

**Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study**

Course Title		Spanish IBHL 2AB				Course Code		G0397-G0398			
Transcript Title:	Spanish IBHL 2AB			Grades Levels:	12		Board Adoption Date:		May 2014		
Content Area:	World Language			GPA Scale:	5.0		Date Course Submitted:		March 2014		
Credential Req:			Graduation Subject Areas:			Humanities		Electives			
UC/CSU “A-G” Area Approvals:				School Site that wrote and submitted the course:				NHHS			
Recommend Skill(s):	AP Spanish Language										
Next course(s):											

COURSE DESCRIPTION

The Spanish B High Level 2 course is a two year, 240 hour course focused on developing students' language proficiency and cultural awareness. In this course, students will improve listening, speaking, reading and writing skills in Spanish while discussing authentic literature and film, as well as current events. The Language B HL acquisition course will explore the cultural perspectives on topics such as internationalism will also be addressed, offering students the opportunity to cultivate a deeper understanding and compassion for people of all ethnicities. Correct use of grammar and syntax will be acquired contextually in situations which range from useful everyday language to that which is analytical and abstract. Students taking this course are required to take the IB Spanish B High Level exam in May of the second year. The Spanish B High Level course is intended to improve students' language fluency, and requires some previous experience with the language. Before entering Spanish B High Level, students will have completed one year of AP Spanish Language.

Reading literature in the target language can be an enjoyable journey into the culture(s) studied. It will help students to broaden their vocabulary and use language in a more creative manner, developing fluent reading skills, promoting interpretative and inferential skills, and contributing to intercultural understanding. Students should understand the works in some depth but literary criticism. Students are required to read two works of literature originally written in the target language. These works may be from any gender, or may both be of the same gender. They do not need to be linked to any way by author, theme, and period.

While developing fluency in Spanish, students in this course will also mature in their ability to communicate with people in their native language by acquiring the capacity to select language appropriate to different cultural and social contexts. By expressing sensitivity to his or her audience, each student will have dramatically improved communications skills which are valuable for life.

This language B (Spanish) High Level 2 course is designed to reinforce the skills acquired previously and then to enrich and extend the students' language experience through processing and responding to a variety of authentic Latin American and Iberian Peninsula sources. These sources

include poetry, short stories, essays, video documentaries, magazines, interviews, journals, selections from novels, pamphlets, songs, biographies, the internet, advertisements, movie excerpts and the like. The language B High Level 2 approaches the learning of language through meaning. Through the study of the core and the options, plus two literary works, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills.

An emphasis on critical thinking and analysis through the texts in the four skill areas of listening, speaking, reading and writing will challenge the learners to grow in these skills. Interdisciplinary content through literature, art and history will build a context for the culture of different Spanish-speaking regions at different times in history and underscore how the culture affects the literature and art of the time and place.

To meet the increased levels of fluency and comprehension of the final year Spanish course, there is an increased expectation that students will spend more time out of class in the target language, whether reading, writing, listening/viewing or communicating. The course, being taught exclusively in Spanish, will expand vocabulary through context, inference, strategies and repeated exposure to authentic sources the goal being for students to respond appropriately with average ability.

Students' writing skills, both grammatical, idiomatic and organizational, will be developed through ongoing process-writing assignments, which will encourage individual expression as well as the application of a variety of writing formats. Oral communication will be strengthened through the consistent use of the language in an atmosphere of encouragement. Oral activities will be both formal and informal, many times through response with rotating random partners, at times in front of the class (prepared and impromptu), and sometimes with the instructor alone.

GOALS: (Expected performance outcomes for students)

In the second year of the Language B (Spanish) High Level 2 course, students will continue to grow in their communicative skills both oral and written. Students who have reached this level and have chosen to pursue Spanish are well prepared for the academic rigor it requires. It is expected that students will become familiar with the IB assessment rubrics for both oral and written expression and become adept at expressing their ideas, opinions and points of view succinctly. Both clear direction and high expectations will facilitate the description and analysis of events and experiences as well as developing logical arguments. The students will be expected to use a wide range of vocabulary and idiomatic expression in their communication, both oral and written. Students will make oral presentations on topics related to the Spanish-speaking world, and interact in a variety of real-life situations.

The themes chosen were selected precisely because of the opportunities they offer to look at history, art and written creative works in context and to compare and learn from them. Authentic selections from authors of several nationalities will be read, analyzed and responded to within these themes. The students will discuss contemporary and historical political and cultural issues in the Hispanic world, study how culture affects language and explore how people are influenced by cultural experiences and understanding.

Opportunity will be given to the students to access current events, issues, opinion and media influences in the Spanish-speaking world through the expanding assortment of Spanish language periodicals and journals offered both in the Department of World Languages and our school library as well as through the internet.

California Content Standards

This course meets all CA state standards for this course and the IB standards.

Evaluation

The IB Assessment consists of both a written and oral component. The written component is Externally Assessed and the Oral Component is Internally Assessed. Introduction to internal and external assessment in order to maintain the transparency of the IB Course requirements, students will be given copies of the rubrics for all criteria within the Spanish course at the very beginning of the two years course. They will receive a brief explanation of each of the assessment requirements and a general outline of when each of the assessment will take place. Interactive oral: Interactive Oral Assessment will be carrying out throughout each unit of study during the full two years of the course. These evaluations vary in their requirements but during at least every unit, there will be one oral evaluation. After several practice experiences, the instructor will collect the student's best work from several of the oral evaluations and submit it to the IB along with the interactive oral during the second year of the student's work of study in the month of March prior do their external assessment.

The External Assessment Paper 1: Receptive skills, it is based on the ore: communication and media, global issues, social relationships. This paper is externally set and externally assessed. The text booklet consists of five texts. The question and answer booklet contains questions on those texts. The students' understanding and interpretation of the written texts are assessed, not the students' knowledge of the topic. Knowledge of vocabulary relevant to the topic is expected. Although the format of the paper is similar at SL and HL, the overall reading material is longer and more complex at HL, in keeping with the aims of the language B course. All texts and questions are in the target language and all responses must be written in the target language.

The External Assessment is worth 70% of the IB grade and consists of two parts given in May of the Second year. The first section, Paper 1, lasting 1 ½ hours, is the text handing section composed of five written texts, based in the core., sections in which students respond to the texts. This section is worth 25% of the IB grade.

The External Assessment Paper 2: Written product6ive skills, it is externally set and externally assessed. The second section, worth 25% of the grade, also last 1 ½ hours and is the writing assessment and consists in two compulsory writing exercises;

- * Section A (250-400 words): Based on the options – cultural diversity, customs, and traditions, health, leisure, science and technology.

- * Section B (150-250 words): Based on the core – communication and media, global issues, social relationships.

The aim of this component is to assess student's ability to communicate accurately in writing for a variety of purposes. It requires the student to demonstrate his or her productive skills.

The Internal Assessment is the oral component of the IB Assessment and it is assessed by the teacher and externally moderate by the IB. The Final Oral Component is administered in March of the second year, and is comprised of two sections. First, it is the Individual oral evaluation, where the student delivers a taped, 8-10 minute oral presentation on a cultural topic they have chosen and researched. This is followed by an interview about the presentation between the student and the teacher, also based on the options: 15 minutes preparation time and 10 minutes (maximum) presentation and discussion with the teacher, worth 20%. The second part is the Interactive Oral Activity base on the core: Three classroom activities assessed by the teacher. The oral presentation is graded according to the IB oral rubric and a random sample of the cassettes is sent to IB Headquarters for consistency in scoring. This final Oral Interview is worth 10 % of the IB grade and the student's best Oral Assessment from earlier in the year is also chosen to represent 10% of the IB grade, combining to make the Internal Assessment, the Oral Component, worth 30% of the student's total IB grade.

Individual Oral: Students will also have several opportunities to become accustomed to the requirements of the individual oral throughout the course.

In each unit, the instructor will collect photographs and included captions with each photograph and students will use the photographs and captions as prompts to invite them to present the cultural perspective portrait in the photograph as well to be receptive to receiving further questions about e photograph. The formal individual oral that will be recorded and send onto IB will be submitted also during March of the students second year of students prior to their talking their assessments.

Written Assessment: The Written Assessment like the individual and interactive orals will be explained in the students first year and practice throughout the course of study and then formally tested during the second year. Students will prepare for the written assignment by practicing the various types of writing formats as summative and formative evaluations throughout the year.

The third section is the written assignment: Receptive and written productive skills creating writing of 500-600 words plus a 150-250 word rationale, based on or both literary texts read, worth 20% and is being submitted on March 15th

In each unit, students will be required to internalize the concepts studied and shows and appropriate written format that would be most appropriate to communicate their view point. Students will also gain experience in several of the units to conduct their own research to find articles pertinent to the unit being studied.

External Assessment: Although, the External Assessment will take place April of the students second year of studied, students preparation will begin at the beginning of the course and continued through all units. Students will prepare to engage on both receptive and productive task on a variety of topics. To refine student's receptive skills, students will be required to read many authentic materials collected from newspapers, blogs, brochures, and literature and be asked questions that cause students to debate meaning and analyzed the cultural perspective portrait in the text. Regarding the students productive skills, they will be encouraged to refine their writing skills daily through a classroom warm- up routine. They will increase vocabulary in each unit of study as well as refine grammar fluency through consistent practice and self-reflection. As appropriate the instructor will use examinations from years prior as a resource to help students become accustomed to the question being asked and the level of depth required.

Through continuous practice that is consistent with the IB assessment standards, the students will be thoroughly prepared for the evaluation and pass with much success.

Performance Standards - Benchmark Assessments				
Far Below Basic = F	Below Basic = D	Basic = C	Proficient = B	Advanced Proficient = A

Unit 1	Length of Unit (Days / weeks / class sessions) ...				
	Key Terms	Standards*		Model Tasks**	Tools & Text
Core: Social Relationships Options: Cultural Diversity * Groups and discrimination in society. * Economic, Cultural & Social Changes. * Young People and their values.	* The reality in multicultural societies. Make reflections about the new multicultural generation. * The necessity to integrate the marginal cultures. * Grammar: Opinion structures and argumentation. Review past tense, imperfect tense and conditional tense.	* Communication: Stage IV * Cultures: Stage IV * Structures: Stage IV * Settings: Stage 4 Learners understand and produce cohesive texts composed of multiple paragraphs.	H M L	* Contextualization about the different cultures. * Mini-lecture on the definition of “Interculturalidad.” * Intercultural understanding and plurilingualism. * Power Point display on “La transición multicultural.” * Use of new vocabulary about discrimination and integration. * YouTube video “El estereotipo latino según los europeos.” * Power Point presentation on the Past tense vs. Imperfect tense and the Conditional tense. * Start reading short story “El llano en llamas” of Juan Rulfo. * Grammar extra worksheets and interactive participation through smart-board.	D C B A * Spanish B Course Companion. Oxford University Press * Supplementary material: Abriendo paso gramática. Prentice Hall * Film Un novio para Yasmina directed by Irene Cardona (2008) * Argumentation and Debate; Socratic Seminar. * Microsoft Power Point * Computer, LCD, Smart-board
Differentiation	Support -- for students who are struggling with the content	Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support. Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: group testing.			
	Extension – for high achieving students. Required activities for all honors	Content: History, Art, Traditions, Current Events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities. Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news,/magazine, articles, stories, current events, authentic excerpts, poetry.			

	courses.	Product: Presentations projects, independent study.
Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, and final exams.	

* Standards are to be identified by frequency on California Standards Tests. A high frequency standard will be labeled with an “H”, a medium frequency standard will be labeled “M”, and a low frequency standard will be labeled “L”.

** Tasks are to be identified by the Application Taxonomy Quadrant designed by the International Center for Leadership in Education.

Unit 2	Length of Unit (Days / weeks / class sessions) ...				
	Key Terms	Standards*		Model Tasks**	Tools & Text
Core: Social Relationships Options: Cultural Diversity: * Immigration. * Cultural Stereotypes	* Different aspects related with the immigration phenomenon in the Hispano-American world * The issues and problems with the immigration in Spain. * European Union immigration policies towards to Latin- America. * Grammar: abbreviations and acronyms. * Review of the Present Subjunctive.	* Communication: Stage IV * Cultures: Stage IV * Structures: Stage IV * Settings: Stage 4 Learners understand and produce cohesive texts composed of multiple paragraphs	H M L	* Collaborative work to activate previous knowledge on the studied topics. * Song discussion: “El emigrante” from the Celtas Cortos a band, to start a debate about immigration and the racist and unsupportive attitudes. * Research paper using the internet to write about the racist attitudes in Spain. * Mini-lecture on Abbreviations and Acronyms to understand better the press in Spanish. * Group project about the policies of immigration by the European countries. * Socratic Seminar: Argumentation and debate about the cultural stereotypes. *Oral interactive activity: Song: La muralla” of Ana Belén. * Collaborative work on analyzing the Juan Rulfo’s book. * Grammar extra worksheets and interactive participation through smart-board.	D C B A * Spanish B Course Companion. Oxford University Press * Supplementary material: Abriendo paso gramática. Prentice Hall * Film Un novio para Yasmina directed by Irene Cardona (2008) * Argumentation and Debate; Socratic Seminar. * Microsoft Power Point * Computer, LCD, Smart-board
Differentiation	Support – for students who are struggling with the content	Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support. Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: group testing.			
	Extension – for high achieving students. Required	Content: History, Art, Traditions, Current Events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities. Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news,/magazine, articles, stories, current events,			

	activities for all honors courses.	authentic excerpts, poetry. Product: Presentations projects, independent study.
Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, and final exams.	

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Unit 3	Length of Unit (Days / weeks / class sessions) ...				
	Key Terms	Standards*	Model Tasks**		Tools & Text
Core: Global Issues Option: Health, Science and Technology. * Globalization. * Human Rights * Transnational Companies.	* The globalization phenomena and consequences in some Hispanic-American countries. * Advantages and disadvantages of globalization between the relationships in Hispano-American countries. * Globalization: Differences between rich and poor countries; rich countries acquiring land and properties from the poor countries. * Grammar: Structure grammatical formation to express: personal and impersonal advices. The Passive Voice. * Uses of Direct and Indirect Object Pronouns.	* Communication: Stage IV * Cultures: Stage IV * Structures: Stage IV * Settings: Stage 4 Learners understand and produce cohesive texts composed of multiple paragraphs	H M L	*Audio comprehension about globalization through the FMI (Fondo Monetario Internacional). * Writing essay: using different media about an example of globalization around your surroundings (economic, political, social or cultural area). * Movie: Voces contra la globalizaci162n (RTVE, 2006). * Song: “Un mundo major” by La Oreja de Van Gogh. * Grammar extra worksheets and interactive participation through smart-board. * Power Point presentation of the uses of Direct and Indirect Object Pronoun. * Analysis, criticism and evaluation of the book: “El llano en llamas.”	D C B A

		practice, scaffolding and memorization strategies.
	Extension – for high achieving students. Required activities for all honors courses.	Product: Differentiated grading, including but not limited to: group testing. Content: History, Art, Traditions, Current Events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities. Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news,/magazine, articles, stories, current events, authentic excerpts, poetry. Product: Presentations projects, independent study.
Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, CST's and final exams.	

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Unit 4	Length of Unit (Days / weeks / class sessions) ...				
	Key Terms	Standards*		Model Tasks**	Tools & Text
Core: Global Issues Options: Health * Obsessions and Dependencies. * Alternative Medicine & Human Intervention. * Ethics & Medicine.	* Some youthful dependencies: Drug & alcohol additions; and their consequences in the society. * Real obsessions: diets and the eating habits. * Different aspect related with the global transmission of some diseases and their prevention. * The real issues about AIDS, especially between the children population. * Possible causes of the propagation of the infectious diseases today around the world. * Grammar: Imperfect Subjunctive. * Use of Gerund.	* Communication: Stage IV * Cultures: Stage IV * Structures: Stage IV * Settings: Stage 4 Learners understand and produce cohesive texts composed of multiple paragraphs	H M L	* Start reading second book: Las Artámilas of Ana Maria Matute. * Collaborative reading: Analyze the title and introduction of the story.. * Research paper: What are the official organisms (ONG) doing to reduce the use of alcohol in young teenagers? * Oral activities: Making and answering questions between the study groups. *Power point presentation of the Imperfect Subjunctive. * United Nations Video clip about AIDS. * Grammar extra worksheets and interactive participation through smart-board. * Power Point presentation of the uses of Gerund.	D C B A * Spanish B Course Companion. Oxford University Press * Supplementary material: Abriendo paso gramática. Prentice Hall * Film Un novio para Yasmina directed by Irene Cardona (2008) * Argumentation and Debate; Socratic Seminar. * Microsoft Power Point * Computer, LCD, Smart-board
Differentiation	Support -- for students who are struggling with the content	Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support. Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner			

		practice, scaffolding and memorization strategies.
	Extension – for high achieving students. Required activities for all honors courses.	Product: Differentiated grading, including but not limited to: group testing. Content: History, Art, Traditions, Current Events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities. Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news,/magazine, articles, stories, current events, authentic excerpts, poetry. Product: Presentations projects, independent study.
Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, and final exams.	

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Unit 5	Length of Unit (Days / weeks / class sessions) ...				
	Key Terms	Standards*		Model Tasks**	Tools & Text
Core: Communications and Media Options: Science and Technology. * New Technology. * Technology in Education. * Publicity.	* Influence of the new technology in our daily lives. * Advantages and disadvantages of the use of new technology. * Positive and negative aspects of the use of technology in education. * Consequences of the wrong use of technology in education. * Grammar: Neologisms and different lexical and dialectical varieties of the Spanish language. * Uses of <i>por</i> and <i>para</i>.	* Communication: Stage IV * Cultures: Stage IV * Structures: Stage IV * Settings: Stage 4 Learners understand and produce cohesive texts composed of multiple paragraphs	H M L	* Socratic Seminar: Argumentation and debate about the social media. Advantages and disadvantages of the use of social media. * Group activity: How could we use the technology to make a better world? * Learn and practice new technology vocabulary using dictionary and the internet. * Collaborative reading and focused writing on short story: Las Artámilas by Ana Maria Matute. * Audio analysis: Academic journal: "Niños <i>gadgeteros</i>, el futuro en sus manos". * Grammar extra worksheets and interactive participation through smart-board. * Power Point presentation of the uses of <i>por</i> and <i>para</i>.	D C B A * Spanish B Course Companion. Oxford University Press * Supplementary material: Abriendo paso gramática. Prentice Hall * Film Un novio para Yasmina directed by Irene Cardona (2008) * Argumentation and Debate; Socratic Seminar. * Microsoft Power Point * Computer, LCD, Smart-board
Differentiation	Support -- for students who are struggling with the content	Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support. Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to accommodate special needs students. Provide multiple modality explanations and practice, partner			

		practice, scaffolding and memorization strategies.
		Product: Differentiated grading, including but not limited to: group testing.
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current Events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities. Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news,/magazine, articles, stories, current events, authentic excerpts, poetry. Product: Presentations projects, independent study.
Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, and final exams.	

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Unit 6	Length of Unit (Days / weeks / class sessions) ...				
	Key Terms	Standards*		Model Tasks**	Tools & Text
Core: Communication and Media Options: Leisure & Customs and Traditions * Travel & Tourism. * Cultural celebrations and identity. * Similar traditions or different traditions?	* Different options to travel and the consequences of our trip to different parts of the world. * Different alternatives for traveling. * Cultural identity: Different aspects of traditions and celebrations in the Hispano-American communities. * Fusion of different cultural expressions and its contribution to the intercultural results in the cotemporary world. * Grammar: Words Family of words. (Familias de palabras). * Homonyms. Contrast between Indefinite Tense and Imperfect Subjunctive Tense	* Communication: Stage IV * Cultures: Stage IV * Structures: Stage IV * Settings: Stage 4 Learners understand and produce cohesive texts composed of multiple paragraphs	H M L	* The importance of the Carnaval of Veracruz in Mexico. * Video clip of the Carnaval of Veracruz in Mexico. * Example of exaltation of the identity: Las Fallas valencianas. * Electronic research and collaborative presentation of Camino the Santiago (Spain). * Audio reading: Afro-Cubanismo. * Oral Interactive activity: Song “Mediterráneo of Los Rebeldes (80’) * Grammar extra worksheets and interactive participation through smart-board. * Power point presentation on the Imperfect Subjunctive Tense.	D C B A * Spanish B Course Companion. Oxford University Press * Supplementary material: Abriendo paso gramática. Prentice Hall * Film Un novio para Yasmina directed by Irene Cardona (2008) * Argumentation and Debate; Socratic Seminar. * Microsoft Power Point * Computer, LCD, Smart-board
Differentiation	Support -- for students who are struggling with	Content: Present key terms, topics and content vocabulary in a variety of contexts. Primary language support. Process: Modified input, slower speech, modeling, visual/audio cues, and SDAIE strategies are used to			

	the content	accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: group testing.
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current Events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities. Focused Research Projects, Culturally based reading selections in the target language: Reading selections including news,/magazine, articles, stories, current events, authentic excerpts, poetry. Product: Presentations projects, independent study.
Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, and final exams.	

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Textbook/Publisher used in course: Spanish B Course Companion / Oxford University Press