

G l s o p d # S u r j u p p h # x e n f w # x w d h . J u r x s # 5 # o l j x d j h # d f t x l v l r q #

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

* 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.

N/A

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		Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>	
			On minutes.	in classes.			
Year 1	<p>IB Core Theme:</p> <p>Social Relationships</p> <p>IB Option:</p> <p>Customs and Traditions</p> <p>Who am I? My personal identity</p> <p>The Traditional Family vs The Modern Family in the Spanish-Speaking Culture</p> <p>Relationships (family vs. work)</p> <p>Role of women vs. role of men in the family</p> <p>Changing Structure of a family</p>	<p>Summary of the unit:</p> <p>This unit focuses on relationships amongst the students and their families and it explores the differences between a traditional and a modern Hispanic family. Students will also compare and contrast the two families as well as their own family with the traditional or the modern family. In this unit, students will also explore and focus on their own identity.</p> <p>Grammar: Indicative Mood , present tense –ongoing, regular and irregular verbs in the preterit tense-ongoing Review of adjectives, comparative, superlative...</p> <p>Culture: Traditional Hispanic Family vs. Modern Hispanic Family. Students will investigate relationships and roles in the Hispanic family as well as some of the Hispanic customs and traditions such as The Quinceañera.</p>	10 weeks	51	5	<p>Paper 1: Text handling – read authentic texts</p> <p>Oral interaction: Interactive oral based on the IB internal assesment : based on pictures, personal questions – dialogues, vidoes, songs-authentic resources</p> <p>Paper 2: Produce specific text types (formal, informal letters, blogs, journal entries, newspaper articles, email, etc.) that require the use of formal and informal language related to the theme/topic studied.</p> <p>Formative: Journal entries, homework</p>	<p>Paso a Paso 3 and ancillary materials</p> <p>Paso a Paso Workbook</p> <p>Paso a Paso Assessment Program</p> <p>Spanish B – Course Companion</p> <p>Spanish B for the IB Diploma -IB Spanish Skills and Practice</p> <p>“Mañana”-Para usar como complemento del Programa del Diploma de BI.</p> <p>Materials/Hand outs created by the teacher:</p> <p>Vocabulary handouts</p>

	<p>IB Core Theme: Comunicación y medios</p> <p>IB Opción: Ocio</p>	<p>Summary of the unit: The focus of this unit is for students to learn about art, influence and lives of famous Hispanic artists from different</p>	10 weeks	<p>assignments, quiz, dialogues, classwork</p> <p>Summative: Projects –</p>	<p>Powerpoint presentations created by the teacher</p> <p>Graphic organizers</p>
	<p>El arte: Qué nos dicen las obras de arte?</p> <p>Artists: Fernando Botero-Colombia Salvador Dalí-Spain Frida Kahlo-Mexico</p> <p>Different artistic movements: Surrealism Realism Bauhaus</p>	<p>centuries as well as different artistic movements. Students will also focus on how language is related to culture and how we use language and art to give information about themselves and others. Students will make connections with other content areas such as art and history. Students will participate in activities that require the use of formal and informal Spanish-skills. As an extra-credit activity students will have the choice of going to the Mexican Fine Arts Museum in Pilsen.</p> <p>Readings: Students will read about the different artists and their artistic movement. Students read texts similar to the paper 1 with comprehension questions</p> <p>Exercises. – Spanish B Course Companion/ Past IB Exams.</p> <p>Grammar: Indicative Mood , present tense –ongoing, regular and irregular verbs in the preterit tense-ongoing</p> <p>Culture: Fernando Botero, Salvador Dalí, Frida Kahlo. Diego Velazquez, Diego Rivera, Las Meninas, La familia presidencial. Students will explore different artistic movements by viewing and discussing works by the artists</p>		<p>Art project based on the artistic style of an artist, TV commercial, announcement</p> <p>Essays</p> <p>Midterm/Final exam</p>	<p>Grammar handouts</p> <p>Internet resources: Authentic resources, songs, cultural videos.</p> <p>Past IB Exams and prompts</p> <p>Pictures</p> <p>Videos/ Documentaries</p> <p>Mexican Fine Arts Museum</p> <p>Art Institute of Chicago</p> <p>Spanish TV commercials/ announcements</p> <p>Critique of a movie and/or a television program</p>

	<p><u>IB Core Theme:</u> Comunicación y medios</p> <p><u>IB Option:</u> Ciencia y tecnología</p> <p>La televisión Advertising</p> <p>Positive/negative impact of television and commercials/announcements</p>	<p><u>Summary of the unit:</u></p> <p>The focus of this unit is for students to learn about media and communication and how technology influences our daily lives. They will also review different television programs and give their opinion about different television programs and advertisement.</p> <p><u>Reading:</u> Students will read blogs related to television and advertisements. Students will use paper 1 texts and previous IB exams to practice their receptive skills.</p> <p>“Te leo un cuento”</p> <p><u>Grammar:</u> Presente of the verb HABER</p> <p>Past participle</p> <p>Present perfect of regular and irregular verbs</p> <p>Review of the verbs: PODER, ESTAR, TENER, DECIR, DAR</p> <p>Culture: The role of telenovelas in the Hispanic household – Social relationships/colloquial language</p>	10 weeks	<p>Paper 1: Text handling – read authentic texts</p> <p>Oral interaction: Interactive oral based on the IB internal assesment : based on pictures, personal questions – dialogues</p> <p>Paper 2: Produce specific text types (formal, informal letters, blogs, journal entries, newspaper articles, email, etc.) that require the use of formal and informal language related to the theme/topic studied- receptive/prductive skills.</p> <p>Formative: Journal entries, homework assignments, quiz, dialogues, classwork</p> <p>SUMMATIVE: Students will make their own TV commercials- productive/interactive</p>	
--	---	---	----------	---	--

	<p><u>IB Core Theme:</u> Relaciones sociales</p> <p><u>IB Option:</u> Diversidad Cultural Costumbres y tradiciones</p> <p>El pasado y el presente</p> <p>Cómo se relaciona el presente con el pasado?</p> <p>Different indigenous groups:</p> <p>The Aztecs – México</p> <p>The Mayans-Yucatán Peninsula and Guatemala</p> <p>The Incas-Perú</p> <p>The Kunas-Panamá</p> <p>The Aymara-Perú/Bolivia</p>	<p><u>Summary of the unit:</u></p> <p>The focus of this unit is for students to learn about the different ancient Mesoamerican civilizations such as the Mayans, Aztecs and the Incas. Students will also learn about the characteristics and the contributions of these civilizations. The unit will also focus on the existence of the Mayan civilization that is significantly present in the Yucatan Peninsula and Guatemala. They will also explore and investigate other indigenous groups and their traditions/celebrations from other Spanish-speaking countries such as: The Kunas in Panamá and the Aymaras in Perú/Bolivia.</p> <p><u>Readings:</u> “Valorar las propias raíces ayuda a surgir”- Mañana Texto- Paper 1 Text handling followed by questions/comprehension</p> <p>“El Maíz Cereal Universal” – Past IB Text Exam- Text Handling (2010)</p> <p>“Campaña de ayuda a los pueblos originarios”- Past IB Exam – Text Handling (2012)</p> <p><u>Grammar:</u> Hace..que, hacía...que Seguir and the present progressive Future of regular/irregular verbs</p> <p><u>Culture:</u> Indigenous groups: The</p>	<p>10 weeks</p>	<p>Paper 1: Text handling – read authentic texts</p> <p>Oral interaction: Interactive oral based on the IB internal assesment : based on pictures, personal questions – dialogues</p> <p>Paper 2: Produce specific text types (formal, informal letters, blogs, journal entries, newspaper articles, email, etc.) that require the use of formal and informal language related to the theme/topic studied- receptive/prductive skills.</p> <p>Formative: Journal entries, homework assignments, quiz, dialogues, classwork</p> <p><u>Summative Assessment:</u></p> <p>Create a brochure presenting basic information about the indigenous group and describe a tradition/celebration/event of that particular</p>	
--	---	---	-----------------	---	--

Year 2	<p>IB Core Theme: Cuestiones globales</p> <p>IB Option: Ciencia y tecnología</p> <p>The environment</p> <p>Climate change</p> <p>Global warming</p> <p>Green energy</p>	<p>Students will describe environmental issues that affect the Spanish-speaking countries. They will discuss the cause and effects of global warming, natural disasters and the environmental impact they have on Spanish-speaking countries and their citizens. Students will also discuss and describe what they could do to protect the environment and find innovative ways to replace the damage caused by the climate change and global warming.</p> <p>Readings: Authentic readings such as articles and blogs about green energy, climate change, conservation efforts and different environmental groups and ecological activists.</p> <p>Grammar: Review of present and preterit tense. Present subjunctive of the regular and irregular verbs.</p> <p>Culture: The impact global warming has on the Spanish-speaking countries and the threat the environment and biodiversity.</p>	10 weeks	<p>Paper 1: Text handling – read authentic texts</p> <p>Oral interaction: Interactive oral based on the IB internal assesment : based on pictures, personal questions – dialogues</p> <p>Paper 2: Produce specific text types (formal, informal letters, blogs, journal entries, newspaper articles, email, etc.) that require the use of formal and informal language related to the theme/topic studied- receptive/prductive skills.</p> <p>Formative: Journal entries, homework</p>	<p>Spanish B – Course Companion</p> <p>Spanish B for the IB Diploma -IB Spanish Skills and Practice</p> <p>“Mañana”-Para usar como complemento del Programa del Diploma de BI.</p> <p>Materials/Hand outs created by the teacher:</p> <p>Vocabulary handouts</p> <p>Powerpoint presentations created by the teacher</p> <p>Graphic organizers</p> <p>Grammar handouts</p> <p>Internet reosurces: Authentic resources, songs, cultural videos.</p>
--------	---	---	----------	--	---

	<p>IB Core Theme: Cuestiones globales</p> <p>IB Option: La salud (Health)</p> <p>El uso de los cigarillos</p> <p>El uso de las drogas y del alcohol</p> <p>El estrés</p> <p>La anorexia y la obesidad</p>	<p>“La salud” is one of the five IB options that students need to study before the IB exam. The focus of this week’s lessons is for students to review the two uses/differences of ser and estar and talk about vocabulary related to health. The health system varies from country to country and students will have the opportunity to research, compare and contrast different health systems from different Spanish-speaking countries. Through the reading of intertextual texts students will become familiar with the causes/effects of different diseases. The students will also study vocabulary related to health. The students will analyze and read different types of texts (authentic) such as a blog, e-mail, formal and informal letter, newspaper article. They will also listen to oral language by watching different authentic sources that focus on health and different epidemics. Students will reflect and develop further understanding of a core topic, as well as develop intertextual receptive and productive skills. Intertextual reading = the ability to read across different texts that may be linked by a common theme.</p> <p>Readings: La anorexia, la ortorexia, “Ser flaca una obsesion temprana”.</p> <p>Grammar: Review of</p> <p>Culture: El botellón en España.</p>	7 weeks	<p>assignments, quiz, dialogues, classwork</p> <p>Summative: Create a brochure about the problems and solutions of the environment.</p> <p>Paper 1: Text handling – read authentic texts</p> <p>Oral interaction: Interactive oral based on the IB internal assesment : based on pictures, personal questions – dialogues</p> <p>Paper 2: Produce specific text types (formal, informal</p>	<p>Past IB Exams and prompts</p> <p>Pictures</p> <p>Videos/ Documentaries</p>
--	---	---	---------	--	---

	<p>IB Core Theme: Relaciones sociales/Cuestiones globales: La inmigración</p> <p>IB Option: Diversidad cultural</p>	<p>Students will focus on different aspects related perspectives on immigration, marginalized groups in the Spanish-speaking countries, explore cultural stereotypes and talk about cultural diversity.</p> <p>Readings: “Ser negro en España”, “Mujeres inmigrantes”, Canción “Mojado” “Gitanos”</p> <p>Grammar: Review of Future and Conditional Tense</p> <p>Culture: Gitanos en España</p>		<p>letters, blogs, journal entries, newspaper articles, email, etc.) that require the use of formal and informal language related to the theme/topic studied-receptive/prductive skills.</p> <p>Formative: Journal entries, homework assignments, quiz, dialogues, classwork</p>	<p>Spanish B – Course Companion</p> <p>Spanish B for the IB Diploma -IB Spanish Skills and Practice</p> <p>“Mañana”-Para usar como complemento del Programa del Diploma de BI.</p> <p>Materials/Hand outs created by the teacher:</p> <p>Vocabulary handouts</p> <p>Powerpoint presentations</p>
--	---	---	--	---	--

	<p>IB Core Theme: Comunicación y medios</p> <p>El uso de las redes sociales</p> <p>El uso de los teléfonos celulares</p> <p>IB Option: Ciencia y tecnología</p>	<p>In this unit the students will talk about the positive and negative effects of technology in education and in the Spanish-speaking countries. We will also talk about how we use technology in the classroom and the importance of technology in the world.</p> <p>Readings: “Consejos para el uso respnsable del internet”, “Conectados: La era de las redes sociales”, “Videojuegos: Un regalo educativo?”</p> <p>Canción: “Atrapados por la red”</p> <p>Grammar: Future and conditional tense</p> <p>Culture: El acceso a la tecnología en los países hispanos.</p>	10 weeks		<p>Spanish B – Course Companion</p> <p>Spanish B for the IB Diploma -IB Spanish Skills and Practice</p> <p>“Mañana”-Para usar como complemento del Programa del Diploma de BI.</p> <p>Materials/Hand outs created by the teacher:</p> <p>Vocabulary handouts</p> <p>Powerpoint presentations created by the teacher</p> <p>Graphic organizers</p> <p>Grammar handouts</p> <p>Internet reosurces: Authentic resources, songs, cultural videos.</p> <p>Past IB Exams and prompts</p>
--	---	---	----------	--	--

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.

Beginning with DP Year 1, students will be introduced to the internal and external assessments. In each unit, students will work on developing the receptive, productive and interactive skills by working on text handling readings and comprehension exercises, oral activities and writing compositions based on the topic they study. In year one, the first practice for the internal assessment will be in September and in each unit the students will work on describing and presenting a picture either given by the teacher or chosen by them. Students will have various opportunities to prepare for the internal assessment and to improve their productive and interactive skills in the target language.

Also, in year 1 of the DP Programme, students will be introduced to the external assessment and in each unit of study, they will have different formative and summative assessments that focus on the requirements for the external assessment. In each unit, students will be presented with cultural readings that focus on text handling exercises and questions similar to paper 1 assessment. The external assessment components will require students to use, to think and to apply the concepts studied in previous levels in the target language in order to develop their productive and receptive skills. Students will develop their language skills with each unit of study. They will be required to produce a sample of paper 2 and work on paper 1 every month of the school year and for each unit.

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 lessons.

Topic	Link with TOK (including description of lesson plan)
Cultural diversity Immigration/indigenous groups	Through the study of TOK and language acquisition, students will make connections and comparisons using their metalinguistic skills in order to develop knowledge, empathy, and be personally aware of the values of cultural diversity and cultural products, practices, and perspectives in the Spanish-speaking world and beyond. Students are not only thinking about language 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.

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)
-------	---

El arte	<p><u>ATL Skills :</u> Thinking- Creativity and Innovation – create the product in Art class Self-management skills – work on the product in class and at home – meet deadline for the project, managing time and task effectively Communication- communicate information about the product in the target language – use language to gather and communicate information</p> <p>In this unit of study students will develop ATL skills through ongoing, process-focused disciplinary and interdisciplinary teaching and learning. The ATL skills that students will focus on in this unit are : Thinking, Self-Management and Communication skills. Students will work on an interdisciplinary project in Spanish and Art. In Spanish class, students will learn about Fernando Botero, Frida Kahlo, Salvador Dalí and about different artistic movements associated with the artists. After exploring their artistic movements, style and personal life, students will create their own art (in Art class) masterpiece based on their own life, reflecting the artist’s style of their choice. Students will work on their art piece in Art class using different techniques and colors. Through this project students will work on their communication skills in the target language explaining the symbolism in their product as well as managing their time to work and use their creativity to reflect the style of their chosen artist.</p> <p>Through the ATL skills, students are provided with the tools to take ownership for their own learning becoming more knowledgeable and risk-takers.</p>
---------	--

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)
IB Core Theme : Cuestiones globales IB Option : Diversidad Cultural Topic : Immigration and Cultural Stereotypes	Studying a second language helps students to develop understanding and tolerance of other cultures. In a globalized world, it is imperative that students learn the characteristics and the differences between other languages and other cultures and the importance of accepting, embracing and being open-minded to the cultures of the world particularly the Spanish-speaking countries. As a part of this unit, students will explore different perspectives of immigration along with the cultural stereotypes associated with being a Hispanic documented and an undocumented immigrant in the United States and in Spain. This unit will incorporate a personal feeling as the students will be looking at and investigating different perspectives of immigration and marginalized groups such as the gypsies in Spain. They will take on roles of undocumented immigrants dealing with cultural stereotypes and with the challenges of being an immigrant or belonging to a stereotyped group. Through the study of this unit students will need to be international thinkers by developing cultural awareness, cultural differences, stereotypes, and culturally and socially accepted norms. Students will reflect and develop further understanding and development of international mindedness through the use of authentic readings such as : « Mujeres Inmigrantes », « Ser Negro en España », and also through the Immigration project. Students will work with a partner to create a television show or a short video about the struggles and cultural stereotypes of being an undocumented immigrant in the US or in Spain.

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
Immigration/Cultural Stereotypes	<p>The contents and related skills of this unit will contribute to the development of the following attributes of the IB learner profile : open-minded and caring. Through the learning of the target language and the content of the unit (Hispanic immigration to/in the US/Spain, the struggles of a documented/indocumented immigrant, the sacrifices/opportunities of documented/indocumented immigrants, cultural stereotypes), students will have the opportunity to show empathy, compassion and respect towards the needs and feelings of others by reacting and giving their personal opinion on different issues of immigration.</p> <p>They will also evaluate different perspectives on immigration empathizing with differences and similarities between their culture and other cultures. Students will enhance their knowledge on immigration and the Hispanic culture in relation to their own, which will make them more open-minded and caring towards other people and cultures.</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.

<p>The following instructional resources are available for the Spanish SL Level :</p> <p>Spanish B Course Companion – one copy.</p> <p>Spanish B for the IB Diploma -IB Spanish Skills and Practice – one copy</p> <p>“Mañana”-Para usar como complemento del Programa del Diploma de BI. – one copy</p> <p>Classroom Dictionaries</p> <p>Materials/Handouts created by the teacher</p> <p>Vocabulary handouts</p> <p>Powerpoint presentations created by the teacher</p> <p>Graphic organizers</p> <p>Grammar handouts</p> <p>Internet resources: Authentic resources, songs, cultural videos.</p> <p>Past IB Exams and prompts</p>
--

