

IB Spanish Syllabus
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Course Description

In the language B course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning.

Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. For the development of receptive skills, language B students must study authentic texts that explore the culture(s) of the target language. **In addition, the study of two literary works is required at HL.**

A key aim of the language B course is to develop international-mindedness through the study of language, culture, and ideas and issues of global significance. Explicit links to TOK strengthen the ability to communicate in the target language by increasing students’ self-awareness as inquirers in their own language learning process. As appropriate to the level of the course, communication skills are reinforced through the other categories of approaches to learning skills: thinking, research, social and self-management skills.

Course Aims

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness, and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar with.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

IB Learner Profile

The profile aims to develop learners who are:

- **Inquirers** - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **Knowledgeable** - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **Thinkers** - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Communicators** - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **Principled** - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Open-minded** - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **Caring** - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **Risk-takers** - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **Balanced** - We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **Reflective** - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Approaches to Teaching and Learning Skills

The following specific teaching and learning skills, are encouraged in the Diploma Programme Language B courses:

- empower teachers as teachers of learners as well as teachers of content
- empower teachers to create clearer strategies for facilitating learning experiences in which students are more meaningfully engaged in structured inquiry and greater critical and creative thinking
- promote both the aims of individual subjects (making them more than course aspirations) and linking previously isolated knowledge (concurrency of learning)
- encourage students to develop an explicit variety of skills that will equip them to continue to be actively engaged in learning after they leave school, and to help them not only obtain university admission through better grades but also prepare for success during tertiary education and beyond
- enhance further the coherence and relevance of the students' Diploma Programme experience
- allow schools to identify the distinctive nature of an IB Diploma Programme education, with its blend of idealism and practicality.

The five approaches to learning (developing thinking skills, social skills, communication skills, self management skills and research skills), along with the six approaches to teaching (teaching that is inquiry-based, conceptually focused, contextualized, collaborative, differentiated and informed by assessment), encompass the key values and principles that underpin IB pedagogy.

Essential Concepts/Questions

The following assessment objectives are common to both language B and language ab initio. The level of difficulty of the assessments, and the expectations of student performance on the tasks are what distinguishes the three modern language acquisition courses.

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organize and present ideas on a range of topics.
5. Understand, analyze and reflect upon a range of written, audio, visual and audio-visual texts.

Units of Study (Year 1)

Unit 1: Identities: Healthy Mind and Body

- A. Social consciousness
- B. Health and Well-Being
- C. Music and well-being
- D. Art and health

Unit 2: Experiences: In search of new experiences

- A. Patrimony step by step
- B. Architectural jewels
- C. Alternative tourism
- D. Go travel!
- E. Music with a social character

Unit 3: Human Ingenuity

- A. Dancing
- B. Fantastic authors
- C. Line and color
- D. Live to paint

Unit 4: Social Organization

- A. From landfill to the orchestra
- B. Engaged youth
- C. With or without the tilde
- D. Intergenerational housing

Unit 5: Sharing the Planet

- A. Ecourbanization
- B. Nature and asphalt
- C. Active and engaged tourism
- D. Shining grandmothers
- E. Water from the Andes

Units of Study (Year 2)

Unit 1: Identities: Who am I?

- A. Signs of Identity from Taquile
- B. Conserving cultural identity
- C. Language and Identity
- D. Between two cultures

Unit 2: Experiences: History for the future

- A. Social changes
- B. Quinceanera
- C. A foreigner in Buenos Aires
- D. Go travel!
- E. Music with a social character

Unit 3: Human Ingenuity: Science and Technology

- E. Dancing
- F. Fantastic authors
- G. Line and color
- H. Live to paint

Unit 4: Social Organization: Rights and Obligations

- E. From landfill to the orchestra
- F. Engaged youth
- G. With or without the tilde
- H. Intergenerational housing

Unit 5: Sharing the Planet: Our global footprint

- F. Ecourbanization
- G. Nature and asphalt
- H. Active and engaged tourism
- I. Shining grandmothers
- J. Water from the Andes

External assessment SL- (3 hours) 75%

Paper 1 (1 hour 15 minutes) 25%

Productive skills—writing (30 marks)

- One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 (1 hour 45 minutes) 50%

Receptive skills—separate sections for listening and reading (65 marks)

Listening comprehension (45 minutes) (25 marks) 25%

Reading comprehension (1 hour) (40 marks) 25%

- Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment SL- 25%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral assessment

- A conversation with the teacher, based on a visual stimulus, followed by a discussion based on an additional theme. (30 marks)

External assessment HL- (3 hours 30 minutes) 75%

Paper 1 (1 hour 30 minutes) 25%

Productive skills—writing (30 marks)

- One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 (2 hours) 50%

Receptive skills—separate sections for listening and reading (65 marks) 50%

Listening comprehension (1 hour) (25 marks) 25%

Reading comprehension (1 hour) (40 marks) 25%

- Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment HL- 25%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral assessment

- A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by a discussion based on one or more of the themes from the syllabus. (30 marks)

In-Class Assessment & Grading

Classwork/Homework (“**Practice & Participation**”) 45%

Assessments (“**Quizzes**”) 15%

Projects/Presentations (“**Performance Assessments**”) 40%

Final VRHS Grade Calculations -

Q1 - 20%	Q3 - 20%
Q2 - 20%	Q4 - 20%
X1 - 10%	X2 - 10%

Academic Honesty Policy

Claims of academic misconduct are taken seriously at Valley Regional High School. The following steps will be taken whenever a teacher finds that a student’s work or behavior may constitute misconduct:

1. The teacher investigates and collects evidence.
2. The teacher chooses to inform the Coordinator or to handle the matter individually. Teachers may choose the consequence within their own classrooms and grading systems i.e. PowerSchool
3. If the teacher chooses to involve the coordinator, the coordinator examines the evidence that is presented by the teacher. If the evidence indicates that an IB assessment is involved, then the coordinator begins a formal investigation.
 1. Parents are informed that an investigation is underway.

2. A meeting with the student, the counselor, the teacher, and the associate principal is scheduled. Students may include their parents in this meeting. The purpose of this meeting is to assess the student's actions and motivations.
3. Statements from the student and the teacher may be collected at this time.
4. The coordinator and the associate principal decide the outcome where IB assessment is involved. The Diploma Guide to Procedures Manuals will be consulted to make sure the outcome is consistent with IB rules and regulations. In cases where the Manuals are unclear, the coordinator will consult with IBO officials directly.
5. Parents will be informed of the outcome of any misconduct investigation, including the impact on a student's ability to earn the IB diploma.
6. Each incident will be recorded in the Coordinator's files regarding that student, along with any follow-up required by IB for internal assessments and exams.
7. Any infraction or malpractice on an official IB assessment component such as an EA, EE, TOK, requires the IBDP Coordinator and the Principal to follow IB protocols. It should be noted that the IB will decide whether or not to award a zero. If time allows, the student may be given the opportunity to redo or correct said malpractice.

Academic Honesty Policy for In-Class Assignments:

Students will be held accountable to the Cheating and Plagiarism policy in the current VRHS Parent and Student Handbook.

Resources

We use a variety of course-appropriate authentic resources, thematically aligned with the Oxford Spanish B Textbook series.

Teacher Policies

Make-up policy (Students who receive 75% or below on assessments may retake within seven days, pending individual consultation with the teacher to discuss practice strategies and scheduling. Grades will be averaged.)

Extra help (Please reach out to the instructor via email if you need extra help.)