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**IB SPANISH 12 LANGUAGE B STANDARD LEVEL (SL)**  
**COURSE SYLLABUS 2022-2023 for ISPS-12-001 (Block 2 on Day 1)**

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**Office Hours:** Flex Block and by appointment

**COURSE DESCRIPTION AND GOALS:**

IB Spanish B (SL) 11 is completed in the grade 11 year over two Semesters. Spanish 12 will be completed in the grade 12 year. This course is designed to help students acquire the necessary language skills and intercultural understanding to enable them to communicate successfully in an environment where the Spanish language is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

**The IB language acquisition aims are:**

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.

**Students will develop receptive, productive, and interactive skills:**

RECEPTIVE	PRODUCTIVE	INTERACTIVE
Understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases.	Write texts for a variety of purposes and make oral presentations on topics of interest. They write descriptive texts and personal correspondence; they make comparisons, narrate stories, provide detailed accounts and express their thoughts and opinions on abstract or cultural topics.	Initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students use a variety of strategies to negotiate meaning and foster communication.

**IB APPROACHES TO TEACHING AND LEARNING: Similar to Core Competencies**

**The IB approaches to learning skills are:**

- Thinking skills
- Research skills
- Communication skills
- Social skills
- Self-management skills

**The IB approaches to teaching skills are:**

- Based on inquiry
- Focused on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners
- Informed by formative and summative assessment

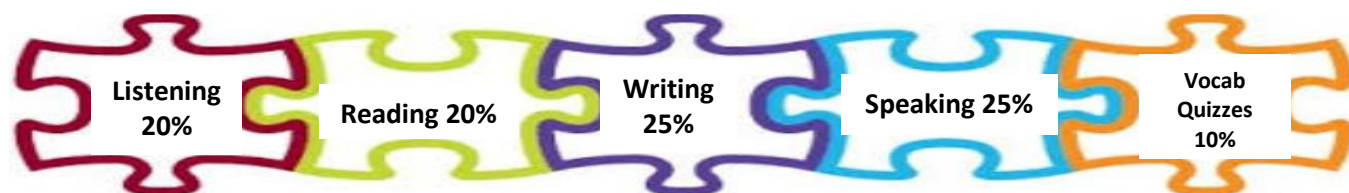
## THE IB PRESCRIBED THEMES:

- **Identities** (Identities)
- **Experiencias** (Experiences)
- **Ingenio Humano** (Human Ingenuity)
- **Organización Social** (Social Organization)
- **Cómo compartimos el planeta** (How we share the planet)

These prescribed themes provide relevant contexts for study and opportunities for students to communicate about matters of personal, local or national, and global interest.

En Español Level 2 Unit	Etapas topic	Connection to IB Prescribed Theme	Notes
UNIDAD 1: ¿Qué pasa?	<b>Etapas 1</b> Pasatiempos (Hobbies)	Experiences	<p>Connections to TOK will be explored throughout the course.</p> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• IB-specific skill building readings</li> <li>• El Mundo en tus Manos bi-weekly Spanish newspaper, which covers all the IB prescribed themes</li> <li>• YouTube videos</li> <li>• visuals/art</li> <li>• songs</li> <li>• cultural readings</li> <li>• class novels</li> <li>• podcasts</li> </ul>
	<b>Etapas 2</b> ¿Qué prefieres? (What do you prefer?)	Identities Experiences	
	<b>Etapas 3</b> ¿Viste las noticias?	Experiences Human Ingenuity	
UNIDAD 2: Ayer y hoy	<b>Etapas 1</b> De pequeño (When I was little)	Identities Experiences Social Organization	
	<b>Etapas 2</b> Había una vez ... (Once upon a time ...)	Identities Experiences Social Organization	
	<b>Etapas 3</b> Hoy en la ciudad (Today in the city)	Identities Experiences Human Ingenuity	
UNIDAD 3: Sol y sombra	<b>Etapas 1</b> ¿Estás en forma? (Are you in shape?)	Identities Experiences	
	<b>Etapas 2</b> Preparaciones (Preparations)	Identities Experiences	
	<b>Etapas 3</b> ¿Cómo te sientes? (How do you feel?)	Identities Experiences Social Organization	

## ASSESSMENT:



Students will be assessed on their ability to:

- ✓ communicate clearly and effectively in a range of contexts and for a variety of purposes
  - ✓ understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
  - ✓ understand and use language to express and respond to a range of ideas with fluency and accuracy
  - ✓ identify, organize, and present ideas on a range of topics
  - ✓ understand, analyze, and reflect upon a range of written, audio, visual and audio-visual texts.
- **FOR THE REPORT CARD:** students will receive a letter grade, percentage and **predicted** score, based on classroom assessment/performance in relation to the IB Grade Descriptors.
  - **THE FINAL IB SCORE** will be reported **in your grade 12 year in July 2024** by the IB, based on performance on Paper 1 & 2 exams (externally assessed) and Individual Oral (internally assessed by Sra. Whittaker moderated by the IB).

Range of equivalent report Card %	IB Anticipated/ Predicted Grade
0-49%	1
50-69	2
70-75	3
76-85	4
86-89	5
90-95	6
96-100	7

## IB GRADE DESCRIPTORS:

<b>Grade 7</b>	Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing effectively to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.
<b>Grade 6</b>	Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively, with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently.
<b>Grade 5</b>	Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.
<b>Grade 4</b>	Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; show some ability to adapt their writing to suit the intended audience and purpose; make some attempt at expressing their ideas and organizing their work.
<b>Grade 3</b>	Students speak hesitantly and generally unclearly; use a limited range of language often incorrectly; handle ideas with difficulty with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of

	vocabulary and little awareness of grammatical structure; produce an identifiable text type; make some attempt at basic organization; content is rarely convincing.
<b>Grade 2</b>	Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; lack organization to an extent that content is unconvincing.
<b>Grade 1</b>	Students speak very hesitantly and unclearly; use a very limited range of language incorrectly; handle ideas unsuccessfully with very restricted interaction; demonstrate a very limited understanding of the meaning and purpose of written texts; have difficulties with almost all questions; write texts demonstrating a very limited command of vocabulary and very little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is confusing.

#### EXAM SUMMARY + TENTATIVE DATES – MORE DETAILS TBA

TYPE OF ASSESSMENT	SUMMARY OF EXAM FORMAT (MORE DETAILS ON PAGES 4-8)	TIME	WEIGHTING OF FINAL GRADE (%)	DATE
<b>External</b>			<b>75% TOTAL</b>	
<b>Paper 1</b> Writing	Productive Skills 250–400 words. Choose 1 of three prompts, each from a different theme. Based on all 5 prescribed themes.	1hr 15m	<b>25%</b> 30 marks	<b>May 2024</b>
<b>Paper 2</b>  Reading	Receptive skills; based on all 5 prescribed themes.  Comprehension exercises on three written texts.	1hr	<b>50%</b> 25% 40 marks	<b>May 2024</b>
Listening	Comprehension exercises on three audio passages.	45m	25% 25 marks	<b>May 2024</b>
<b>Internal</b>			<b>25% TOTAL</b>	
Individual Oral Assessment	Productive skills Student chooses 1 of the 5 prescribed themes and discusses. Internally assessed by teacher; IB externally moderates at end of course.	15m to Prep + 12-15m Presentation & interview	30 marks	<b>BEFORE OR AFTER SPRING BREAK, 2024</b>  <b><u>DO NOT GO OUT OF TOWN DURING THIS TIME!</u></b>

## CLASSROOM EXPECTATIONS AND ROUTINES:

1. **Be prepared:** Bring all learning materials and supplies to class. This is part of your Work Habit mark.
2. **Be respectful and kind:** Respect is not “earned”. It is a way of being and showing regard for one another as human beings. “Back to normal” is very subjective, we are not all having the same experiences about the pandemic.
3. **Be on time:** Class starts promptly for homework review, clarifications, warm-up. Try your best to be on time!
4. **Daily Engagement Agreements:** My job is to make Spanish comprehensible for you. Your job is to Look, Listen, Ask and Engage so that you can understand, take risks, and have fun communicating in Spanish!
5. **Washroom/water breaks:** 1 student at a time. Be prompt so as not keep classmates waiting!
6. **Absences:** Parents/guardians (**not** students) must call the school office or complete the Absence Report Form on the school website. Students emailing me to tell me they are absent is NOT acceptable.
7. **Homework checks:** are done at the beginning of class. Homework is assessed for your Work Habit mark:
  - G: student has fully completed it before coming to class
  - S: homework is somewhat done
  - N: homework is not done or forgotten at home; student shows up late after homework review is doneHomework is not technically “for marks”, but it is still valuable Formative Assessment for you because it gives you feedback about your understanding of the grammar and comprehension of the language. Students who make a habit of not completing homework are more likely to fail or not feel very successful with the language.
8. **Retakes and “extra work to bump my mark”:**

Retests will only be provided for **very** unique circumstances (i.e. extended absence due to illness). I do not give “extra work to bump up marks”. This is NOT how language acquisition works. Students are expected to complete exercises and short readings in a timely manner and read them over daily, so that they can acquire enough language to be successful with summative assessments.
9. **Academic honesty:**

See our School Code of Conduct.
10. **Technology:** *As per the School Code of Conduct:*  
*“Teachers direct the use of technology for educational purposes in the classroom.”*

We sometimes use devices for certain activities. Otherwise, devices must be turned to silent mode and kept in backpacks so as to not distract you and the class from acquiring language from the teacher. **As the adult and teacher, I reserve the right to hold onto the device until the end of class.** Students with an IEP indicating daily tech support may do so.

### Learning Materials:

En Español Level 2 textbook and workbook.  
Additional readings will be provided by the teacher.

### School Supplies\*

- ✓ 2” binder OR an accordion folder with eleven (11) dividers or stickies labelled as follows:
  - Documentos
  - Etapa Preliminar
  - U4E1, U4E2, U4E3
  - U5E1, U5E2, U5E3
  - U6E1, U6E2, U6E3
- ✓ lined paper
- ✓ pencils, pens, eraser, highlighters, colored pens



\*Preparation and having all supplies for every class is assessed for your **Work Habit mark!**



### RESOURCES:

Please bookmark these into your phone and computers! These and many other language resources are available on the class blog and/or Teams.

- <https://www.antonioluna.org/>
- <http://spanishdict.com>
- <https://studyspanish.com/>

### Need help?

If you need assistance, I am available during Flex Block and by appointment.

### Absent? Missed tests?

To acquire a language, **you must be in class!** If you are absent, **you are responsible for:**

- checking TEAMS and completing the posted homework
- printing handouts at home or collecting them from homework bin when you return to class
- scheduling test make-up time with me

## WORK HABITS:

Language classes and expectations are different. Language classes, in some ways, are more rigorous than other classes AND they can sometimes be more fun ! Just because you get Gs in all your other classes does not mean you will automatically get a G in this class.

***\*Daily Engagement Agreements of “Look, Listen, Ask, Engage”, cell phone distractions, and the IB learner profile are also assessed as part of your Work Habits***

PMSS Work Habits Criteria

Criteria	N	S	G
<b>Punctuality</b>	Consistently arrives late.	Usually arrives on time.	Arrives on time and ready to start.
<b>Works Independently</b>	Distracts others; not on task; requires close supervision.	Usually focused on task; may need some supervision.	Remains on task without reminders; works quietly and efficiently.
<b>Initiative</b>	Has difficulty starting to work; doesn't ask for help; doesn't get caught up after absence; limited participate.	Participates when asked; begins to work when assignment given; works hard most of the time in class.	Volunteers to ask and answer questions; will help others; knows what needs to be done and does it.
<b>Homework</b>	Only a few assignments and homework are complete; answers are not checked or corrected. Homework is frequently handed in late.	Homework and assignments are usually completed; answers are usually checked and corrected. Homework is handed in on time, most days.	Homework and assignments complete; answers have been checked and corrections are made. Homework consistently handed in on time.
<b>Organization</b>	Little attempt to organize notebook or to bring textbook, pencils, paper, supplies, etc.	Needs some organization of workbook or other materials. Supplies usually brought to class.	Notebook is organized and complete; keeps track of all homework, assignments, important dates and supplies.
<b>Teamwork</b>	Interrupts, distracts, or disrupts others; has difficulty working with others.	Usually cooperative; participates and follows the lead of others.	Consistently demonstrates cooperation, respect, and leadership.

## SYLLABUS TASK



Your first task is to read through the syllabus with your parent(s)/guardian(s) and set up your eleven (11) binder tabs according (see instructions on page 1). After reading through syllabus together, **they** (your parent/guardian) must fill out the column on the left, and **you** must fill out the column on the right. I will collect this form on **Monday, Oct. 2nd** and check your binder set up for your first Work Habit mark.

PARENT/GUARDIAN:	LEARNER:
Name _____	Name _____
What is one specific thing that you like about the Daily Engagement Agreements and/or class expectations & routines? Why?	What is one thing you're good at/proud of and want me to know about you?
What did you read that makes you nervous or causes you concern? Why?	What is one specific thing that you like about the Daily Engagement Agreements and/or class expectations & routines? Why?
What do you foresee to be a challenge for your child? Why?	What did you read that makes you nervous or causes you concern? Why?
What questions do you have about the Syllabus?	What do you foresee to be a challenge for yourself? Why?
Would you like the teacher to call you to discuss this further?	What questions do you have about the Syllabus, or DEA?
YES (Phone # _____)	Would you like the teacher to meet with you to discuss this further? YES or NO
NO	
¡Gracias! I look forward to teaching your child!	¡Gracias! I look forward to seeing you grow as a language learner!

**PORT MOODY IB POLICIES:**

**i. Special Educational needs:**

Any students with special educational needs will be accommodated, according to their IEP (Individualized Educational Plans) or determined requirements (i.e. color blindness). **Exam accommodations must be communicated to Mr. Lenihan in September** to allow adequate time to plan in advance.

**ii. Academic Honesty:**

Please familiarize yourself with the PMSS IB policies. You may visit the link below:

[http://www.sd43.bc.ca/school/portmoody/ProgramsServices/IB/PMSS IB Policies/Documents/IB%20Academic%20Honesty%20Policy%202019.pdf](http://www.sd43.bc.ca/school/portmoody/ProgramsServices/IB/PMSS%20IB%20Policies/Documents/IB%20Academic%20Honesty%20Policy%202019.pdf)

**Academic misconduct is defined as follows:**

- a) plagiarism is the representation of the ideas or work of another person as one's own
- b) collusion is supporting misconduct by another person, as in allowing one's work to be copied or submitted for assessment by another person
- c) duplication of work is presenting the same work or assignment for different classes or assessment components
- d) any other behavior that gains an unfair advantage for one student or will affect the results of another student during any assessment

**Examples of breaches of academic honesty in a world language class:**

- using electronic translators or dictionaries during tests
- having a native-speaker or a student with stronger proficiency assist you in writing a script for a presentation
- using the "Notes" feature in PowerPoint during an oral presentation when explicitly instructed NOT to
- excessive use of translators for homework or projects

**Some examples of consequences, depending on severity of the breach, may include one or more of the following (see link above for more details):**

- No grade being assigned.
- Required completion of a new assessment piece that may or may not be on the same topic.
- Receive an 'I' on report card with a Work Habit documenting the breach.
- Written self-reflection explaining why the behavior does not align with the IB Learner Profile.

Academic honesty is a skill and positive behavior/characteristic. Your ability to follow it reflects your integrity as a principled member of our learning community. Engaging in a breach of this kind can also negatively impact your ability to have teachers select you for awards, sign recommendation forms for SOAR/Student Council/Extra-Curriculars, write reference letters, etc.

**Both student and parent(s) must read and sign this form as an acknowledgement and understanding of the responsibilities and natural consequences of PMSS/IB Academic Honesty policies. A copy of this form will be kept on file with the IB Coordinator.**

\_\_\_\_\_  
Parent name (please print)

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Student name (please print)

\_\_\_\_\_  
Student signature

Date: \_\_\_\_\_