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| Diploma Programme subject outline—Group  |
| **School name** | Downtown Magnets HS  | **School code** | 006435 |
| **Name of the DP subject** | Language B SL (Spanish) |
| **Level** |  |  |  |  |  |  |  |
| Higher | x | Standard completed in two years | x | Standard completed in one year \* |  |  |
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| **Name of the teacher who completed this outline** | Vivanie Yaniree Barrios Norma Villalobos  | **Date of IB training** |  |
| **Date when outline was completed** |  | **Name of workshop**  | Language B- SL |

1. **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.

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|  | **Topic/unit**(as identified in the IB subject guide)State the topics/units in the order you are planning to teach | **Contents** | **Allocated time** | **Assessment**instruments to be used | ResourcesList the main resources to be used, including information technology if applicable. |
| *One**Class**In one* *Week* |  | Min.Classes |
| Year 1 | **#1 Identities:**Cultural identityLanguage IdentityRacism/ discriminationHealth: life stylesvalues and beliefs#1 | Personal Attributes ( A.L)Personal relationships (A.L)Article about language/dialectsSpanish and its other languagesRigoberta Menchu/ Asi me nacio la concienciaHombre precavido vale por dos ( Antonio Luna-A.L)/HealthSocial & Religious events, etiquette & protocols, historical events and art.Beliefs, values and norms, population, diversity, migration, interlinguistic influenceFood and drinks consumption( Antonio Luna)Family traditions: gender role**Novel:** Como agua para chocolate by Laura Esquivel **Film**: : Viva Cuba  Health:**Novel:** Aura by Carlos Fuentes Drug Abuse, Diet, Nutrition, Mental Health, Concepts of BeautyPossible questions• What constitutes an identity? • How do language and culture contribute to form our identity?  |  | 10 weeks  |  | All assessments will be aligned to the California World Language Standards.Assessments will be evaluating the progress students make in the areas of language reception (LR), (listening and reading) and language production (LP) (Speaking and writing)Students will be exposed to a variety of assessments: formative as well as summative throughout the thematic units. Language reception assessments Students will complete reading comprehension questions, cloze exercises, multiple choice reading questions, and open ended questions that will allow students to analyze sources and connect their personal ideas, and content knowledge to beliefs and to the IB themes. Students will be assessed in responding to visual as well as audio media and its relationship to the theme studied.  | TextbooksNuevas Vistas 2 Tesoros Literarios IB Language B Guide Abriendo Paso (lectura)Historias sobrenaturales by Carlos Fuentes Como agua para chocolate by Laura Esquivel **Internet** MSN.comVeinte Mundos BBCMundo.comCNN en español IB Website and recommended texts Comic Strips Film/ Movie Strips Cortometraje: ¿Ella o yo?You Tube Macario/ La casa de Bernarda Alba/ Aura/ Viva Cuba- audio,text and or film.[www.antonioluna.org](http://www.antonioluna.org)Vertaal  |
|  | **There are several lesson items listed here and there is also the items from the assigned textbook Spanish B ( Oxford). Some of the content is assigned to students according to their level( ab initio-SL and for students coming from or going into AP))** |  |  weeks  |  |  |  |
| **#2 Sharing the planet**-Environment-Globalization-Climate change -Ecotourism -Peace and conflict -Communication and  media | Global Warming, Food and water, Racism, Calentamiento Global (Antonio Luna)Hambruna y pobreza (Antonio Luna)( famine and poverty)Short stories by Juan Rulfo- Es que somos muy pobres)**Film:** fragment from even in the rain Bias, censorship, radio and televisionPossible questionsWhat environmental and social issues present challenges to the world, and how can these challenges be overcome? • What challenges and benefits does globalization bring? |  |  weeks  |  | Language Production Assessments Students will engage in oral production activities such as socratic seminars, philosophical chairs, debates, four corner reflections in order to present their opinions and connections to concepts presented in class. Students will also participate in visual interpretation activities in order to prepare them for the IOA.IB Language B Test Practices/ MOCK Examinations Paper 1/ Paper 2/ IOA’s asss we moved from theme and subtopics.Students will practice the assessments at least twice per semester.Students will write compare and contrast essays, synthesis essays and persuasive essays as final assessments.. Students will also present formal oral presentations and conduct interviews Students will use personal reflections and graphic organizers in order to achieve comprehensible input. |  |
|  |  |  |  weeks  |  |  |  |
| **3. Experiences:**Leisure and travelMigrationCustoms and traditionsLife stories: Family a new conceptHolidays | Hobbies- Activities/ social interaction thru leisureWhy do we travel?Daily routine( Rutina diaria)Antonio LunaCuba:Leisure time( Spa4teachers)Semana Santa en Sevilla ( spa4teachers)Vacaciones y turismo/ Ocio ( A.L)Migrations Film: El NorteFilm: A better lifeShort story: Cajas de cartónSocial & Religious events, etiquette & protocols, historical events and art **Film:** Macario **Drama:** La casa de Bernarda de AlbaThe day of the dead ( target language and others)Film:Cocoshort film: Hasta los huesosPossible questions• How does our past shape our present and our future? • How and why do different cultures mark important moments in life? |  |  |  | The importance of using time in different activitiesfood, drinks, tourismStudents will research information on how death is celebrated globally( ppt, oral presentation and written) |  |
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| Year 2 |  |  |  |  |  |  |  |
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|  #4 **Human ingenuity:**-Medicine: alternative and traditional-Entertainment and Arts-Technology: Space exploration, Medicine, innovations-Internet/ digital world-communication and media | Social Interaction through leisure, Traveling Entertainment. Reading:El venado ( Artuo Uslar Pietri)Las bellas artes/Program in Venezuela Luchar y Tocar /artistas destacados( Jóvenes comprometidos)Social Network: for all ages( positive and negative effects)El Facebook de mi abuela ( A.L)Sensacionalismo (A.L)Science and Technology Ethics & Science, Ethics and scientific research, Ethics and personal beliefs**Short** Story: Nosotros, no by José Bernardo Adolph **Film** Fragments: Sleep Dealers Short Story: Las abejas de bronce by MarioCulture and publicity( Spanish4teachers material)Influencias de televisión y videojuegos en adolescentes ( Spanish4teachers material)Possible questions• What can we learn about a culture through its artistic expression? • How do the media change the way we relate to each other? |  | 8 weeks  |  | Pape1/2practice with reading comprehension and audioReading material and video availability for comparison analysis and written summative assessment-orally and writtenshort films:Reading comprehension exercises and summative assessment | https://www.antonioluna.org/2016/08/ibdp-unit-el-facebook-de-mi-abuela.html |
| **#5 -Social relationships**-Education and labor force-Law and order-Community-Social engagement | Tabues ( A.L)Education ( A.L)Movible schools (Temas)gender equity (Temas)Work place ( A.L)Social Issues ( A.L)El modelo de la familia se reinventa( spa4teachers)Cortos: The elderlyEramos pocos( youtube)Pecera ( Temas)Film: El hijo de la noviaFilm:Mañana no te olvidesArrugas ( Paco Roca)Jaque Mate en dos jugadas( Isaac Aisemberg)La viuda de Montiel( G.Garcia Marquez)Possible questions• What is the individual’s role in the community? • What role do rules and regulations play in the formation of a society? |  |  |  | Pape1/2practice with reading comprehension and audioReading material and video availability for comparison analysis and written summative assessment-orally and writtenshort films:Reading comprehension exercises and summative assessment |  |
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1. **IB internal assessment requirement to be completed during the course**

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

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|  Students will be introduced both to the Internal and External assessments so that they may understand what is expected from them during the two year course. Students will be provided ample opportunities to practice all aspects of the assessments to prepare them for the actual assessment.PAPER 1- Written productive skills will be given every semester of both years and divided into two sections: the semester focuses on the five themes ( i.e.Students write film review, Analysis and Critique, Argumentative/Persuasive papers, Debates).Students will be preparing for the actual assessment in May of the second year during their four semesters.PAPER 2-Text-handling and audio-listening comprehension will be given every semester of both years with focus on the five theme. ( i.e. writing emails, interpreting and writing leaflets, graphs, advertisements: taking previous exams).Students will be preparing for the actual assessment in May of the second year during their four semesters.The **Interactive Oral Activity** will occur throughout year 1and 2 of the SL Spanish. Students will be given various opportunities to practice in the target language so they may become familiar with the assessment included as part of the IOA.The **Individual Oral Assessment** will be given during year 2 of the SL Spanish (February-March) |  |

1. **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.

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| **Topic** | **Link with TOK (including description of lesson plan)** |
| Environment | To what extent does membership of a group affect how we come to linguistic knowledge? |

1. **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.

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| **Topic** | **Contribution to the development of international mindedness (including resources you will use)** |
| Theme: IdentitiesCultural Diversity: Migration | Why do people migrate? Reasons for migrationWhat does migration look like around the world? Analysis of migration trendsWhat are the benefits and disadvantages of migration?How does the media differentiate portray legal vs. non-lega /illegal immigration?How the media portrays immigrants?What does it feel to be bilingual and bicultural? How does this look?What are the steps of acculturation?What denominations to choose when you are bicultural?How to preserve your native language?What happens to culture and the products, and practices of an immigrant community when they come in contact with a new country? ( cultures in contact)Resources:Videos, articles, pictures/posters, power point presentations,films, podcasts, blogsCajas de cartón- Francisco JimenezSong: Clandestino- Manu ChauTrabajo de campo- Rose del Castillo G.Video/You tube: clips from : Bajo la misma Luna, Agua con sal, El Norte, Ice box, La BestiaLa Inmigración internacional:<http://www.youtube.com/watch?v=oNzy4BUK4>Commercials and articles, Poem: “Al partir” by Gertrudis Gomez de AvellaneidaSong: Mojado by Ricardo Arjona<https://www.youtube.com/watch?v=m40mugpROWw>Poem:Balada de los dos Abuelos by Nicolás Guillén.Video:<http://www.youtube.com/watch?v=XQZ6sAZ7DIE>Clips from the movie: “Flores de otro mundo”News reports:<http://www.youtube.com/watch?v=rlmQby0fbZM>La muralla by Nicolas Guillen:<http://www.youtube.com/watch?v=CID9Mj2zyZY>Through the study of the varying cultures of the Spanish speaking world, students will become compassionate members of the global community. They will use the experience with new points of view to analyze their own beliefs and motivations, and to better understand those of others. Students will leave this course well prepared to promote peace and understanding in the world around them. Learning about these topics will help students become integrated into Spanish language and the various cultures, whether here or abroad, more quickly and easily. Being able to share meals and celebrate social and religious events easily and comfortably will certainly be a source from which to grow friendships and life-long community relationships. |

1. **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.

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| **Topic** | **Contribution to the development of the attribute(s) of the IB learner profile** |
| Theme:Social organization/ ExperienciasGlobal issues: racism, discrimination | Students explore the different themes presented in class and through the study of a language are exposed to become Caring and Open-minded individuals. They understand and appreciate their own culture and are open to the perspective, values, and traditions of other individuals. Students show empathy, compassion, and respect towards the needs and feelings of others. They learn through different works of literature how people have endured discrimination throughout history and how certain people have expressed the discrimination of their people through literature and art.By curiously exploring the media of advertising they are inquiring; by exploring new concepts and ideas they are becoming more knowledgeable; by applying their thinking skills critically they are becoming better thinkers; by seeking and evaluating a range of point of views they are becoming more open-minded; by giving thoughtful consideration to their own experience they are being reflective. |

1. **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? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

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| Textbooks:Spanish B for IB diplomaEncuentros MaravillososPreparing for the AP Spanish Language ExamAP Spanish Literature and Culture GuideAproximaciones al estudio de literaturaComo Agua para chocolate, Laura EsquivelEl Color de Nuestra Piel, Celestino GorostizaPepita Jimenez, Juan ValeraEl llano en llamas, Juan RulfoLa Casa de Bernarda Alba, Federico Garcia LorcaEl viaje definitivo, Juan R. Jimenezother sources:web links such as CNN en Espanol, MSN.com, BBCMundo.com,elpais.com,lanacion.com, ver-taal.com,IB website and recommended textsThinkib<http://www.wi-nell.org/uploads/3/4/8/7/3487205/flesfest_2015_resources_world_language_may_2014.pdf><https://www.antonioluna.org/><http://spanish4teachers.org/> |