

## Diploma Programme subject outline—Group 2: language acquisition

<b>School name</b>	Amundsen High School	<b>School code</b>	001145
<b>Name of the DP subject</b> <i>(indicate the language)</i>	Language B Spanish		
<b>Level</b> <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/> <i>(not applicable for languages ab initio)</i>	Standard completed in two years <input type="checkbox"/>	Standard completed in one year * <input type="checkbox"/> <i>(not applicable for languages ab initio)</i>
<b>Name of the teacher who completed this outline</b>	Sammy LaBrasca, Dora Soberanis	<b>Date of IB training</b>	August 2016 (Soberanis)
<b>Date when outline was completed</b>	January 25, 2018	<b>Name of workshop</b> <i>(indicate name of subject and workshop category)</i>	Spanish B

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

### 1. If you will be teaching language B higher level, identify the two works of literature to be studied.

*Novelas Ejemplares*, Miguel de Cervantes (Year One)  
*La Casa de Bernarda Alba*, Federico García Lorca (Year Two)

### 2. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject.

- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

	Topic (as identified in the IB subject guide) <i>State the topics in the order you are planning to teach them.</i>	Contents	Allocated time	Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
			One class is <input type="text" value="50"/> minutes. In one week there are <input type="text" value="5"/> classes.		
Year 1	Social Relationships	Cultural identity, self-identity, multilingualism, minority languages, nationalism	11 weeks	Receptive, Interactive, and Productive for each unit	IB Skills and Practice- Spanish B for the IB Diploma <i>ACTFL Implementing Integrated Performance Assessments</i> Google Slides created by the teacher Authentic resources Songs Cultural Videos Films Art: Paintings Poetry: Antonio Machado, Bécquer Text handling resources created by teacher <i>Novelas Ejemplares-Cervantes</i>
	Customs and Traditions	Historical events (Spanish Civil War) The arts: Film, poetry, painting The arts as activism	8 weeks	Receptive: Text handling/reading comprehension questions (key word recognition, main idea detection, supporting details, guessing meaning from context, inferences, author’s perspective, organization of text, comparing cultural perspectives)	
	Communication and Media	Advertising Censorship	10 weeks		
	Global Issues	Poverty and famine Discrimination (socioeconomic, cultural) Food and water	9 weeks	Interactive: Students	

				<p>interact in a spontaneous and unrehearsed manner with a partner to answer a variety of questions (typically essential questions of the unit) during a timed debate, conversation, or panel discussion.</p> <p>Productive: Through assessments, students write a variety of genres of texts:  Article  Opinion/Editorial  Review  Written Correspondence</p>	
Year 2	Social Relationships	Family relationship Youth and values Celebrations, social and religious events Gender relations	10 weeks	Productive, receptive, and interactive skills for each unit. Paper 1- Text handling	IB Skills and Practice-Spanish B For the IB Diploma- AP- Preparation for the AP language exam Manual de ortografía-Grammar activities Materials created by the teacher Abriendo Puertas: Antología de literatura en español Tomo II
	Health	Nutrition-obesity, Natural and traditional medicine Drugs and its dependency Epidemic- Pandemic-	10 weeks	Paper 2- Guiding Paper 2 Internal Assessment External Assessment	

		Diseases			Newspaper articles Zambombazo -music/lyrics
	Science and technology	Science in our lives Ethic, science and technology -Communicating through media	9 weeks		
	Cultural Diversity Leisure	Value your own roots Indigenous groups/Languages Theater and TV Art Music Dance Travel and tourism	9 weeks		

### 3. IB Internal and external assessment requirements to be completed during the course

Briefly explain how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

During year one, students will read *Novelas Ejemplares* by Miguel de Cervantes. During their second year, students will read *La Casa de Bernarda Alba* by Federico García Lorca. Students will complete receptive tasks to analyze the texts. Additionally, they will complete their internal group interactive assessment with *La Casa de Bernarda Alba*. For the external assessment, students will be introduced to Paper 1 starting in October of year one. They will analyze and handle various genres of texts, completing word recognition, identifying main idea and supporting details, analyzing the author's perspective, evaluating the text's structure and organization, guessing meaning from context, and will make inferences and compare cultural perspectives. During year one, students will also begin practicing for their individual oral in the form of interpersonal assessments aligned to IB Assessment Criteria.

#### 4. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson/course.

Topic	Link with TOK (including description of lesson plan)
Cultural Diversity	Through the study of TOK and language acquisition, students will make connections and comparisons using their metalinguistic skills in order to develop knowledge of, empathy for, and develop personal awareness of the values of cultural diversity and cultural products, practices, and perspectives in the Spanish-speaking world and beyond. Students are not only thinking metalinguistically, but they are required to synthesize the effects of language on their own cultural identities, as well as those from the Spanish-speaking world. For example ( <b>would like to bounce ideas off Ms. Murray for this</b> )

#### 5. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
Customs and Traditions	In this unit, students will focus on: Communication Skills: Students use different types of writing for different audiences (persuasive essay, biographical report), students communicate verbally with different audiences (teacher, small groups, whole class), students read a variety of sources (poetry, biography, news article, film review) Social Skills: Students practice empathy when they consider how art allows us to understand people from different time periods, races, socioeconomic groups, and genders.

#### 6. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
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Social Relationships:	<p>Students consider linguistic diversity, Latin American identity, Catalan independence, and indigenous languages and communities in the Spanish-speaking world. Students are comparing cultural perspectives of different countries and their attitudes/policies towards linguistic diversity and indigenous groups and indigenous language protections. Students compare Latin American Identity in the United States as well as abroad.</p> <p>Resources:</p> <p><i>Latinoamérica</i> by Calle 13</p> <p><i>Somos Sur</i> and <i>Vengo</i> by Ana Tijoux</p> <p>Cultural Products, Practices, Perspectives- CARLA Language Institute, University of Minnesota</p> <p>Various news articles discussing legal protections of indigenous languages from the United Nations and other human rights organizations</p> <p>VICE News Report on the Independence vote in Cataluña, Spain</p> <p>Videos on the history of Cataluña as an autonomous region</p> <p>Various interviews, news articles and blogs examining from different perspectives (from within Spain, within Cataluña, from the USA, England, and Mexico) the implications of an independent Cataluña</p>
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## 7. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Communication and Media (Year One)	<p><b>Caring:</b> Through studying the PSA campaign <i>Ni Una Menos</i>, aimed at eliminating gender-based violence, students will develop empathy, compassion, and respect towards all genders and victims of gender-based violence and abuse.</p> <p><b>Inquiring:</b> Students will foster their research skills and abilities through choosing and researching an advertising campaign in the Spanish-speaking world. Students will take the knowledge they have gained through this research and will be prepared to apply it as a critical advertising consumer throughout their lives.</p> <p><b>Principled:</b> Through the study of censorship and violence against journalists in Latin America, students will have the opportunity to develop a sense of fairness and justice, fostered by a respect for the dignity and rights of all people.</p>

## 8. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Briefly describe what plans are in place if changes are needed.

We are waiting to receive our order of *Novelas Ejemplares*. Otherwise, students are supported in their resources to meet the aims and methods of this course.

