



Stony Point High School
IB Diploma Programme
Course Syllabus
IB Spanish SL
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Office Hours/Tutorials
M-F 8:15-8:55



I. Course Description:

This course emphasizes the continued development of language for active communication including the study of complex grammar structures, literary selections, and culture.

In the language B course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning. Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests.

For the development of receptive skills, language B students must study authentic texts that explore the culture(s) of the target language. A key aim of the language B course is to develop international-mindedness through the study of language, culture, and ideas and issues of global significance. Explicit links to TOK strengthen the ability to communicate in the target language by increasing students' self-awareness as inquirers in their own language learning process. As appropriate to the level of the course, communication skills are reinforced through the other categories of approaches to learning skills: thinking, research, social and self-management skills. (*IB Language B Guide 2020*)

II. Prior Learning for Course

Students must successfully complete Spanish III to take Spanish SL. In Spanish III emphasizes the continued development of language for active communication including the study of complex grammar structures, literary selections, and culture.

III. Course Aims & Objectives:

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

IV. How the course will address TOK:

Language is itself one of the specific ways of knowing that you will identify in your TOK course. In addition to this explicit exploration of language, the skills and wider conceptual understandings that you develop in TOK can make an extremely positive contribution to your study of language acquisition. TOK develops higher-order thinking skills, such as analysis and evaluation, and also helps you to make connections and comparisons across all of your subject areas and the DP core. In this way, language acquisition both supports and is supported by TOK.

Examples of Discussion Questions used in Language B to connect to TOK:

- Is it possible to think without language?
- What would be lost if the whole world shared one common language?
- If people speak more than one language, is what they know different in each language?
- Do you think math, logic or music should be classified as languages?
- In what ways can language be used to influence, persuade or manipulate people?
- Does language describe our experience of the world, or does it actively shape our experience of the world?

V. How the course will address CAS:

As IB DP candidates, you must complete activities and projects for the CAS component. CAS and language acquisition can complement each other in a variety of ways. Students will enhance intercultural understanding through the active and purposeful use of their acquired language within the specific real-life contexts provided by their CAS experiences. Students may also draw on their CAS experiences to enrich their involvement in language acquisition both within and outside the classroom. An important characteristic of the language acquisition courses is the conceptual understandings that students develop. Through the prescribed themes around

which the language acquisition courses are centered, students will investigate, plan, act and reflect on CAS experiences in the target language.

In this way, we will make links between your subjects, this course's themes, and your CAS experiences, where appropriate.

VI. How the course will address Approaches to Learning skills

This course will develop thinking skills through daily formal and informal activities that require students to analyze grammar, interpret passages, and draw conclusions.

Language B students will continue to develop social skills by engaging with other language learners in the target language. They will include working with students of a variety of skill levels and will all students to both teach and learn from their peers.

Language B students will continue to develop their communication skills by practicing oral, written, and creative expression in the target language.

Language B students will continue to develop self management skills by demonstrating ownership of their learning and take action accordingly- this includes using their resourcefulness to "catch up" with material from lower language levels.

Language B students will continue to develop research skills—students will be presented opportunities to practice research skills through investigation of Language B themes.

VII. The approach to teaching the course.

The approach to teaching the course will include; inquiry based teaching through experiential learning, conceptual understanding taught through text analysis, local and global contextual comparisons, collaborative learning activities, a variety of learning activities and strategies which will address different learning styles, and formative informed teaching which will include peer assessment and self-reflection.

VIII. How the course will address the Learner Profile.

In order to be internationally minded people that recognize our common humanity, we must exhibit the traits of the learner profile. We will participate in activities that will allow us to explore those traits in ourselves and how they influence our perceptions and actions.

IX. Assessment details for Internal and External Requirements

Written examination papers -Two examination papers (Paper 1 and Paper 2) are set and marked externally. They are designed to allow students to demonstrate their competencies in relation to the language B assessment objectives. Paper 1 assesses receptive skills and paper 2 assesses productive skills.

Use of dictionaries and reference material -In papers 1 and 2, the use of dictionaries and reference material is not permitted during the examination. Students are allowed to use dictionaries and reference material for the written assignment.

External assessment (3 hours) 75%:

Paper 1 (1 hour 15 minutes) Productive skills—writing (**30 marks**) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. **25%**

Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (**65 marks**) **50%** Listening comprehension (**45 minutes**) (**25 marks**) Reading comprehension (1 hour) (**40 marks**) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment 25%: This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (**30 marks**)

Oral Assessment SL- In language B students are required to participate in an individual oral and an interactive oral activity. This assessment is to be done during the final year of the course.

This component is based on the options:

identities • experiences • human ingenuity • social organization • sharing the planet.

X. Grading Policy & Scale: All IB courses are weighted on a 6.0 scale.

Grades in this class are determined by a break down of:

Summative Assessments = 40%

Formative work= 60%

XI. Course Sequence:

The topics that will be addressed within the course are:

Identities, Experiences, Human Ingenuity, Social Organization, Sharing the planet

XII. IA Checkpoint dates and final IA Deadlines

All formal due dates will be entered on the Internal SPHS IB IA Calendar

XII. Sample exam question:

En el texto faltan las preguntas. Relaciona cada espacio del texto con una de las opciones de la columna de la derecha. Escribe la letra en la casilla correspondiente. Solo se puede utilizar cada opción una vez.

Ejemplo: [- X -]

D

10. [- 10 -]

11. [- 11 -]

12. [- 12 -]

- A. ¿Piensas ponerte en contacto con otros directores de cine que usan esta técnica?
- B. ¿Qué influencias has tenido al crear tus obras?
- C. ¿Seguirás experimentando con la animación *stop motion*?
- D. **¿Cómo surgió la idea de filmar la película *Halahaches*?**
- E. ¿Cuál es el origen de la técnica *stop motion*?
- F. ¿Por qué te interesa aprender la lengua Selk'nam?
- G. ¿Por qué se centraron en la cultura Selk'nam?
- H. ¿Cómo se desarrolla el rito de iniciación de Halahaches en la película?

XI. **Stony Point Academic Honesty Policy:** All students are expected to abide by the SPHS Academic Honesty Policy. This policy is available on the SPHS IB website at www.stonypointib.com under Handbooks. The password is Tiger2021.

XII. Classroom Policy & Procedure

Late Paper Policy as per Round Rock ISD guidelines

Make Up Work Policy as per Round Rock ISD guidelines

Classroom Expectations:

1. Be on time to class.
2. Come prepared with all materials.
3. Be ready to work.
4. Participate in all activities.
5. Show respect to all student's property, views, perspectives, and creativity, individual students and the teacher.
6. Have a great time and a positive attitude.

Attendance: A student is tardy when he/she comes to class within 9 minutes of the bell.

A student is absent when he /she comes to class 10 or more after the bell

A student is responsible for coming to tutoring (see tutoring times) to inquire and /or make up any missing work due to absence.