

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Spanish SL 2A/2B

CAC Approval Date: September 22, 2026 Board Approval Date: October 15, 2026	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 12	Credit Type: N - Fine Arts/Foreign Language/CTE
Prerequisite(s): Successful completion of Spanish SL1 with a C or better	Corequisite(s): N/A
CTE Industry Sector: N/A CTE Sector Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (e) Language other than English	
Program (if applicable): IB	
Folsom Cordova Unified School District 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:

Spanish B SL year 2 is the second half of the two-year Language B course designed to further students' study of the target language and culture and to develop mastery of the target language, to enable them to communicate effectively in a range of situations. It is intended for those who have chosen to further develop their proficiency in all four language skills: listening, speaking, reading, and writing and to prepare them for the Internal and External assessments at the end of the second year of the course. The Internal Assessment is a one-on-one speaking assessment conducted with the teacher and recorded for moderation by IB. The External assessments are Paper 1 and Paper 2 exams. Paper 1 focuses on the productive skill of writing, in response to a given prompt. Paper 2 assesses the receptive skills; listening and reading. The IB Language B syllabus comprises three interconnected areas: language, themes and texts. Students will have the opportunity to develop the ability to communicate successfully in Spanish, as evidenced through receptive, productive and interactive communicative skills across a range of contexts and purposes. Students study material related to five themes as set by the IB Language B subject guide. The five prescribed themes; Identities, Experiences, Human ingenuity, Social organization, and Sharing the planet are addressed equally over the two years of IB Spanish B SL course. Students will be able to understand and produce a variety of text types in the target language. The course guides the students to explore culture and events in both contemporary and historical settings and to examine products and practices of the target culture with regard to their perspectives. The course emphasizes the use of Spanish for active communication.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
6. El Valor de las Ideas	*How do literature, art, music and film reflect historical trauma and give a voice to the oppressed and document historical reality? *What risks do artists face when their art challenges the status quo, and why do they continue to create it? *How do creativity and art survive censorship to become an enduring historical archive of a nation's struggle? <i>Theory of Knowledge:</i> *How does the subjective nature of art influence our knowledge of a shared historical event? *To what extent can artistic media capture historical trauma more effectively than factual or archival records?	*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 *Reading and responding to relationships to formal and informal text	*Write an analysis/critique *Create and present an original piece of art, poetry, or a short film, etc.

Unit 6 Essential Standards

WL.CL2.I Experience, recognize, and explore the relationships among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in transactional situations and some informal settings.

WL.CL3.I Exchange information about similarities and differences among common daily products, practices, and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

WL.C.4.I State reasons for cultural borrowings.

WL.CN1.I Acquire, exchange, and present information in the target language on topics related to self and the immediate environment, and age-appropriate academic content across disciplines

WL.CN2.I Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures.

7. Ciencia y tecnología	*How do computers, the internet, and cellular communication change how we work, interact, and process information daily? *How do rapid scientific advancements challenge traditional societal values and norms? *How do geography and/or the contributions of other cultures enrich technical and scientific advancements? <i>Theory of Knowledge:</i> *Does scientific progress always lead to human progress? *How do different cultures change the shared knowledge of a nation?	*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 *Reading and responding to relationships to formal and informal text	*Create and present a piece of technology/robot *Living Museum Project
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Unit 7 Essential Standards

WL.CL3.I Exchange information about similarities and differences among common daily products, practices, and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

WL.C.4.I State reasons for cultural borrowings.

WL.CN1.I Acquire, exchange, and present information in the target language on topics related to self and the immediate environment, and age-appropriate academic content across disciplines

8. Escapar y divertirse	*In what ways do entertainment and the arts reflect a community's identity? *How do free-time activities and sports reflect the culture and lifestyle of individuals in the Spanish-speaking world? *How does language structure help us express plans, obligations, and desires regarding our free time? *Does learning a language change how we experience and value free time?	*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 *Reading and responding to relationships with a formal and informal text	*Create a brochure *Create a video blog
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	<i>Theory of Knowledge:</i> *To what extent can an external observer comprehend a group's cultural essence via its artistic expressions without falling into the trap of superficial distortion or appropriation?		
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Unit 8 Essential Standards

WL.CM1.I Demonstrate understanding of the main idea and some details on some informal topics related to self and the immediate environment. Demonstrate understanding of sentences and strings of sentences in authentic texts that are spoken, written, or signed.

WL.CM4.I Participate in opportunities to use age-appropriate, culturally authentic, real-world, and academic - language in transactional and some - informal settings within target-language communities in the United States and around the world.

9. Herencia y destino	*How does our cultural and family heritage define our personal destiny? *How does the exchange between different groups enrich modern society? *How has everyday life transformed with multicultural influxes? *What challenges do newcomers face when balancing their home country traditions with modern (Spanish) culture? <i>Theory of Knowledge:</i> *Does holding two different cultural views create blind spots or clear sight? *How does emotion affect our choice between old ways and new ways?	*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 *Reading and responding to relationship to a formal and informal text	*Create a video history related to the unit topic *Write an article
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Unit 9 Essential Standards

WL.CM6.I Communicate about transactional topics, and some informal ones, related to self and the immediate environment in sentences and strings of sentences. Use basic sentence-level elements (morphology

and syntax).

WL.CL2.I Experience, recognize, and explore the relationships among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in transactional situations and some informal settings.

WL.CN2.I Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures.

10. 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

- *Text type identification
- *Text type features and selection of correct text type based on prompt
- *Formal vs. informal register selection and use

- *Past papers for test prep (Reading and Listening), writing prompts from past papers
- *Practice Individual Oral (3-4 minute presentation with follow-up discussion)

Unit 10 Essential Standards

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.

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)

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).

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://drive.google.com/open?id=1-3ausbuLhecLx9HsJkPbYWSITxVccOZt>

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/open?id=1-3ausbuLhecLx9HsJkPbYWSITxVccOZt>

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>Imagina Digital Licenses</i>	José A. Blanco, C. Cecilia Tocaimaza-Hatch, Martin Gaspar	Vista Higher Learning	6th