

Murrieta Valley Unified School District
High School Course Outline
April 2013

Department: World Languages

Course Title: Spanish IB HL

Course Number: 4127-4128

Grade Level(s): 11 & 12

Length of Course: 2 Years

Prerequisite(s): A or B in Spanish 3 or C with teacher recommendation; Signed IB contract

UC/CSU (A-G) Requirement: E

AP Exam Requirement

Students attempting to receive college credit for Advanced Placement and International Baccalaureate courses are required to pass a College Board exam which validates coursework. This exam **is not a requirement** for District High School credit, grade increases, or extra credit.

Student fees are allowable for Advanced Placement and International Baccalaureate Diploma examinations **for college credit**, so long as (1) taking the exam is not a course requirement; (2) the exam results have no impact on a pupil's grade or credit in a course; and (3) eligible economically disadvantaged high school pupils who receive school district funding towards the exam fee shall pay \$5.00 of the fee. (EC sections 52240-52244; 52920-52922.)

IB Diploma Programme course outlines

Teachers responsible for each proposed subject must prepare a course outline following the guidelines below. While IB subject guides will be used for this exercise, teachers are expected to adapt the information in these guides to their own school's context. Please be sure to use IBO nomenclature throughout. The name of the teacher(s) who wrote the course outline must be recorded at the top of the outline.

Name of the teacher who prepared the outline:

Alejandro Guerrero

Name of the course:

For example, English A1, HL.

Spanish B, HL

Course description:

In two to three paragraphs, describe the course in terms of focus, purpose, aims and objectives, the inclusion of internationalism, the proposed process, and expected assessment. This should be a summary.

The **Spanish B HL** course consists of 2 years of IB for 11th and 12th grades. **The focus** of this course will be on *language acquisition* and *Spanish cultural awareness*. **The purpose** is to develop language skills in *listening, speaking, reading* and *writing* and for students to *express themselves in a culturally appropriate manner*. By studying the language and culture within the context of Spanish speaking countries students will be prepared to make a positive impact on humanity. **The aims and objectives** are to have students develop a strong command of the Spanish Language, with proficiency in integrating language skills and synthesizing written and aural materials, the formal writing process, extensive interpersonal and presentational speaking and writing practice, and aural comprehension skills through quality, authentic, and level- appropriate audio and video recordings in a contextualized internationally expressive manner. Integrated into the course will be a systematic approach to the basic points of grammar within the context of listening, speaking, reading, and writing activities.

The inclusion of internationalism will include the study of the Spanish-speaking countries, people, and culture through authentic aural materials, DVD recordings, written texts, including newspapers and magazine articles, literary texts, and other non-technical writings that develop students' reading and comprehension abilities. The chosen works encourage the investigation of cultural awareness in literature and film and *promotes tolerance, empathy, and a genuine respect for perspectives different than their own*.

The course will take an **interdisciplinary approach** whereby the instructor will work with other colleagues in different disciplines to help students create overlapping projects whose end result will be both synergistic and complementary.

The IB Learner Profile will become crucial to all IB course objectives. Currently, MVHS teachers incorporate the Expected Schoolwide Learning Results (ESLR's) daily into lessons. The entire staff at MVHS has collaborated to identify the key qualities our students need to be successful 21st century learners. Our ESLR's directly align with the ten qualities identified in the IB Learner Profile (Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective). The IB Learner Profile will be smoothly incorporated into daily lessons and objectives.

The Proposed Process: First Year

The first year of this course will focus on the development of **language acquisition** and **Spanish cultural awareness** by increasing **listening, speaking, reading, and writing** skills in a range appropriate to their level and in a variety of activities. Previous grammatical structures will be reviewed and new grammatical concepts will be taught using *the elements of literature* based on a contextual approach to learning. Students will increase their vocabulary and depth of **language acquisition** by focusing on themes based on school, family, work, pastime, and social events, and selected themes in Spanish literature and culture. **Listening** skills will be practiced using a variety of materials, such as level appropriate and authentic videos, songs, and interviews. Students will be engaged in interactive **speaking** activities, to develop their ability to understand and respond to cultural context appropriately depending on audience and purpose. These activities may be spontaneous and or require prior preparation. Authentic and adapted texts containing the course themes will be studied to enhance **reading** skills, text handling, and the development of a student dossier. A variety of texts will be provided including adapted literature, short play-scripts, poems, magazine articles, newspaper, brochures, and advertisements. In relation to **writing** skills, students will be taught how to use the appropriate language depending on the audience and type of text. Students will write different kinds of text, including letters, advertisements, and brochures. To develop students' awareness of Hispanic culture, they will be provided with a wide range of cultural experiences. Students will learn about the history of the Spanish-speaking people and its links with the history of the United States. They will also learn about the beliefs and values of these cultures, and the issues that currently affect Spanish-speaking people.

The Proposed Process: Second Year

The second year of this course will focus on the further development of **language acquisition** and **Spanish cultural awareness** by enhancing the **listening** and **speaking** skills through debates and presentations, and the **reading**, and **writing** skills through more complex authentic texts. In the second year, students will continue to increase their vocabulary through the practice of complex grammar structures found in more advanced reading selections. Texts will include adapted literature, poems, novels, reviews, editorials, and pieces on academic analysis. *Students will continue to manipulate the language and information given in a source text, and integrate them in their response in order to communicate to a specific audience*, (IB Diploma Programme guide pg. 35). The source text may include, but not be limited to, summaries, situational reports or events, book reviews, films, or plays, and opinions. Students will participate in more complex interactive oral activities and individual oral presentations. Cultural awareness will concentrate on the study of different idiomatic expressions found in Hispanic culture, with an increase focus on literature, art, and intellectual or political movements.

Expected Assessment ~ At the end of the course students will demonstrate the ability to:

- Comprehend formal and informal spoken Spanish in a variety of settings, types of discourse, topics and styles
- Communicate with ease and fluency in Spanish in the above settings to obtain information,
- Establish professional contact, express needs, and or feelings.
- Discuss opinions on significant issues.
- Comprehend and process information from an authentic source.
- Compose informal and formal writing passages in a variety of settings that will demonstrate skills in organization, synthesis, and grammatical accuracy, use of appropriate vocabulary and idioms, and stylistic quality.
- Show an awareness of , and sensitivity to, Hispanic culture, literature and art.

Topics:

In narrative or outline form, list what you will cover in your course to meet the IB syllabus requirements. In addition, if IB courses are going to be combined with Advanced Placement or other curriculums, outlines should address additional non-IB topics to be covered.

First Year:**Grammar and Conjugation:**

- Review of punctuation, accents, stress, and syllabification.
- Review of the present indicative: regular and irregular verbs, stem-changing verbs, modification of spelling verbs.
- Review of the present progressive tense.
- Review of ser vs. estar.
- Review of the preterite: preterite vs imperfect, preterite with radical changes, irregular.
- Review of the pronouns: direct, indirect, reflexive, and relative.
- Review of the subjunctive.
- Review of the imperative.
- Review of the conditional.
- Review of the present perfect.
- Review of the compound tenses: the pluperfect, future perfect, and the conditional perfect.

**Listening and Speaking:**

- Listen and understand dialogues, interviews, television and radio speakers, songs, documentary and films.
- Initiate and maintain conversation in a group, inside the classroom and outside with native speakers.
- Present a topic to a group after personal research or make a speech.
- Defend an opinion in a debate.
- Participate in interviews as an interviewer and as an interviewed.
- Prepare and present skits to the group.

**Reading and Writing:**

- Read different types of text: advertisements, family or business letters, short stories, magazine or journal articles, and biographies.
- Identify the main idea of a text.
- Scan texts for particular details.
- Identify the communicative purpose of the text and respond appropriately to it.
- Acquire new vocabulary in context.
- Understand and practice the different parts of a composition: introduction, body, and conclusion.
- Write different types of text using the appropriate language according to the audience: e-mail, formal and informal letters, advertisements, report of a situation or event.

- **Cultural and cross-curriculum activities:**

- Students will be made aware of the varieties and differences of language between the countries concerned, examples are, but not limited to, Argentina, España, Uruguay, El Salvador, Nicaragua, México, Colombia, Venezuela, Guatemala, Ecuador, Bolivia, and Chile
- In contrast to other Spanish literature courses, the impact of women authors will be highly investigated and discussed in conjunction with other courses
- Study of the Hispanic communities in the United States, such as California, Texas, Florida and the commonwealth of Puerto Rico
- Study of the links between Hispanic and American History. Students will learn about the Texas Revolution, and one of its major battles in El Alamo as well as political movements like *Chicanismo*
- Watch and analyse a variety of films or film clips about Hispanic history and or culture. The films may include *In The Time of the Butterfly*, *La fea más bella* (series), *Macario*, *Tortilla Soup*, *El Norte*, *Ladrón que roba a ladrón*, *Real Women Have Curves*, *La historia oficial*, and *Zoot Suit*.

Second Year:

☐ **Grammar and Conjugation:**

- Review of the tenses and structures previously learned.

☐ **Listening and Speaking:**

- Listen and understand speeches, songs, conferences, and lectures.
- Present a topic to a group after personal research or make a speech.
- Defend views and opinion in a debate.
- Participate in interviews as an interviewer and as an interviewee
- Prepare and present skits to the group.

☐ **Reading and Writing:**

- Read different types of text: novels, poems, and other more complex texts.
- Identify the main idea of a text.
- Scan texts for particular details.
- Identify the communicative purpose of the text and respond appropriately to it.
- Acquire new vocabulary in context.
- Understand and practice the different parts of a composition: introduction, body, and conclusion.
- Write different type of text using the appropriate language according to the audience: reviews, opinions, and summaries.

☐ **Cultural and cross-curriculum assignments:**

- Study of some of the most relevant authors in Spanish Literature. Students will read *Noticias de un secuestro* by Gabriel García Márquez, *Continuidad de los parques* by Julio Cortazar, *El recado* by Elena Poniatowska, *Los chicos* by Ana María Matute, *El delantal blanco* by Sergio Vodanovic, *Dos palabras* by Isabel Allende, *La casa de azúcar* by Silvina Ocampo, *El sur* by Jorge Luis Borges, *El hijo* by No oyes ladrar los perros by Juan Rulfo, *Un caballo llamado libertad* and *Esperanza renace* by Pam Muñoz Ryan, and others. Literary and cultural themes will be explored in conjunction with other courses.
- Study of some of the most relevant Hispanic painters, such as Frida Kahlo, Diego Rivera, Dali, Picasso, and Botero. We may visit different museums showcasing Hispanic painters and organize a Cultural Night in conjunction with other courses.

Assessment:

Knowledge of IBO-required assessments and descriptors should be evident. All parts of IB assessment should be addressed, both internal and external. In addition, examples of non-IB monitoring should be given, if they are part of the course.

STUDENTS WILL BE ASSESSED BY THE FOLLOWING METHODS:

The course will include both formative and summative assessments in addition to the internal and external IB assessments.

☐ **Internal Assessment: Oral Component 30%** (*starting beginning of February*)

Only the Individual Oral Activity will be internally evaluated by the teacher and externally moderated by the IBO. The Interactive Oral Activity will be evaluated internally by the teacher and not externally moderated. These two activities will be assessed and scheduled by the teacher during this course.

☐ **Individual Oral Activity: (15%)**

- Individual presentation on a self-selected topic (3-4 minutes)
- Teacher questions about the topic (3-4 minutes)
- General conversation (3-4 minutes)

☐ **Interactive Oral Activities: (15%)** (*given throughout the year*)

- The best grade obtained from interactive oral activities

☐ **External Assessment: Written Component 70%** (*given in May*)

☐ **Paper 1: Text handling: (40%)**

- Reading comprehension – questions based on a series of written text (27%)
- Written response – a brief writing exercise in response to a written text (13%)

☐ **Paper 2: Written response: (30%)**

- One written task selected from six choices

Examples of Non-IB monitoring:

Progress ~ 50-60% of class grade and includes:

- Common departmental assessments
- Tests and quizzes
- Individual oral presentations
- Projects
- Group discussions and debates
- Interviews
- Text-handling exams
- Writing production of different type of texts
- IB practice tests

Process ~ 30-40% of class grade and includes:

- Group discussions and debates
- Interviews
- Participation in games and class review activities
- Class work exercises and assignments

Homework ~ 15-20% of class grade and includes:

- Homework projects

Resources:

List the books and other resource materials and software that will be used in the course. Information should include what is currently available as well as what is being ordered.

First Year:

Spanish					Amazon/McGraw Hill
HL Year 1	Guerrero	Pasajes: Cultura	0-07-007699-5		Hill
		Pasajes: Literatura	0-07-007698-7		Amazon/McGraw Hill
		Pasajes: Lengua	0-07-007697-9		Amazon/McGraw Hill
		Triangulo	1-877653-89-6		Amazon/Wayside
		Caballo llamado libertad	978-0439237611		Amazon
		Esperanza renace	978-0439398855		Amazon
		Graded Spanish Reader:			Barnes &
		Segunda Etapa	0-669-35392-2		Noble/Cengage
		The Emerald Lizard	978---08748-355-2-6		August House
		La Casa en Mango Street	978-0-679-75526-5		Permabound
		Cuentos de Eva Luna	978-0-06-095131-3		Permabound
		Animo grammar workbook	978-0199153237		AmazonUK/OUP
		<i>Dictionaries as noted above</i>			

Second Year:

- ☐ Books ~ The ones listed above in connection with:
 - Gabriel García Márquez, *Historia de un Secuestro*
 - Burch, Carolyn, *ánimo* Grammar Workbook, Oxford, New York, 2004
- ☐ Other resources:
 - TECLA, revista electrónica de la consejería de educación en el Reino Unido e Irlanda
 - Readers' Digest – Magazine.
 - La Opinión – newspaper.
- ☐ Internet resources:
 - www.losmejores cuentos.com
 - www.donquijote.org
 - www.spanishnewyork.com
 - www.studyspanish.com
 - www.onlinenewspaper.com
 - www.un.org/radio/es/
 - www.cnn.com/espanol/
 - <http://news.bbc.co.uk/hi/spanish/news/>
 - www.informanrn.nl/news/international/
 - www.un.org.radio.es/
 - www.univision.com/
 - www.ecos-online.de/audio/
 - www.voanews.com/spanish/
 - www.nacion.com/
 - www.prensaescrita.com/

Teaching time:

List all classroom teaching hours for each HL and SL course. Explain how the hours are calculated.

HL/SL course	Teaching hours
Spanish B, HL	Semester 1: (Year 1) 39 regular days x 100 minutes = 3900 3 minimum days x 60 minutes = 240
	Semester 2: (Year 1) 45 regular days x 100 minutes = 4500 1 minimum day x 60 minutes = 60
	Semester 1: (Year 2) 39 regular days x 100 minutes = 3900 3 minimum days x 60 minutes = 240
	Semester 2: (Year 2) 32 regular days x 100 minutes = 3200 1 minimum day x 60 minutes = 60
	Total hours before May 1 st External Examination period = <u>266 hours</u>

In addition:**For group 2 subjects:**

- Does the course provide adequate preparation in oral and written expression and in analytical and critical thought?
- Is provision made for individual practice in speaking and listening over and above what is possible within regular class hours, whether through a language laboratory or by other means?
- Is each language level grouped appropriately, allowing the teachers to provide specialized, intense instruction for each group?
- Explain how the resources and themes chosen will highlight or reinforce internationalism.
- Is the school well stocked with general high-interest reading material at all levels of proficiency in the languages being offered?
- Does the school subscribe to newspapers and periodicals in the language(s) being offered for student and staff use?

The course will be taught by an experienced AP language instructor who will be trained during the summer in the IB Diploma Programme. The instructor will provide the necessary academic rigor and adequate preparation in oral and written expression and in analytical and critical thought.

Students will be provided with a recorder to take home and a collection of hundreds of written questions on a variety of topics that will provide students with individual practice in speaking and listening over and above what is possible within regular class hours.

It is the intent of the program to group appropriately each language level thus allowing the instructors to provide specialized intense instruction for each group. Individual group appropriation

may be initially curtailed depending on financial constraints and or low initial enrollment.

The course will offer an extensive collection of readings on many themes and from a wide variety of men and women authors from many different countries. Constant internet visits to specific sites and viewing of films in part/whole will showcase and reinforce internationalism.

The school is well stocked with general high-interest reading material at all levels of proficiency in the language offered from basic children's books to advanced non-technical readers.

The school does not currently subscribe to newspapers and periodicals in the language being offered but has a plan to subscribe in the near future. However, the instructor has in the past subscribed to *Reader's Digest* in Spanish and the Spanish newspaper *La Opinión*. The Instructor will subscribe again. There is a plan to investigate *United Streaming* and the availability of Spanish news channels in the classroom.

For all subjects:

- Has a thorough review of the available resource materials and equipment (both within the department and in the library/media centre) been conducted?
- Are instructional materials available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses?
- Are community resources used both within the classroom and as part of regular field trips?
- Are the needs and projected costs of acquiring all necessary materials and equipment for each subject group clearly stated?
- Is an international perspective included?

A thorough review of all resource materials and equipment has been conducted in both the department and library/media centre and the result has been found to be acceptable in all areas except in technology. Needed are:

- A ceiling mounted LCD projector in the class for viewing appropriate and course related internet sites (there is currently internet access in the classroom)
- A portable computer lab with audio and video recording capabilities or *more up to date technology to record orals that need to be submitted to IB*
- A timer from timetimer.com to help with timed assessments

There are sufficient instructional materials available for the 1st year but added materials will need to be procured as the programme proceeds.

Further exploration of community resources is needed to best provide for the needs of the students as it relates to this course.

Estimates of costs have been determined, lists of needs have been itemized, and needs are being prioritized. A plan is being developed to acquire all necessary materials to implement the IB Program.

The international perspective of the course will be covered not only by the study of the works which showcase a variety of authors throughout Spanish speaking countries and the viewing of films with relevant multicultural themes but also by encouraging the students to be multiculturally cognizant and to use multiculturalism to aid us in contributing to the care of humanity.