



Immersion 12

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Room 3306

I. Course Description:

This level is designed for students in their final year of Spanish as they prepare for the Spanish IB-DP higher level exams given in the spring of the year. This advanced course is content based using authentic sources in the form of books, short stories, articles, videos, films, etc., to explore IB themes. Special attention to writing and speaking skills and the review and reinforcement of advanced grammar topics enhance the student's overall ability to function at a higher level in Spanish. Higher Level IB-DP assessments/rubrics are used and a student's personal portfolio of written and oral work is completed. **Prerequisite:** Successful completion of Spanish Immersion 11 or District approval based on grade level proficiency in Spanish.

II. Units of Study:

Unit 1:

Theme: Identities

Guiding principles: Explore the nature of the self and what is to be human

Guiding Questions: What constitutes an identity? What ideas and images do we associate with a healthy lifestyle?

Review IB themes: Identities, Experiences, Human Ingenuity, Social Organization, Sharing the Planet.

Review Text Types: Personal texts, professional texts and mass media texts.

Biography*	Guide book	Photographs
Blog	Infographic	Radio broadcast
Brochure/leaflet	Interview	Report
Cartoon	Letter (formal)*	Screenplay
Diagram	Letter (informal) *	Set of instructions
Diary*	Magazine article	Speech*
Electronic texts	Manifesto*	Textbook
Essay*	Memoir*	Travel writing*

* In some of their manifestations, these text types could be considered literary forms, usually within the category of non-fiction. They will be regarded in this course as non-literary texts, unless a collection of texts by a single author is studied as a literary work.

Review Language: Grammar throughout the year.

Unit 2:

Theme: Sharing the planet

Guiding principle: Explore the challenges and opportunities faced by individuals and communities in the modern world.

Guiding Question: What social issues present challenges to the world, and how can these challenges be overcome?

Topics: Human rights, Equity, Peace and conflict, Globalization, Immigration & Racism

Text types: Mass media texts

Unit 3:

Theme: Human Ingenuity

Guiding principle: Explore the ways in which human creativity affects our world.

Guiding Questions: What can we learn about a culture through its artistic expression? How do the arts help us understand the World?

Topics: Artistic Expressions: Surrealism, Salvador Dali, Magical Realism, Julio Cortazar, and Laura Esquivel.

Text types: Non-literary texts: Personal, professional & mass media texts. Literary: Short story, Prose: Fiction

Como agua para chocolate by Laura Esquivel (Mexico) Review

La noche boca arriba by Julio Cortazar (Argentina)

Persistence of memory Surrealism Salvador Dali (Spain)

Unit 4:

Theme: Experiences

Guiding principle: Explore and tell the stories of the events, experiences and journeys that shape our lives.

Guiding Questions: How does our past shape our present and our future? How and why do different cultures mark important moments in life? How would living in another culture affect our worldview?

Customs and traditions: Intangible cultural heritage <https://ich.unesco.org/>

Indigenous Festivity dedicated to the dead (Mexico)

Carnival of Oruro (Bolivia)

Carnival of Barranquilla (Colombia)

Ritual ceremony of the Voladores (Mexico)

Nan Pa'ch ceremony (Guatemala)

El Gueguense (Nicaragua)

Text types: non-literary texts and literary text: prose: *Cajas de Cartón* by Francisco Jimenez

Unit 5: IB practice paper 1 and paper 2

III. Standards and IB DP Assessments

State Standards	IB Diploma Subject Aims
<p>1. Communicate in Languages Other than English</p> <p>a. Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>b. Students understand and interpret written and spoken language on a variety of topics.</p> <p>c. Students convey information, concepts and ideas to listeners and readers for a variety of purposes.</p> <p>2. Gain knowledge and understanding of other cultures and make comparison to their own culture.</p> <p>a. Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and the ability to use this knowledge to interact effectively in cultural contexts.</p> <p>b. Students demonstrate an understanding of the relationship between the perspectives, contributions and products of the culture studied and their own.</p>	<p>The aims of the language B higher level course are to:</p> <ol style="list-style-type: none"> 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. Text/Resources

- Inthinking IB Spanish B <https://www.thinkib.net/spanishb>
- *Como Agua para Chocolate* by Laura Esquivel (review novel)
- *La noche boca arriba* by Julio Cortazar
- *Cajas de Cartón* by Francisco Jimenez
- United Nations Educational, Scientific and Cultural Organization: Intangible cultural heritage <https://ich.unesco.org/es/listas>
- Other materials have been collected bearing in mind the student language level in Spanish and their needs for text to provide background information on the different cultural aspects of the Spanish-speaking world.
- Authentic video clips, movies, and sites from the Internet will be used.

V. Methodology

In the DP, teachers work collaboratively to develop a variety of techniques. Students take responsibility for their

learning through individual and group work, addressing unit and guiding questions, expanding on their critical thinking skills, and building on their self-advocacy.

VI. Methods of Assessment

Students will engage in a summative assessment for most units, which will show knowledge of the content studied. Examples of summative assessment can include: exams, quizzes, projects and oral presentations. Summative assessments will represent 70% of the total student grade for each quarter of the course. Students will also engage in formative assessments for each unit, which will help students develop skills and knowledge, and indicate progress toward the summative assessments given. Examples of formative assessment can include: notes, homework, smaller in-class assignments, workbook, CD and DVD work. Formative assessments will represent 30% of the total student grade for each quarter of the course.

Students will be prepared to take the following IB assessments:

Assessment component	Weighting
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)	25%
Reading comprehension (1 hour) (40 marks)	25%
Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%
Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	

VII. Grading and Reporting

DP Criterion: Students will be assessed at least three times during the yearlong course and will be a part of the overall quarter/semester student grade. Grading scale as per the Highland Park Sr. High grading scale pre-set on CAMPUS

Late Work, Make-Up Work and Assessment retakes: As per the Highland Park Senior High policy
Please also refer to the “Highland Park Senior High School Grading and Assessment Policy” on the Highland Park Senior High webpage for further information on the grading scale, make up work, retakes, and/or late

work. Students can access scores, grades, missing work, and/or attendance on the “parent/student portal” tab at www.highlandsr.spps.org

VIII. Cell Phones and Electronics

Cell phones and electronics are not to be used in the classroom unless a teacher or staff member permits electronic usage. Students who violate this policy will be given consequences that may include having their devices confiscated. Parents who need to get an emergency message to students should call the office.

Students should bring their I-Pads fully charged to class every day.

Student/Parent/Guardian Signature Page

I have read the course outline for Señora Romero’s Spanish Immersion 12 classes.

Student’s name: _____ Period: _____

Parent/Guardian to contact: _____

Parent/Guardian email address: _____

Parent/Guardian telephone number: _____

Parent/Guardian Signature: _____

Parent Questions or comments: _____
