

COURSE TITLE: International Baccalaureate Spanish HL2 Language B

Level of Difficulty	Estimated Homework	Prerequisites
Very Difficult	60-90 minutes	District: N/A Department Suggestion: NPHS World Languages Departmental Requirement = B-80% or better in Spanish IB HL1; B or better is recommended

Course Description:

The course objective is to master the receptive, productive and interactive skills through the use of daily interaction and authentic texts in Spanish. The course is divided into three core themes: communication and media, global issues, and social relationships.

Three optional themes are also chosen from these topics: science and technology, customs and traditions, cultural diversity, entertainment and leisure, health.

Students will develop the skills necessary to analyze and synthesize a variety of written texts as well as audios and communicate their ideas in Spanish through discussion and in writing based on the text types learned in class. Conversational skills are practiced daily while discussing assigned readings, current events, and in general classroom interactions. This course is designed to develop English-Spanish bi-lingualism and to prepare students for success on the IB Spanish HL 2 Language B examination and is conducted entirely in Spanish.

The course is divided into thematic units focused on Peru, Mexico, and Spain. Corresponding cultural elements, literature, poetry, art, history, geography, song, dance, and current events are integrated into the study of the unit. An extensive study of different text types (e.g. blogs, brochures, formal and informal letter writing, etc) is also included. It is assumed that students have previously been exposed to advanced language structures in the courses leading up to the IB HL2 Spanish Language course; however, review of the mechanics is done within the contextual framework of each unit as needed. The coursework is assessed both internally at NPHS, and externally with the IB evaluators as students are prepared for the IB Spanish HL2 assessments in February, March, and May.

I. External Assessments:

- A. Papers 1 and 2 are externally assessed, take place in May, and count for 50% of the overall IB grade. Paper 1 is a reading comprehension activity where 3 - 5 readings and activities are completed in an hour and a half. Paper 2 is a writing of 300-400 words based on the core themes broken into part A and part B. In Part A the student chooses 1 of 7 prompts, composes the piece of writing based on a text type (see examples above).
- B. The Written Assignment (WA) for the Higher Level IB Spanish is externally assessed by the IB evaluator, is completed at home by March 1st, and is weighted at 20% of the overall IB grade. The student composes a piece of writing of 500 - 600 words in length

with a 150 word rationale. The task is based on student gathered information from 3 sources linked by a common theme approved by the teacher. The topic of the task must be linked to the core themes listed above, and composed as a text type which appropriately addresses the theme.

II. Internal Assessments:

- A. The Interactive Oral Activity is internally assessed by the IB teacher in class and is weighted at 10% of the IB grade. It is an oral activity (e.g. debate, current event, presentation, etc) in which the student must present a topic and field questions.
- B. The Individual Oral is also internally assessed by the IB teacher, is completed by April 1st, and is worth 20% of the overall IB grade. It is a 10 minute recording based on a picture chosen at random by the student. The pictures are related to the optional themes studied in class. The student has 15 minutes to prepare, then delivers a 3-4 minute detailed description of the picture, followed by a 6-7 minute discussion with the teacher.

Description of an IB LANGUAGE student:

- The student has strong communicative ability in all 3 modes such as; actively negotiate meaning among individuals during Spanish conversations, appropriately interpret cultural meanings in written text and audios, and the creation of written and oral messages in a manner that facilitates interpretation by their projected audience during a presentation.
- The student has a strong command of Spanish linguistic skills that support his/her ability to communicate.
- The student comprehends Spanish intended for native speakers in a variety of settings.
- The student is able to comprehend information from authentic sources in Spanish.
- The student is aware of some cultural perspectives of their own community and the Spanish-speaking world.

Workload:

- Frequent text type writings in response to prompts or readings
- Formal oral presentations in Spanish on Peru, Mexico, Spain, a famous Hispanic, the country of their ancestors, and a final video completed outside the classroom
- Reading from a wide variety of sources, including newspapers, magazines, Internet articles, blogs, short stories, essays, poetry, and a novel, Don Quijote de la Mancha
- Formal and informal writing, such as persuasive essays, letters, e-mails, blogs, brochures, etc.
- Informal oral conversations on a variety of topics, including cultural themes, interviews, skits, current events, dialogues, and debate
- Listening to narratives, dialogues, interviews and other authentic sources
- Review and practice of grammatical structures in context
- Participation – daily coherent conversation in Spanish through in-class discussions and pair/group activities
- IB exam format timed reading and writing
- IB practice exams

Grading:

Grades are determined by the quality of the work submitted and the results of:

1. quizzes and exams, oral presentations, projects = 70%
2. participation in Spanish = 10%
3. homework = 10%
4. midterm/final exam = 10%
5. No extra credit

Syllabus:

NPHS International Baccalaureate Spanish Higher Level (HL2) Syllabus...Sra. Tisor

**Sites.google.com/site/SraTisorsSpanishClasses choose IB Spanish
or NPHS.org/Academics/Karen Tisor/IB Spanish**

Email = KTisor@conejousd.org School Google Account = KTisor@learn.conejousd.net

The objective of IB Spanish HL2 Language B is to master the receptive, productive and interactive skills through the use of daily interaction and authentic texts in the target language. The course is taught in Spanish.

- I. Core themes (all are covered):
 1. **Communication and Media**
 2. **Global Issues**
 3. **Social Relationships**
- II. Options (#2 and #3 are covered + 1 other chosen by the class):
 1. Science and Technology
 2. Customs and Traditions
 3. Cultural Diversity
 4. Entertainment/leisure
 5. Health
- III. Assessments:
 1. **Internal Assessments (30%) are assessed by the teacher:**
 - **10%** Interactive Oral Assignment: (presentations, mini-dramas, debates, current events...) based on the core themes above, presented in class in Spanish.
 - **20%** Individual Oral: (linked to the options above) 10 minute recording with the teacher in March based on a random photo. The student prepares for 15 minutes.
 2. **External Assessments (70%) are assessed by IB:**
 - **20%** Written Assignment: A 500-600 word piece of writing developed as a text type with a 150 word rationale completed at home by March 1.
 - **25%** Paper 1: Five text handling exercises (1 ½ hrs in May) based on the core themes
 - **25%** Paper 2 has 2 parts:
 - Part A = 250-400 word essay (1 ½ hrs in May) chosen from prompts based on the options,
 - Part B = 150-250 word response to a stimulus text based on the core themes.
- IV. Curriculum:
 - “Mañana” = textbook
 - “Leer, especular y comunicar” = Activities workbook
 - “Album” = Short stories reader (8 stories) *May want to purchase online
 - “Don Quijote de la Mancha” = Novel studied *May want to purchase online
 - “Spanish 4 AP” Appendix A, B, C, D, E and F (time permitting)
 - Current Events, songs, dances, media, oral presentations, dramas, debates...

V. Grades:

- 10 % = Daily participation in Spanish
- 70% = Quizzes and tests (Projects and graded presentations)
- 10% = Homework: each assignment = 4 pts and 1 day late = 2 pts.
- 10% = Midterm or oral final

VI. Misc:

Punctuality is required and tardiness will affect your participation grade

Cell phones to be used in class with permission for assignments ONLY!

Only positive encouragement amongst each other please

Academic "Dishonesty" will NOT be tolerated (school policy will be followed)

CHECK MY WEBSITE DAILY... you will be responsible for items added after class

Left-over food and drink only permitted if it can be finished within the first few minutes of class

All presentations must include documentation, shared on the "learn" site, and presented the day assigned

All late presentations, projects, and assignments are dropped a letter grade each day late!

Supplemental Information:

10 credits

Fulfills high school graduation requirement for electives

Fulfills UC/CSU subject area "e" requirement

Weighted grade