



Spanish B DP HL (Year 2) - International Baccalaureate Diploma/Middle Years Program

Instructor Information

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Course Description

The DP Spanish (year 2) course specifically addresses the four domains of language acquisition within key components: Communication, Comparisons, Connections, Culture, and Community. The components will be implemented through the IB themes: Identity, Human Ingenuity, Social Organization, Experiences and Sharing the Planet. The main topics of the IB Spanish will be discovered through the perspective of Hispanic and Spanish culture through films, selected readings in verse and prose as well as current events in articles. All films and texts are in the target language and utilized by students to practice speaking and writing Spanish. This is an immersion-style class, 90% is conducted in the target language. The fall term is devoted to a thorough review of all aspects of Spanish grammar along with structures of the IB exams. The class also reads original Spanish periodical or internet articles, which are the basis of class discussions and compositions. The emphasis is on increasing the skill and comfort level of the student at a superior level in their communication and applying prior knowledge to understand new authentic material. After finishing up the grammar and short stories, the class reads *La ciudad de las Bestias (SL/HL)* and fragments of *La crónica de una muerte anunciada (HL)*. In the spring term, other literary works form the basis for class discussions. Evaluation reflects the IB exams by means of weekly quizzes, in-class essay exams, oral evaluations/discussions and listening comprehension. Students must commit by winter term to take the IB at the end of the course. *Prerequisite: Spanish 4 completion with a 4 or higher or equivalent language mastery based on placement exam*

Prerequisites

Prerequisite: Spanish DP Year 1 or Spanish 11 with a AAPPL score of at least I-1 in two out of four of the domains. This class, upon availability and choice, will also prepare the student for the IB Spanish Language B SL and HL exams.



Materials

- Books: *La ciudad de la bestias*, Isabel Allende
- Supplementary Books: Spanish B Workbook

Assessments

- **Brief assessments will be given weekly covering current content covered along with larger biweekly cumulative assessments.**
- Formative Assessment: 20%
- Summative Assessment: 60% (20% Writing, 20% Reading, 20% Listening)
- Internal Assessment: 20% (Speaking)
 - *The mock exam will be from a prior year IB exam session consisting of the topics that have been covered up to this point in class. The mock exam will take place in a separate setting (cafeteria) with a schedule established to mimic that of the IB Exam schedule. A study guide will be provided no less than 2 weeks prior to the final.*

Class Schedule (Activities each week include reading, writing, speaking and listening)

Unit 1: Identidades

- Week 1-2: [Indigenous Cultures and present tense review]
 - Reading: Informative Articles Culturas Indigenas
 - Concepts/Activities: Review of present tense, pronouns and synonyms.
 - Assessment: Reading Comprehension and Paper 1 (Writing)
- Week 3-4: [Indigenous Cultures and past tense review]
 - Reading: Informative articles, cultural customs and habits that define us.
 - Concepts/Activities: Review of past tense and listening practice activities
 - Assessment: Listening and Reading Comprehension (Mock paper 2)

Unit 2: Experiencias

- Week 1-2: [Celebraciones hispanohablantes]
 - Reading: Leyendas de Venezuela
 - Concepts/Activities: Review of preterite perfect tenses
 - Assessment: Listening comprehension and Paper 1 (summary)



- Week 3-4: [Celebraciones íntimas: Día de los muertos]
 - Reading: La Llorona and other informative texts
 - Concepts/Activities: Review past perfect tenses, narration
 - Assessment: Reading Comprehension and Paper 1 (review)

Unit 3: Ingenio Humano

- Week 1-2: [Medicina y genes modificados]
 - Reading: “Nosotros, no” and “Rosa”
 - Concepts/Activities: Debates on technology, present subjunctive
 - Assessment: Grammar test and listening comprehension
- Week 3-4: [Medicina y genes modificados]
 - Reading: “Nosotros, no” and “Rosa”
 - Concepts/Activities: Review future and conditional tense. Debates/discussion on technology, past subjunctive)
 - Assessment: Reading comprehension and presentation.

Unit 4: Organización social

- Week 1-2: [Sistemas del gobierno y las clases sociales]
 - Reading: La ciudad de la Bestias and “el décimo”
 - Concepts/Activities:
 - Assessment:
- Week 3-4: [Los roles en las relaciones personales]
 - Reading: La ciudad de las bestias, Cartas de amor anunciado, la continuidad de los parques
 - Concepts/Activities: Conditional, conditional perfect, pluperfect indicative and subjunctive, writing “boot camp”.
 - Assessment: Grammar test and writing sample

Unit 5: Cómo compartir el planeta

- Week 1-2: [Globalización]
 - Reading: “La ciudad de las bestias”
 - Concepts/Activities: Writing boot camp continues “Si” clauses, academic vocabulary of all themes
 - Assessment: Mock external exams paper 1
- Week 3-4: [El medio ambiente]
 - Reading: “La ciudad de las bestias”



- Concepts/Activities: Writing boot camp continues compound sentences and transitional words in writing. Academic vocabulary of all themes
- Assessment: Mock external exams paper 2
- Research Project Speaking Presentation: El Aprendiz: Student research and design a portfolio in the form of a magazine with CANVA representing the Spanish DP IB themes: Identity, Experience, Social Organization, Human Ingenious, How We Share the Planet. After completion they will compete before fictitious board members (teachers) of Amazon to attempt a contract for a new headquarters in their country.

Internal Assessment

- **Mock IA** (By appointment in **November**, this may be used for final IA with student confirmation) **FINAL IA** by appointment in **January-February**.
- 12-15 Minutes Speaking Presentation analyzing literature (HL) or cultural images (SL) using IB language themes (see guide).

External Assessment

- Midterm: Mock Exam (One section of exam upon evaluation)
- Final Exam: IB Spanish DP EXAMS DATES AND DETAILS

Wednesday, May 14, 2024, Afternoon Session: Paper 1 and Paper 2 (Reading comprehension)

Thursday, May 15, 2024, Morning Session: Paper 2 (Listening comprehension)

- Format: Paper 1 (writing), Paper 2 (Reading) (Listening)
- Topics Covered: [Experiences, Identities, Human Ingenious, Social Organization and How We Share the Planet]
- Cumulative knowledge of grammar in context
- Vocabulary through context

Policies

- [AI guidance](#)
- School [Attendance Policy](#) (Hyperlink)
- Late Work Policy:
 - Students are expected to turn work in on time unless pre-arranged with the teacher.



- Assessments and projects: Teachers must be notified for an extension 24 hours prior to the due date and approval is based on teacher discretion.
- Daily work and formative assessments: Per semester, students are given 3 opportunities to request an extension with no consequences. Past the grace period, the teacher might not accept the work and/or will communicate home to notify parents/guardians.
- Extension work deadline: If extension is approved, late work should be turned in no later than 1 week after the due date, after that they will receive a 0 for their work.
- [Academic Integrity Policy](#) (schoolwide): Students will create all original work and only use online resources when allowed by the instructor. Google Translate and other online translators should be limited to one word searches.
- [Grade Appeal Policy](#) (schoolwide)
- Communication: Parent communication is preferred through school email or in person through appointment.

Resources and Support

- IB Resources: [Provide information on official IB resources]
- Tutoring: Prearranged 3:05-4:00PM or during office hours (B/E)
- Online Platforms: [List any online platforms used for communication or assignments]

Grading Scale

All DP grades are awarded on a 1-7 scale. When considering marking a student's work, it is imperative that teachers take the IB recommendations on how to assess a student fully into consideration.

- An emphasis on criterion-related (as opposed to norm-referenced) assessment.
- Valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period
- Examining student understanding at the end of the course, based on the whole course and not just aspects of it
- IB grade boundaries published after each examination session. This helps the teacher to measure a student's ability numerically and compare that result to historical results.

Please see the descriptions below to understand what it means for a student to earn a specific IB number grade.

[DP Grade boundaries](#) for each subject (in progress)



Spanish B HL

IB Grade	Grade Boundary %	Grade Translation	GPA Points	Grade Descriptor
7	84-100	A	4.0	Consistently produces innovative work demonstrating insight into the task beyond what was addressed in class. The work exemplifies a high degree of accuracy without the assistance of the teacher. Consistently demonstrates novel and creative ideas to transfer knowledge and skills to complex classroom topics as well as real-world situations.
6	68-83	A	4.0	Sometimes produces innovative work demonstrating insight into the task beyond what was addressed in class. The work is satisfactory to the task representative of a thorough understanding of the knowledge and skill necessary to carry out similar work that might be unfamiliar.
5	61 - 67	A-	3.75	Produces generally high quality work representative of attempts to apply critical thinking. Demonstrates a sound knowledge and understanding of the subject using subject-specific terminology. When introduced to unfamiliar concepts, knowledge and skills are attempted to be used in application, but requires some assistance.
	54 - 60	B+	3.5	
4	47-53	B	3.25	Produces good quality work representative of a basic understanding of concepts addressed within the context of class. Demonstrates an adequate usage of subject specific terminology limited to items discussed within the class setting. Application to real-world settings requires significant assistance.
	38-46	B-	3.0	
3	25-37	C	2.00	Produces work of acceptable quality. Inability to use subject specific terminology reveals gaps in understanding or misunderstandings. There are some attempts at creative and critical thinking with support, but ultimately unable to make conceptual leaps in the real-world.
2	12-24	D	1.0	Produces work of limited quality. Infrequent demonstration of understanding with very little to no use of subject specific terminology. Even with support provided, there is little effort to think critically.
1	0-11	F	0	Insufficient evidence to assess student work.



Spanish B SL

IB Grade	Grade Boundary	Grade Translation	GPA Points	Grade Descriptor
7	81-100	A	4.0	Consistently produces innovative work demonstrating insight into the task beyond what was addressed in class. The work exemplifies a high degree of accuracy without the assistance of the teacher. Consistently demonstrates novel and creative ideas to transfer knowledge and skills to complex classroom topics as well as real-world situations.
6	65 - 80	A	4.0	Sometimes produces innovative work demonstrating insight into the task beyond what was addressed in class. The work is satisfactory to the task representative of a thorough understanding of the knowledge and skill necessary to carry out similar work that might be unfamiliar.
5	56 - 64	A-	3.75	Produces generally high quality work representative of attempts to apply critical thinking. Demonstrates a sound knowledge and understanding of the subject using subject-specific terminology. When introduced to unfamiliar concepts, knowledge and skills are attempted to be used in application, but requires some assistance.
	48 - 55	B+	3.5	
4	38 - 47	B	3.25	Produces good quality work representative of a basic understanding of concepts addressed within the context of class. Demonstrates an adequate usage of subject specific terminology limited to items discussed within the class setting. Application to real-world settings requires significant assistance.
	32 - 37	B-	3.0	
3	19 - 31	C	2.00	Produces work of acceptable quality. Inability to use subject specific terminology reveals gaps in understanding or misunderstandings. There are some attempts at creative and critical thinking with support, but ultimately unable to make conceptual leaps in the real-world.
2	9 - 18	D	1.0	Produces work of limited quality. Infrequent demonstration of understanding with very little to no use of subject specific terminology. Even with support provided, there is little effort to think critically.
1	0 - 8	F	0	Insufficient evidence to assess student work.



Note

This syllabus is subject to change at the instructor's discretion. Any changes will be communicated to students in a timely manner.