

COURSE TITLE: International Baccalaureate Spanish HL1 Language B

Level of Difficulty	Estimated Homework	Prerequisites
Very Difficult	60-90 minutes	District: N/A Department Suggestion: NPHS World Languages Departmental Requirement = B or higher in Spanish 3; A or higher 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 bilingualism and to prepare students for success on the IB Spanish HL 1 Language B examination and is conducted entirely in Spanish.

The course is divided into thematic units focused on Cuba, Mexico, and Spain. Corresponding cultural elements, art, history, geography, song, 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 HL1 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 HL1 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 5 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 300 - 400 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, without the use of any outside reference materials, 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 Cuba, 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
- 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

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

Grading:

TBD

Syllabus:

ESPAÑOL BI I

2016-2017

SEÑOR GEHER

Room B-28

Telephone Number: (805) 498-3676, ext. 1128- best time to call is @ 12:00

e-mail: sgeher@conejousd.org

Website: see NPHS website. Or just go to Sr. Geher

Dear student and parent(s) or guardian(s),

The following is an overview of the class, class expectations, policies, and rules for students enrolled in IB Spanish I. After you have read everything, print your name on the back side, sign and date. Then return the small cut-out on the back to me after your parent has signed and dated it.

I) Objectives

Apart from just preparing you for the IB exam, the goal is to get you to like and further your understanding of the Spanish language in the areas of: culture, listening, reading, speaking, writing, and world events. The activities we do will enhance your language skills and increase your ability to both speak and comprehend Spanish better. Ideally (and ultimately), you will be taken to a much higher level (in Spanish) than before, and even be able to carry on with someone a 10-minute (or longer) conversation. And you will be able to do it with proficiency! After today, the rest of the class will be conducted en español.

II) Behavior, Respect and Courtesy

Proper behavior is a critical element of this class. Students are expected to be respectful and courteous towards classmates, the teacher and all visitors at all times. Of course, students can expect to be treated with respect and courtesy by the teacher.

III) Supplies

1. Spanish B textbook and accompanying workbook, pen, pencil, loose leaf and paper (no jagged edge paper) are required every day.
2. A composition journal notebook that is separate from your loose-leaf.
3. A small or pocket Spanish and English (paper) dictionary.

IV) IB Internal Assessment/ BI La Evaluación interna (30%)

10% Interactive Oral Assignment/Tarea interactive (oral presentations, diálogos, current events, etc.)
20% Individual Oral/Individual oral- 10 minute recording in March on a photo after 15 minutes of preparation. You may not use any outside resources during any part of the individual oral assessment.

IB External Assessment/ BI La Evaluación externa (70%)

20% "Written Assignment"/trabajo escrito (3 or 4 sources and a rationale) 300-400 words and a 150-word rationale.

25% Paper 1/prueba 1=text handling exercises (1 ½ hrs. in May) based on the core themes.

25% Paper 2/prueba 2=Essay (1 ½ hrs. in May) 250-400 words based on the options.

V) Core themes (all are covered)

1. Communication and Media/comunicación y medios
2. Global Issues/temas globales
3. Social Relationships/relaciones sociales

VI) Options ("para ser determinado"/tbd)

1. Science and Technology/ciencias y tecnología
2. Customs and Traditions/costumbres y tradiciones
3. Cultural Diversity/diversidad cultural
4. Entertainment and Leisure/entretenimiento y ocio
5. Health/salud

VII) Grading Procedure

Class grades are based on total points. Your grade will be determined by the following 5 categories:

- 1) tests, 2) quizzes, 3) projects, 4) classwork, and 5) homework.

100-96.6 = A+ 96.5-92.6=A 92.5-89.6=A- 89.5-86.6=B+ 86.5-82.6=B 82.5-79.6=B-
79.5-76.6=C+ 76.5-72.6=C 72.5-69.6=C- 69.5-66.6=D+ 66.5-62.6=D 62.5-59.6=D- 59.5 or
less=F

VIII) En fin/In the End:

Ultimately, I want you to be the best you can be and see you succeed! If anything comes up, just talk to me (remember that!), and I'm confident we'll work it out. Sr. 2016!

Supplemental Information:

10 credits

Fulfills high school graduation requirement for electives

Fulfills UC/CSU subject area "e" requirement

Weighted grade