use their cell phones in any way.
- ...have some fun.

Communication

The best way to reach me is through e-mail (broa1@pghboe.net). I check my inbox throughout the day and during weekends. If you have any concerns about an assignment given, grade or just want an update on your child, please feel free to contact me anytime. You can also leave a voice message at (412) 529-7525 as well. Thank you for taking some time out of your day to read this letter and I hope that this is a successful year for your child and is a bridge in their path to success later in life.

Adios,

Bienvenido Roa

Spanish, Barack Obama Academy of International Studies

Approved: _____, Principal



1. Rubrics for Assessable Work

IB Writing Grading Rubric

Criterion A: Language - How effectively and accurately does the student use the language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	Command of the language is generally inadequate. A very limited range of vocabulary is used, with many basic errors. Simple sentence structures are rarely clear.
3–4	Command of the language is limited and generally ineffective. A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
5–6	Command of the language is generally adequate, despite many inaccuracies. A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
7–8	Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
9–10	Command of the language is good and effective. A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.

Criterion B: Message - How clearly can the student develop and organize relevant ideas?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The message has not been communicated. The ideas are irrelevant and/or repetitive. The development of ideas is unclear; supporting details are very limited and/or not appropriate.
3–4	The message has barely been communicated. The ideas are sometimes irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
5–6	The message has been partially communicated. The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
7–8	The message has been communicated fairly well. The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
9–10	The message has been communicated well. The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.



Criterion C: Format - How correctly does the student produce the required text type? To what extent are the conventions of text types appropriate?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The text type is not recognizable. Conventions appropriate to the text type are not used.
2	The text type is hardly recognizable or is not appropriate. Conventions appropriate to the text type are very limited.
3	The text type is sometimes recognizable and appropriate. Conventions appropriate to the text type are limited.
4	The text type is generally recognizable and appropriate. Conventions appropriate to the text type are evident.
5	The text type is clearly recognizable and appropriate. Conventions appropriate to the text type are effective and evident.

IB Speaking Grading Rubric

0	The work does not reach a standard described by the descriptors below.
1–2	Command of spoken language is very limited. The production of language is very hesitant and hardly comprehensible. Language is often incorrect and/or very limited. Intonation interferes seriously with communication.
3–4	Command of spoken language is limited. The production of language is hesitant and not always comprehensible. Language is often incorrect and/or limited. Intonation sometimes interferes with communication.
5–6	Command of spoken language is fairly good. The production of language is comprehensible and fluent at times. Language is sometimes correct, with some idiomatic expressions. Intonation does not interfere with communication
7–8	Command of spoken language is good. The production of language is mostly fluent. Language is generally correct, varied and articulate. Intonation contributes to communication.
9–10	Command of spoken language is very good. The production of language is fluent. Language is correct, varied and articulate; errors do not interfere with message. Intonation enhances communication.



Criterion B: Interactive and Receptive Skills - To what extent does the student understand and demonstrate an ability to interact in a conversation?

How well can the student express simple and complex ideas?

How well can the student maintain a conversation?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	Simple ideas are understood with great difficulty and interaction is very limited. Simple ideas and opinions are presented incoherently. The conversation is disjointed.
3–4	Simple ideas are understood with difficulty and interaction is limited. Simple ideas and opinions are presented with difficulty, sometimes incoherently. The conversation does not flow coherently.
5–6	Simple ideas are understood fairly well and interaction is acceptable. Simple ideas and opinions are generally presented clearly. The conversation flows coherently at times but with some lapses.
7–8	Simple ideas are understood well and interaction is good. Simple ideas and opinions are presented clearly and coherently; there is some difficulty with complex ideas. The conversation generally flows coherently
9–10	Complex ideas are understood well and interaction is good. Both simple and complex ideas and opinions are generally presented clearly, coherently and effectively. The conversation flows coherently.

2. IB Exam Information

IB Exam: Spanish HL

Assessment Component	Weighting
External Assessment	70%
A. Paper 1 (1 hour 30 minutes): Receptive skills - Text-handling exercises on five written texts, based on the core.	25%
B. Paper 2 (1 hour 30 minutes): Written productive skills - Two compulsory writing exercises. <ul style="list-style-type: none"> i. Section A: One task of 250 – 400 words, based on the options, to be selected from a choice of five. ii. Section B: Response of 150 – 250 words to a stimulus text, based on the core. 	25%
C. Written Assignment: Receptive and written productive skills - Creative writing of 500 – 600 words plus a 150-word rationale, based on one of the literary texts read.	20%



Internal Assessment Internally assessed by the teacher and externally moderated by the IB.	30%
A. Individual Oral (8–10 minutes): 15 minutes’ preparation time and a 10-minute (maximum) presentation and discussion with the teacher. Based on <i>one picture</i> relating to the options.	20%
B. Interactive Oral Activity: Three classroom activities assessed by the teacher based on the core.	10%

IB Exam: Spanish SL

Assessment Component	Weighting
External Assessment	70%
A. Paper 1 (1 hour 30 minutes): Receptive skills - Text-handling exercises on five written texts, based on the core.	25%
B. Paper 2 (1 hour 30 minutes): Written productive skills - One writing exercise of 250 – 400 words from a choice of five, based on the options.	25%
C. Written Assignment: Receptive and written productive skills - Creative writing of 300 – 400 words plus a 10-word rationale, based on one of the literary texts read.	20%
Internal Assessment Internally assessed by the teacher and externally moderated by the IB.	30%
A. Individual Oral (8–10 minutes): 15 minutes’ preparation time and a 10-minute (maximum) presentation and discussion with the teacher. Based on <i>one of two pictures</i> relating to the options.	20%
B. Interactive Oral Activity: Three classroom activities assessed by the teacher based on the core.	10%



IB Exam: Spanish AB Initio

Assessment Component	Weighting
<p>External Assessment</p> <p>A. <u>Paper 1 (1 hour 30 minutes): Receptive skills</u> Understanding of four written texts and completing text-handling exercises. (40 marks)</p> <p>B. <u>Paper 2 (1 hour): Productive skills</u> - Two compulsory writing exercises.</p> <p>i. <u>Section A: One</u> question to be answered from a choice of two (7 marks).</p> <p>ii. <u>Section B: One</u> question to be answered from a choice of three (18 marks).</p> <p>C. <u>Written Assignment (2 hours): Receptive and productive skills</u> A piece of writing, 200–300 words, in the target language carried out in class under teacher supervision. (20 marks)</p>	<p>70%</p> <p>30%</p> <p>25%</p> <p>20%</p>
<p>Internal Assessment</p> <ul style="list-style-type: none"> <u>Individual Oral (25 marks)</u> Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course. i. <u>Part 1:</u> Presentation of a visual stimulus (from a choice of two) by the student ii. <u>Part 2:</u> Follow-up questions on the visual stimulus iii. <u>Part 3:</u> General conversation including at least two questions on the written assignment 	<p>30%</p> <p>20%</p> <p>10%</p>