

¡ESO,
Chica!

Course Outline

IB SL Spanish B

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¡BIENVENIDOS AL CURSO DE ESPAÑOL IB!

Este es un curso de español avanzado, muy emocionante e interesante, donde vas a aprender mucho, tanto del idioma como de su fascinante cultura.



¿Cuál es tú compromiso con la clase?

- Siempre venir a clase.
- Tener una actitud positiva que muestre disposición hacia el aprendizaje.
 - Participar en las discusiones y arriesgarte a hablar.
 - Poner atención.
- Respetar (SIEMPRE respetar) las opiniones de los compañeros.
 - Hablar SIEMPE con respeto hacia los demás.
 - Ver series de T.V. en español con subtítulos en español.
- Leer, leer y leer más: vas a leer 20 novelas durante este curso.

¿Qué vamos a aprender y cómo?

Las clases son 100% en español.

Si no entiendes algo, es tú deber y responsabilidad decírmelo.

El español es el medio que nos permitirá aprender sobre temas muy interesantes y controvertidos.

Vamos a ver documentales y películas, vamos a leer libros, artículos y blogs, a escuchar y analizar música, a ver comerciales, y a analizar situaciones mundiales, todo desde el lente de la cultura hispana.



LOS TEMAS SON:



Identities

Lifestyles

Health & Well-Being

Beliefs & Values

Subcultures

Language & Identity



Experiences

Migrations

Customs & Traditions

Leisure

Holidays & Travel

Rites of Passage

Life Stories

Human Ingenuity

Communication
Media & Technology
Scientific Innovation
Entertainment
Artistic Expressions



Social Organizations

Community

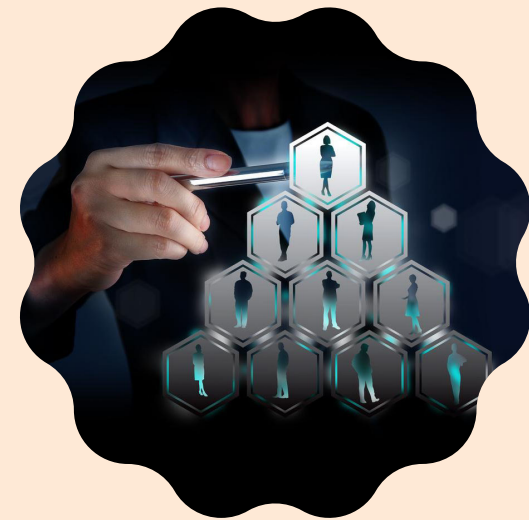
Law & Order

The Working World

Social Engagement

Educations

Social Relationships



Sharing the Planet

Equality
Peace & Conflict
Human Rights
The Environment
Ethics
Globalization



Para el final del curso debes de saber escribir en los siguientes formatos:



Artículo

Diario

Blog

Brochure (panfleto)

Instrucciones

Entrevista

Speech/discurso/presentación

Editorial/opinión

Reporte

Propuesta

Carta formal

Carta informal

Email

Ensayo



Cada que escribas tienes
que tener siempre en
cuenta:





LA AUDIENCIA – AUDIENCE:

Language should be appropriate for the person with whom one is communicating.

EL CONTEXTO – CONTEXT



Language should be appropriate to the situation in which one is communicating.

EL PROPÓSITO – PURPOSE:

Language should be appropriate to achieve a desire intention, goal or result when communicating.



EL SIGNIFICADO – MEANING:

Language is used in a range of ways to communicate a message.



LA VARIACIÓN – VARIATION:

Differences exist within a given language, and the speaker of a given language are generally able to understand each one.



Evaluación

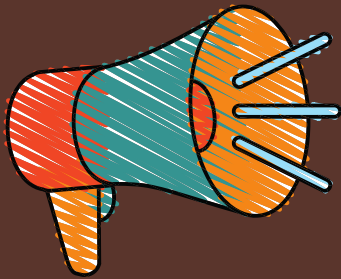




INTERNAL ASSESSMENT – 25%

Individual Oral – 30 marks:

15 minutes to prepare & 15
minutes talking



EXTERNAL ASSESSMENT – 75%

PAPER 1 – 25% 30 MARKS

1 hour and 15 minutes. Basado en los 5 temas.
Escrito de 250 a 400 palabras.

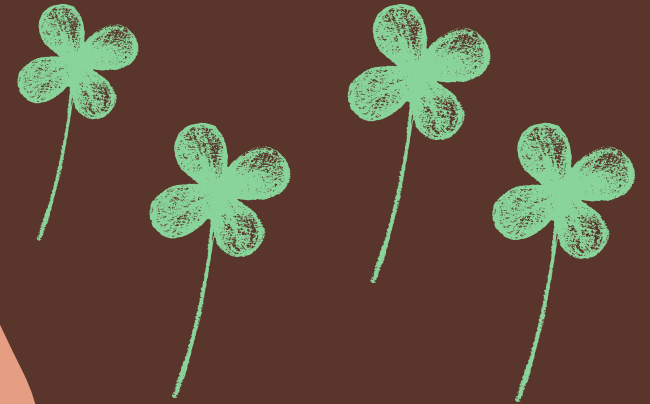


PAPER 2 – 50%

Listening – 25% - 25 marks (5 temas & 3 audios)
Reading – 25% - 25 marks (5 temas)



**TE DESEO MUCHA SUERTE EN
ESTA AVENTURA. VAMOS A
APRENDER MUCHO LOS UNOS
DE LOS OTROS, VAMOS A
CUESTIONAR MUCHAS COSAS,
Y VAMOS A APRENDER A VER
EL MUNDO DE UNA FORMA
CRÍTICA Y CONSTRUCTIVA.**



Contact Info

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Language B SL Individual Oral: Productive and Interactive skills

Criterion	0	1-3	4-6	7-9	10-12
A: Language How successfully does the candidate command spoken language?	The work does not reach a standard described by the descriptors	Command of the language is limited. • Vocabulary is sometimes appropriate to the task. • Basic grammatical structures are used. • Language contains errors in basic structures. Errors interfere with communication. • Pronunciation and intonation are influenced by other language(s). Mispronunciations are recurrent and interfere with communication.	Command of the language is partially effective. • Vocabulary is appropriate to the task. • Some basic grammatical structures are used, with some attempts to use more complex structures. • Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication. • Pronunciation and intonation are influenced by other language(s), but mispronunciations do not often interfere with communication.	Command of the language is effective and mostly accurate. • Vocabulary is appropriate to the task, and varied. • A variety of basic and more complex grammatical structures is used. • Language is mostly accurate. Occasional errors in basic and complex grammatical structures do not interfere with communication. • Pronunciation and intonation are easy to understand.	Command of the language is mostly accurate and very effective. • Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. • A variety of basic and more complex structures is used effectively. • Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication. • Pronunciation and intonation are easy to understand and help to convey meaning.
Criterion	0	1-2	3-4	5-6	
B1: Message – visual stimulus How relevant are the ideas to the selected stimulus?	The work does not reach a standard described by the descriptors	The presentation is mostly irrelevant to the stimulus. • The presentation is limited to descriptions of the stimulus, or part of it. These descriptions may be incomplete. • The presentation is not clearly linked to the target culture(s).	The presentation is mostly relevant to the stimulus. • With a focus on explicit details, the candidate provides descriptions and basic personal interpretations relating to the stimulus. • The presentation is mostly linked to the target culture(s).	The presentation is consistently relevant to the stimulus and draws on explicit and implicit details. • The presentation provides both descriptions and personal interpretations relating to the stimulus. • The presentation makes clear links to the target culture(s).	
B2: Message – conversation How relevant are the ideas in the conversation?	The work does not reach a standard described by the descriptors	The candidate consistently struggles to address the questions. • Some responses are appropriate and are rarely developed. • Responses are limited in scope and depth.	The candidate's responses are mostly relevant to the questions. • Most responses are appropriate and some are developed. • Responses are mostly broad in scope and depth.	The candidate's responses are consistently relevant to the questions and show some development. • Responses are consistently appropriate and developed. • Responses are broad in scope and depth, including personal interpretations and/or attempts to engage the interlocutor.	
C: Interactive skills - communication To what extent does the candidate understand and interact?	The work does not reach a standard described by the descriptors	Comprehension and interaction are limited. • The candidate provides limited responses in the target language. • Participation is limited. Most questions must be repeated and/or rephrased.	Comprehension and interaction are mostly sustained. • The candidate provides responses in the target language and mostly demonstrates comprehension. • Participation is mostly sustained.	Comprehension and interaction are consistently sustained. • The candidate provides responses in the target language and demonstrates comprehension. • Participation is sustained with some independent contributions.	

Hi!

嗨

Hola!



Language B SL Paper 1: Productive skills—writing

Language B SL Paper 1: Productive skills – writing					
Criterion	0	1-3	4-6	7-9	10-12
A: Language How successfully does the candidate command written language?	The work does not reach a standard described by the descriptors	Command of the language is limited. • Vocabulary is sometimes appropriate to the task. • Basic grammatical structures are used. • Language contains errors in basic structures. Errors interfere with communication.	Command of the language is partially effective. • Vocabulary is appropriate to the task. • Some basic grammatical structures are used, with some attempt to use more complex structures. • Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.	Command of the language is effective and mostly accurate. • Vocabulary is appropriate to the task, and varied. • A variety of basic and more complex grammatical structures is used. • Language is mostly accurate. Occasional errors in basic and complex grammatical structures do not interfere with communication.	Command of the language is accurate and very effective. • Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. • A variety of basic and more complex structures is used effectively • Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.
B: Message To what extent does the candidate fulfill the task?	The work does not reach a standard described by the descriptors	The task is partially fulfilled. • Few ideas are relevant to the task. • Ideas are stated, but with no development. • Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.	The task is generally fulfilled. • Some ideas are relevant to the task. • Ideas are outlined, but are not fully developed. • Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.	The task is fulfilled. • Most ideas are relevant to the task. • Ideas are developed well, with some detail and examples. • Ideas are clearly presented and the response is structured in a logical manner, supporting delivery of the message.	The task is fulfilled effectively. • The ideas are mostly relevant. • The development of ideas is coherent; supporting details are mostly appropriate.
Criterion	0	1-2	3-4	5-6	
C: Conceptual understanding To what extent does the candidate demonstrate conceptual understanding?	The work does not reach a standard described by the descriptors	Conceptual understanding is limited. • The choice of text type is generally inappropriate to the context, purpose or audience. • The register and tone are inappropriate to the context, purpose and audience of the task. • The response incorporates limited recognizable conventions of the chosen text type.	Conceptual understanding is mostly demonstrated. The choice of text type is generally appropriate to the context, purpose and audience. The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response. The response incorporates some conventions of the chosen text type.	Conceptual understanding is fully demonstrated. • The choice of text type is appropriate to the context, purpose and audience. • The register and tone are appropriate to the context, purpose and audience of the task. • The response incorporates the conventions of the chosen text type.	

	Artículo	Blog	Folleto	Ensayo	Entrevista	Noticias	Informes	Reseña	Instrucciones	Emails/Cartas
¿Qué es?										
Propósito										
¿En que persona se escribe?										
¿Tiene opinión?										
¿Tiene Llamado a la acción? (¿cómo?)										
¿Tiene fecha?										
Título (¿cómo?)										
¿Tiene subtítulo?										

