

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



IB Spanish HL Year 1

CAC Approval Date: November 19, 2025 Board Approval Date: December 11, 2025	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 11, 12	Subject Area: Elective, World Language Elective Area (if applicable): World Language
Prerequisite(s): A grade of "C" or better in Spanish 2 (Honors) Spanish 3/Spanish 3 Spanish for Spanish Speakers (A grade of A or B is highly recommended for this level)	Corequisite(s):
CTE Sector/Pathway:	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (e) Language other than English	
Graduation Requirement: Yes	
Course Intent: Site Specific Program (if applicable): IB	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580 Shannon Diaz, Director of Compliance	

Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415

1965 Birkmont Drive
Rancho Cordova, CA 95742

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

IB Spanish HL Year 1 is the first year of a two-year advanced language and culture course designed to help students achieve fluency and confidence in Spanish. This class is for students who already communicate effectively in Spanish and want to refine their listening, speaking, reading, and writing skills while deepening their understanding of Spanish-speaking cultures.

Throughout the course, students engage with a wide variety of authentic texts, articles, media, and literature while exploring five key themes: Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. Students also study two literary works written in Spanish and use them as a basis for discussion and analysis.

The course prepares students for the IB assessments: an Internal Assessment (a recorded individual oral based on literature) and External Assessments (writing, reading, and listening exams). The course also makes explicit connections to Theory of Knowledge (TOK), encouraging students to reflect on how

language shapes understanding and to develop self-awareness as inquirers in their own language learning process. Overall, IB Spanish HL develops advanced language skills for real-world and academic communication.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Healthy mind and body (Mente sana y cuerpo sano)	How does a culture influence health practices? How does where we live contribute to the wellbeing of a community? What are the major health challenges in the hispanic world and what contributes to them? What effects does technology have on the health of the hispanic world? What are these countries doing to alleviate the health problems of their citizens? How and why are health concerns similar/different to those of the U.S? Why do some groups rely on traditional or alternative medicine? Theory of Knowledge (TOK) connection: In what ways do societal values and socioeconomic status influence our perspectives on and access to holistic health? Does a society have an ethical responsibility to ensure that all its members have access to the resources needed for a healthy mind and body?	*Vocabulary and grammar warm-ups, quizzes and online and textbook activities to review key vocabulary and grammar structures. *Textbook readings and listening activities *Paired and group conversations. *Activity journal, reflective inventory of student's own health habits	*Create a documentary, informative brochure/magazine article to outline habits for a healthy lifestyle, role-play conversation between medical professional and a patient

Interpersonal Communication Mode

WL.CM2.S: Participate fully and effectively in real-world, spoken, written, or signed discussions and debates, on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use a wide variety of text types with cohesive discourse in informal and formal settings, and problem situations.

Cultural Products, Practices, and Perspectives

WL.CL2.S: Research, analyze, discuss, and hypothesize about the relationships among target cultures' wide ranges of products, practices, and perspectives—concrete and abstract, general and specialized, and academic and professional—from different viewpoints in culturally appropriate ways.

Acquiring Diverse Perspectives and Distinctive Viewpoints

WL.CN2.S: Research, analyze, discuss, and hypothesize in the target language about diverse perspectives and distinctive viewpoints on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized, professional, and academic expertise language through authentic materials from the target cultures.

2. In Search of New Experiences (En busca de nuevas experiencias)	What is the difference between a traveler and a tourist? As a traveler how do we experience daily life in another culture? How does traveling to a new place change your perception of your own home and culture? How do you decide which experiences are "authentic" and which are not, and on what basis do you make that judgment? What are the environmental, economic, and social impacts of travel to a community? Theory of Knowledge (TOK) connection: Can tourism ever be a truly neutral act, or does it always have an impact on the local community? How can one engage with and learn from other cultures in a way that is respectful and beneficial to both parties? How does the way we	*Vocabulary and grammar warm-ups, quizzes and online and textbook activities to review key vocabulary and grammar structures. *Textbook readings and listening activities *Paired and group conversations. *Discussion/debate/Socratic seminar *Video comprehension activity *Travel webquests	*Research project and create a video in one of the following formats: travel planner, travel vlog, digital video album, video brochure, television commercial, web page presentation *Written travel planner detailing itinerary or a travel magazine article
--	---	--	---

	document travel (e.g., photos, blogs) affect our actual experience and memory of it?		
WL.CM3.S: Deliver complex presentations with precision of expression in culturally appropriate ways, for a wide variety of audiences, on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use a wide variety of text types with cohesive discourse through spoken, written, or signed language, using the most suitable media and technologies to present and publish. Productive Structures in Service of Communication WL.CM6.S: Communicate about topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use knowledge of sentence-level elements (morphology and syntax of common and uncommon structures) and extended discourse (text structure). Acquiring Diverse Perspectives and Distinctive Viewpoints WL.CN2.S: Research, analyze, discuss, and hypothesize in the target language about diverse perspectives and distinctive viewpoints on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized, professional, and academic expertise language through authentic materials from the target cultures.			
3. Art: A Way of Life (El arte, una forma de vivir)	How is artistic creativity a form of cultural expression? How are universal themes reflected in various forms of art? How do design and clothing reflect cultural identity? Do societal biases influence the way traditional clothing is perceived in comparison to modern fashion? How does globalization affect what we wear? Theory of Knowledge (TOK) connection: In what ways does art record and reflect the society of a time period? How do we use language to interpret art, and how does this differ across different	*Vocabulary and grammar warm-ups, quizzes and online and textbook activities to review key vocabulary and grammar structures. *Textbook readings and listening activities *Paired and group conversations. *Short story and comprehension questions *Research and discussion	*Art gallery/Runway show brochure about globalization's effect on clothing choices/social and environmental impact

	art forms?		
Presentational Communication Mode WL.CM3.S: Deliver complex presentations with precision of expression in culturally appropriate ways, for a wide variety of audiences, on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use a wide variety of text types with cohesive discourse through spoken, written, or signed language, using the most suitable media and technologies to present and publish. Cultural Products, Practices, and Perspectives WL.CL2.S: Research, analyze, discuss, and hypothesize about the relationships among target cultures' wide ranges of products, practices, and perspectives—concrete and abstract, general and specialized, and academic and professional—from different viewpoints in culturally appropriate ways. The Connections Standards Acquiring Diverse Perspectives and Distinctive Viewpoints WL.CN2.S: Research, analyze, discuss, and hypothesize in the target language about diverse perspectives and distinctive viewpoints on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized, professional, and academic expertise language through authentic materials from the target cultures.			
4. Living in a Community	How is language an important sign of identity? What is a global citizen? What role does language play in global citizenship? In what ways does education shape our understanding of living responsibly within a community? What barriers to education exist that prevent access to all members of the global community? How do barriers to education impact not only local communities but the wider global community? Which groups face the greatest challenges in accessing education? How does this affect our collective responsibility to one another? How can a community collaborate in the educational process?	*Vocabulary and grammar warm-ups, quizzes and online and textbook activities to review key vocabulary and grammar structures. *Textbook readings and listening activities *Paired and group conversations. *Discussing the 10th grade project and how it could benefit the Spanish speaking community in their area. **Reading Comprehension with local publications addressing community issues	*Creating a new goal to use their bilingual skills to involve themselves in their community *Present to middle school Spanish speaking students and parents at “College Night” *Create a club and school video announcement *Write a blog entry to share with peers in other cultures to promote global citizenship

	Theory of Knowledge (TOK) connection: How do language and symbols shape the knowledge of a community? How can communities work together to improve educational opportunities for all members? In what ways does education shape our understanding of living responsibly within a community?		
Interpersonal Communication Mode WL.CM2.S: Participate fully and effectively in real-world, spoken, written, or signed discussions and debates, on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use a wide variety of text types with cohesive discourse in informal and formal settings, and problem situations. Presentational Communication Mode WL.CM3.S: Deliver complex presentations with precision of expression in culturally appropriate ways, for a wide variety of audiences, on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use a wide variety of text types with cohesive discourse through spoken, written, or signed language, using the most suitable media and technologies to present and publish. WL.CL3.S: Research, analyze, discuss, and hypothesize about the products, practices, and perspectives of the target cultures—comparing concrete and abstract, general and specialized, and academic and professional topics with the mainstream cultures of the United States, and the students’ own cultures.			
5. Living in Harmony with the Planet (Vivir en armonía con nuestro planeta)	How do we connect to the environment in which we live? What are the environmental and social aspects that present a challenge to the planet? What are the environmental challenges communities in Spanish speaking countries face presently? How can communities work together to find new solutions to combat climate change?	*Vocabulary and grammar warm-ups, quizzes and online and textbook activities to review key vocabulary and grammar structures. *Textbook readings and listening activities *Paired and group conversations. *Socratic Seminar *News segment	*UNESCO project: researching a place on the UNESCO protection list. Present its significance/value as a World Heritage Site and the consequences of not protecting it to the UN Viewing their own community as a protected place and persuading the UN to place it on their protected list through formal written proposal.

	Theory of Knowledge (TOK) connection: How do environmental changes and challenges shape our view of the world? What responsibilities do individuals have to protect and preserve the Earth, and how are these responsibilities different from those of institutions?		
--	--	--	--

Interpretive Communication Mode

WL.CM1.S: Demonstrate understanding and infer meaning from complex, authentic, multi-paragraph texts on topics of broad general interests. Demonstrate understanding of unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise, in texts that are spoken, written, or signed.

Presentational Communication Mode

WL.CM3.S: Deliver complex presentations with precision of expression in culturally appropriate ways, for a wide variety of audiences, on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use a wide variety of text types with cohesive discourse through spoken, written, or signed language, using the most suitable media and technologies to present and publish.

Acquiring Diverse Perspectives and Distinctive Viewpoints

WL.CN2.S: Research, analyze, discuss, and hypothesize in the target language about diverse perspectives and distinctive viewpoints on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized, professional, and academic expertise language through authentic materials from the target cultures.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.actfl.org/sites/default/files/news/AligningCCSSLanguageStandards.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/fl/cf/documents/wlframework.pdf>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/documents/wlstandards.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

https://drive.google.com/file/d/1NRT_1brT5RgrfXRMglGMRQGYIIVDIn9C/view?usp=sharing

TEXTBOOKS AND RESOURCE MATERIALS:**Textbooks**

Board Approved	Textbook Title ISBN #	Author(s)	Publisher	Edition
<i>Text has been reviewed and will be adopted with the approval of this outline</i>	<i>Temas Para Espanol B: Spanish for the IB Diploma</i>	Draggett	Vista Higher Learning	