

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



IB Spanish HL Year 2

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): 12	Subject Area: Elective, World Language Elective Area (if applicable): World Language
Prerequisite(s): A grade of "C" or better is IB Spanish HL Year 1	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 2 is the second 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
6. Identity: Who am I?	What elements shape our identity? How do language and culture contribute to forming our identity? How do groups of people share a cultural identity based on common languages, values and traditions? To what extent do different groups value historical figures and their accomplishments and how do they contribute to a group's identity? Theory of Knowledge (TOK) connection: To what extent does one's identity influence the way they create and interpret knowledge? How does the language that we speak influence the way we think and shape our personal identity?	*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 *Cultural videos, songs, readings, etc. *Group discussions about identity in various groups	*A report that includes images to describe their identity. Students will compare how historical/key figures contribute to the identity of groups to which they belong. *Detail in a speech how language differs in 2 identity groups and how it contributes to their identity in each. *A written set of 'guidelines' to successfully thrive in one cultural group

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.

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.

7. Experiences: History for the future

What effect does the past have upon the present and the future?
In what way and why do important life moments become milestones or rites of passage?
What types of experiences do those who emigrate encounter?
What are the advantages of belonging to two or more cultures?

Theory of Knowledge (TOK) connection:
How might our present-day values and beliefs within a culture affect how we interpret and construct historical knowledge for future generations?
To what extent should cultural traditions be preserved when they conflict with modern ethical standards?

*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,
*Cultural videos, songs, readings, etc.
*Comprehension of written texts, group discussions
*Poetry, aural activities

*Present the contents of a time capsule and explain/critique the choices of its content.
*Write and deliver a speech celebrating the contents of a time capsule
*Write a report predicting how CHS students in the future will perceive the contents of the time capsule.

Interpretive Communication Mode

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

Presentational Communication Mode

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Acquiring Diverse Perspectives and Distinctive Viewpoints

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hypothetical areas.

8. Human Ingenuity: Science and Technology	How does technology affect our quality of life and our relationships? What are the consequences of (not) having access to the latest scientific and technological advancements? Theory of Knowledge (TOK) connection: To what extent does technology shape our perception of reality through language? Is understanding a language or culture through digital media (videos, memes, posts) the same as learning it through direct human interaction?	*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 *Cultural videos, songs, readings, etc. *Debates about the use of technology/digital media *Comprehension of readings through graphs/charts *Creating a survey and presenting its results	*Create a piece of “technology” to improve the quality of the lives of people *Present this piece of technology and its benefits at a technology conference **Interview a person from a generation that did not have current technological/digital access about the differences.
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Interpersonal Communication Mode

WL.CM2.S: Participate fully and effectively in real-world, spoken, written, or signed discussions and debates. 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 a variety of topics. 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.

Receptive Structures in Service of Communication

WL.CM5.S: Demonstrate understanding of 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)

9. Social Organization: Rights and Responsibilities	What is the difference between rights and obligations? What obligations and/or responsibilities do host countries have to provide support, protection, or opportunities to newcomers	*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	Write and deliver a persuasive speech which will motivate audience to engage *Write an opinion piece for a newspaper that will persuade readers *Create an artistic
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	to hispanic countries? How do cultural expectations influence what obligations are expected from immigrants? Theory of Knowledge (TOK) connection: How does culture influence who is allowed or encouraged to participate in a community or society? How do the experiences of immigrants shape what we know about their rights and responsibilities?	conversations, Cultural videos, songs, readings, etc. *Articles, interviews for comprehension	expression of your choice: poem, song, interpretive dance, sculpture, painting, sketch, diorama, short story, etc.
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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.

10. Sharing the Planet: Our Mark on the World	What does it mean for a group to be solidary? What challenges does migration pose for the global community? How can we defend human rights of immigrants and refugees? How do local organizations support migrant children? Theory of Knowledge (TOK) connection: In what ways does language help or limit	*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 *Cultural videos, songs, readings, etc. *Video comprehension activities	*Photo essay/ “documentary,” about migration, solidarity, human rights, or language barriers *Personal narrative: Journal entry/reflection in the first person, on the challenges they face, identity issues, language barriers, support, etc.
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	migrants' ability to share their knowledge and experiences? How can migration change both personal and national identities? How do communities use their knowledge and traditions to include newcomers?		
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11. Internal Assessments and Exam Prep	What is the test format for Paper 1, Paper 2 and the Individual Oral? How can I practice each skill? How can I identify my weak areas? What study methods work best for listening, reading, writing, and speaking? How do you identify which text type is appropriate for a writing prompt? How do we determine the appropriate register to use? What strategies will help you succeed in the internal and external assessments?	*Text type identification *Text type features and selection of correct text type based on prompt *Formal vs. informal register selection and use *Two literature pieces for external assessments	*Past papers for test prep (Reading and Listening), writing prompts from past papers, *Practice Individual Oral (3-4 minute presentation with follow-up discussion) *Literature review
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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
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<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	
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