

IB Subject: Spanish HL2
IB Level: Language B Standard

Brief description of the course

Spanish IB HL 2 - is a foreign language learning course designed for students with some previous experience of the language. This two- semester course continues a sequential study of Spanish Language covering the basic essentials of language usage. The main focus of the course is on language acquisition and the development in the four primary language skills: listening, speaking, reading and writing. These language skills are developed through the study and use of a range of written and spoken material. The material extends from everyday oral exchanges to literary texts, and is related to the culture concerned.

The material chosen enables students to develop mastery of language skills. The student will learn and assimilate basic language structures, as well as, use the language in a range of situations and purposes for which and in which the language is used. These situations extend to the domains of work, social relationships and the discussion of abstract ideas. Students learn the “rules of the game” – how to communicate effectively in a number of situations and within the culture where the language is spoken.

Language B HL encourages students to establish links between subjects, cultures and other areas of experience. The course enables students to develop a range of language and other skills that are transferable across other subject groups in the IB curriculum framework, allowing them to see other subjects from a language B perspective and vice versa.

The aim of the course is to develop internationally minded individuals that are capable of inquiry while expanding their knowledge base. This will create caring, open-minded thinkers, who will take risks as they explore new cultures through language allowing them to acquire a balanced understanding of the world.

IB Objectives	State Standards – Stage 5
Communicate clearly and effectively in a wide range of situations.	Engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary.
Understand and use accurately oral and written forms of the language that are essential for effective communication in a range of styles and situations.	Use extended discourse to produce formal communication in oral and written forms.
Understand and use a wide range of vocabulary.	Understand most authentic spoken language when listening.
Select a register and style that are appropriate to the situation.	Demonstrate a heightened awareness of culturally appropriate behavior.
Express ideas with general clarity and fluency .	Able to understand and report most key ideas and with supporting detail when reading and listening
Structure arguments in a clear, coherent and convincing way.	Use knowledge of extended discourse to understand abstract and academic topics.
Understand and analyze moderately complex written and spoken material.	Understand concepts of broader cultural significance, including institutions such as the education system, the government, and political and social issues in the target language.
Assess subtleties of the language in a wide range of forms, styles and registers.	Improvise appropriate responses to unpredictable situations
Show an awareness of, and sensitivity to, the culture(s) related to the language studied.	Understand topics of social and personal interest such as music, literature, the arts and the sciences.

Texts and Resources

The required textbook – Imagina

Readings – Texts – Teacher's choice

Composition Notebook (for assignments)

Pen (blue or black ink), pencil, highlighter

Spanish/English & Spanish/Spanish dictionaries for home use.

Methodology

Teachers will be using a communicative approach when teaching language B and will concentrate on each of the four macro-skills of language: speaking, listening, reading and writing (teachers will also link the tasks to international cultural issues when appropriate).

Quarter	Project	Assessment
1 st - Las Relaciones Personales En la Ciudad	Investigación Viaje	Entrevista/ Carta Entrevista/ Historia
2 nd - Los Medios de Comunicación Entre Familia	Folleto Investigación	Diario /Debate Diálogo/Anuncio
3 rd - Nuestro Mundo Creencias e Ideologías	Reportaje Itinerario	Diálogo/Correo electrónico Juicio/Artículo
4 th - El trabajo y las finanzas La Tecnología y la Ciencia	Investigación Presentación	Debate/Informe policiaco Presentación/Folleto

Methods of Assessment

Assessments in the diploma program are an integral part of teaching and learning. The use of assessments allows the teacher to judge regularly the effectiveness of both the teaching and the learning process. Assessments will allow both students and teachers to identify the strengths and weaknesses of the program. Assessments will be based on a variety of types of activity: Projects, exhibitions, oral presentations, performances and demonstrations as well as written papers or essays. All assessments will be graded using the rubrics used to evaluate students in the diploma program. Students will be evaluated on a periodic basis within each unit through the projects, oral and writing activities, as well as, the use of IB marks schemes from previous IB examinations. The final IB exam at the end of each semester will include an assessment that will cover: A Written Component – 70%: Paper 1Text Handling-40%, Paper 2 Written Production-30%. Oral Component- Internal Assessment 30%: an Individual Oral – 15% & Interactive Oral- 15%.

All HL1 students are expected to take the Oral Internal Assessment at the end of their first semester and the Written Exam in May.

(A=90%-100%, B=80%-89%, C=70%-79%, D 69%-60%)