

Diploma Programme subject outline—Group 2: language acquisition

School name	Thomas Jefferson High School	School code	052227
Name of the DP subject <i>(indicate the language)</i>	Language B Spanish		
Level <i>(indicate with X)</i>	Higher <i>(not applicable for languages ab initio)</i>	<input checked="" type="checkbox"/>	Standard completed in two years <i>(not applicable for languages ab initio)</i>
		<input checked="" type="checkbox"/>	Standard completed in one year * <i>(not applicable for languages ab initio)</i>
Name of the teacher who completed this outline	Sergio O. Sanchez Diaz	Date of IB training	Registered for 19 June - 22 June, 2018 St. Pete Beach, Florida
Date when outline was completed	October 16, 2017	Name of workshop <i>(indicate name of subject and workshop category)</i>	Spanish B, Category 1

* 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.

La casa de Bernarda Alba, Federico García Lorca
Como agua para chocolate, Laura Esquivel

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	90 minutes.		
Year 1	Social Relationships (Core)	Celebrations, social and religious events Relationships (friendship, work, family) Spanish speaking countries celebrate some of the same holidays we do. Similarities and diff.	22.5 Hours 6 weeks (August/October)		External assessment: Creative or Persuasive Written Assignment 25% using Temas. (RS) Two compulsory writing exercises. (WPS). 25% (RPS) 20% Internal assessment: Individual Oral – 20% -Mi familia Interactivity oral -peer graded -conversations activity -10%	<i>Abriendo Paso: Gramática</i> <i>Abriendo Paso: Temas y Lecturas</i> <i>Sendas Literaria 2</i> <i>Autentico Textbook</i> Internet based research: Authentic primary sources such as poems, articles such as newspapers/magazines, songs, cultural videos. Students will watch video <i>Una mejor vida.</i>
Year 1	Cultural Diversity (Option):	How culture is learned Culinary heritage	22.5 Hours 6 weeks (October/November)		External assessment: Creative or Persuasive Written Assignment 25% using Temas. -painting analysis Individual Oral – 25% (RPS) 20% Internal assessment: Interactivity oral activity -20% -restaurant skits -10%	<i>Sendas Literarias 2</i> <i>Abriendo Paso: Temas y Lecturas</i> <i>Abriendo Paso: Gramática</i> <i>Temas (Textbook)</i> <i>Autentico Textbook</i> Movie – <i>Como agua para chocolate</i> Internet based research: Google Art Project/Google Cultural Center, virtual museums, primary historical

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			One class is	90 minutes.		
Year 1	Customs and Traditions (Option):	Historical events The arts	22.5 Hours 6 weeks (November/December)		External assessment: Creative or Persuasive Written Assignment 25% using Temas. -painting analysis Individual Oral – 25% (RPS) 20% Internal assessment: Interactivity oral activity -20% Presentation -10%	<i>Abriendo Paso: Temas y Lecturas</i> <i>Abriendo Paso: Gramática Temas (Textbook)</i> <i>Autentico Textbook</i> Internet based research: Google Art Project/Google Cultural Center, virtual museums, primary historical documents
Year 1	Communication and Media (Core):	Internet Advertising -clothing advertizing	22.5 Hours 6 weeks (January/March))		External assessment: Creative or Persuasive Written Assignment 25% using Temas. -painting analysis Individual Oral – 25% (RPS) 20% Internal assessment: Interactivity oral activity -20% Presentation -10%	<i>Abriendo Paso: Temas y Lecturas</i> <i>Abriendo Paso: Gramática Temas (Textbook)</i> <i>Autentico Textbook</i> Internet based research : Spanish-language commercials, Spanish and Latin American TV

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			One class is <input type="text" value="90"/> minutes. In one week there are <input type="text" value="2.5"/> classes.		
Year 1	Leisure (Option):	Sports Exhibitions and shows	22.5 Hours 6 weeks (April/May)	External assessment: Creative or Persuasive Written Assignment 25% using Temas. -painting analysis Individual Oral – 25% (RPS) 20% Internal assessment: Interactivity oral activity -20% Record -10%	<i>Abriendo Paso: Temas y Lecturas</i> <i>Abriendo Paso: Gramática</i> <i>Sendas Literaria 2</i> <i>Aventuras literarias</i> (Textbook pending) <i>Temas (Textbook)</i> <i>Autentico Textbook</i> Internet based research : Authentic primary sources, travel brochures, sports

Year 2	Health (Option):	Traditional and alternative medicine Illness, symptoms of good/ill health	22.5 Hours 6 weeks (August/September)	External assessment: Creative or Persuasive Written Assignment 25% using Temas. -painting analysis Individual Oral – 25% (RPS) 20% Internal assessment: Interactivity oral activity -20% Presentation -10%	<i>Abriendo Paso: Temas y Lecturas</i> <i>Abriendo Paso: Gramática</i> <i>Sendas Literarias 2</i> <i>Aventuras literarias</i> (Pending Textbook) <i>Temas (Textbook)</i> <i>Autentico Textbook</i> Internet based research: Authentic material on the Middle Ages and the Renaissance. Authentic primary sources through online bestiaries, lapidaries, and herbal medicine. Brochures that promote homeopathic remedies, pharmaceutical propaganda.
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		One class is <input type="text" value="90"/> minutes.		
		In one week there are <input type="text" value="2.5"/> classes.		

Year 2	Leisure (Option)	Traveling Hobbies	22.5 Hours 6 weeks (September/October)	External assessment: Creative or Persuasive Written Assignment 25% using Temas. -painting analysis Individual Oral – 25% (RPS) 20% Internal assessment: Interactivity oral activity -20% Presentation -10%	<i>Abriendo Paso: Temas y Lecturas</i> <i>Abriendo Paso: Gramática</i> <i>Aventuras Literarias (textbook pending)</i> <i>Sendas Literarias 2</i> <i>Temas (Textbook)</i> <i>Autentico Textbook</i> Internet based research : cultural videos, songs, travel documents, itineraries, weather forecasts, short stories, poems
Year 2	Global Issues (Core)	Migration (rural-urban or international) Racism, prejudice, discrimination Poverty	22.5 Hours 6 weeks (November/December)	External assessment: Creative or Persuasive Written Assignment 25% using Temas. -painting analysis Individual Oral – 25% (RPS) 20% Internal assessment: Interactivity oral activity -20% Presentation -10%	<i>Abriendo Paso: Temas y Lecturas</i> <i>Abriendo Paso: Gramática</i> <i>Aventuras Literarias (Textbook Pending)</i> <i>Temas (Textbook)</i> Internet based research : documentaries, primary texts on colonization, diaries Students will watch film <i>Su excelencia</i> by Miguel M. Delgado
	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="90"/> minutes.		
			In one week there are <input type="text" value="2.5"/> classes.		

Year 2	Global Issues (Option)	<p>The effect of man on nature.</p> <p>The environment and sustainability</p>	22.5 Hours 6 weeks (January/February))	<p>External assessment: Creative or Persuasive Written Assignment 25% using Temas. -painting analysis Individual Oral – 25% (RPS) 20%</p> <p>Internal assessment: Interactivity oral activity -20% Presentation -10%</p>	<p><i>Abriendo Paso: Temas y Lecturas</i></p> <p><i>Abriendo Paso: Gramática</i></p> <p><i>Aventuras Literarias</i> (Textbook Pending)</p> <p><i>Temas (Textbook)</i></p> <p><i>Autentico Textbook</i></p> <p>Internet based research : documentaries, primary texts on colonization, diaries.</p>
Year 2	Communication and Media (Core)	<p>Internet</p> <p>Telephone</p> <p>Advertising -price fashion differences in U.S and Spain -how having access to telephone, internet is different in other spanish speacking countries.</p>	22.5 Hours 6 weeks -Review Uni (Practice exams)	<p>External assessment: Creative or Persuasive Written Assignment 25% using Temas. -painting analysis Individual Oral – 25% (RPS) 20%</p> <p>Internal assessment: Interactivity oral activity -20% Presentation -10%</p>	<p><i>Abriendo Paso: Temas y Lecturas</i></p> <p><i>Abriendo Paso: Gramática</i></p> <p><i>Aventuras Literarias</i> (Textbook Pending)</p> <p><i>Temas (Textbook)</i></p> <p>Internet based research : technology blogs, advertisements, the evolution of technology</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.

Oral Assessments**Year One**

- Social Relationships-Prep or Sample for Interactive Oral- Students will interview one another to find partners to work with through the school year. (August)
- Social Relationships- Prep or Sample for Individual Oral- Students will present a significant family holiday or celebration that they attended. (September)
- Leisure 1- Prep for Individual Oral- Students will choose a photo depicting a sporting event, present photo to teacher and answer questions about its content as well as personal questions related to subject in photo. (November)
- Cultural Diversity- Sample for Interactive Oral - Students will work together to create a cooking video. (December)
- Customs and Traditions - Prep for Individual Oral- Students present an artist to the class, giving biographical information and discussing some of their works as well as the historical events that influenced the artist. (February)
- Communication and Media - Prep for Individual Oral- Students select an ad from a Hispanic periodical and present it to teacher, discussing contents, products, images portrayed and messages conveyed and their opinion of ad. (April)

Year Two

- Health- Prep for Individual Oral- Students will present a remedy or medical practice to the class. (September)
- Leisure 2- Prep for Interactive Oral- Students will role play as a travel agent and as a customer looking into traveling. (October)
- Global Issues 1- Students will participate in a debate where they discuss contemporary issues surrounding migration. (December)
- Global Issues 2- Prep for Individual Oral- Students will present poster on a particular environmental issue to class and field questions based on that issue. (February)
- Both Individual and Interactive Orals will be complete by February of Year 2

Preparation for Paper #1**Year One**

Social Relationships- Unit exam has reading followed by questions similar to paper #1. (September)

- Leisure 1- Unit exam has reading followed by questions similar to paper #1 (November)
- Cultural Diversity- Unit exam has reading followed by questions similar to paper #1 (December)
- Customs and Traditions- Unit exam has reading followed by questions similar to paper #1 (February)
- Communication and Media 1- Unit exam has reading followed by questions similar to paper #1 (April)

Year Two

- Health- Unit exam has reading followed by questions similar to paper #1 (September)
- Leisure 2- Unit exam has reading followed by questions similar to paper #1 (October)
- Global Issues 1- Unit exam has reading followed by questions similar to paper #1 (December)
- Global Issues 2- Unit exam has reading followed by questions similar to paper #1 (February)
- Communication and Media 2- Unit exam has reading followed by questions similar to paper #1 (April)

Preparation for Paper #2**Year One**

- Social Relationships- Students write a blog entry describing their favorite family celebration. (September)
- Leisure 1- Students create an advertisement for a sporting event or a popular exhibition in the Hispanic world. (November)
- Cultural Diversity- Students write a food review of different dishes that have sampled from Hispanic communities. (December)
- Customs and Traditions- Students will write a mock-interview, where the student would present their interview questions and the response of a Hispanic artist. (February)
- Communication and Media 1- Students either write persuasive essay about role of advertising or letter to newspaper editor expressing opinion on popular representations of members of Hispanic communities. (April)

Year Two

- Health-Students write a news report about a medical innovation. (September)
- Leisure 2- Students create a travel pamphlet for a travel destination in the Hispanic world. (October)
- Global Issues 1- Students develop their speech for a debate surrounding contemporary issues that pertain to migration. (December)
- Global Issues 2- Students create leaflet that describes threats to biodiversity and describes solutions to these threats. (February)
- Communication and Media 2- Students create an advertisement for an application that they would like to market in Hispanic countries. (April)

Paper 2: to be completed in May of year two

Preparation for Written Assignment**Year One**

- Customs and Traditions —Students will research a Hispanic artist and write a biography, history of works and review of 1 of his works. (February)

Year Two

- Global Issues 1- Students will research a marginalized group in a Hispanic country and write an informative essay about that group and their plight. (December)
- Global Issues 2- Students will research a n environmental issue and will write an informative essay about the threat to the environment and steps that are being taken to address this threat (February)

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.

Topic	Link with TOK (including description of lesson plan)
<p><i>Global Issues 1 (Core)</i></p>	<p>In examining the ties between second language acquisition and TOK, we hope to address the following questions and to demonstrate that learning consists of far more than vocabulary and grammar; the process of learning a second language provides insight into individual and group cultural identities.</p> <p><i>When we learn an additional language, do we learn more than just vocabulary and grammar? What more do the stories of immigrants and their cultural identities tell us about that group?</i></p> <p>When students read and hear testimonials from immigrants from Hispanic communities, they will be exposed to regional dialects and idioms, which will deepen both their vocabulary as well as their grammar. More importantly, these sources will enrich student understanding of marginalized Hispanic groups both abroad and in the United States. The first-hand accounts of migration will provide insight into the cultural products and practices of that community. These testimonies will highlight issues of cultural identity and the struggle to maintain original cultural identity and avoid cultural assimilation. By examining the language used by migrants, students will understand the significance of specific cultural phrases and ideas, both from their culture of origin as well as the influence of the dominant culture. Throughout this unit, students will be urged to ask <i>Why does one make the decision to migrate? Which of their cultural values are at odds with the values of the new, dominant culture? How does one maintain a cultural identity or make the decision to assimilate culturally? What can be lost through cultural assimilation?</i> In answering these questions, students will have a greater understanding of cultural diversity as well as the fusion of cultures as a by-product of migration.</p> <p>Those who do not learn another language and study another culture cannot fully understand their own language and cultural identity. Through examining other cultures and other languages, how do we deepen our understanding of our own?</p> <p>Through comparing and contrasting new understanding with pre-existing understandings, students can gain even more insight into both. In order to fully understand another culture, we must compare it to our own. In so doing, we will view both cultures through a critical lens. This process will allow students to scrutinize their own identities as they relate to their language and culture. Introspection allows language-learner students to develop a complete understanding of themselves and define their culture. By examining testimonies and first-hand accounts of migration, students will be prompted to examine their own story of migration and the development of their cultural identity. Ultimately, this will lead students to a greater understanding of the creation of individual versus group identities. Perhaps this could lead them to appreciate more fully their own language and their own culture.</p>

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)
<p>Communication and Media (Core)</p>	<p>Communication : The ability to communicate in written or oral form, and understand, or make others understand, various messages in a variety of situations and for different purposes.</p> <p>Student will learn to communicate appropriately in a variety of written formats and for a variety of purposes including online blogging and creating a pamphlet. As a result of classroom instruction and research, students will create a self-evaluation rubric to measure their success in communication and their success in meeting the conventions of the communication format. All components of the inquiry will be in Spanish. I will model how to construct the pamphlet and blog (Gradual Release of Responsibility Model)</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)
Leisure (Option) Travelling & Hobbies	<p>As a part of this unit, students will use primarily the internet to explore various cultures within particular Hispanic countries. This unit will incorporate a personal feel as the students will be researching countries where they can partake in their favorite hobbies thus bridging the geographical gap and unifying similarities between different cultures. Taking on the role of a tour guide, students will need to be international thinkers for the following reasons: realizing cultural differences, socially acceptable norms and customs, regional gastronomical specialties, weather conscious, planning for monetary transactions/different currencies, housing and transportation options, etc. The student's assignment will be to become a representative of his/her respective Hispanic country and communicate effectively through writing and speech, the optimal method for travelers to that country.</p> <p>In addition to promoting their international-mindedness, this unit will also allow students to become global citizens thereby incorporating many of the 21st Century learning skills under the umbrella ACTFL proficiency guidelines.</p>

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
Social Relationships (Core) Celebrations, social, religious event & relationships (friendships, work, family)	<p>This unit on social relationships starts off the year with the IB learner profiles at heart. Students will use the skills of inquiry, as they begin their research into understanding the human relationships in Hispanic countries such as the role in the family nucleus and the role of the immediate family and extended family. They will foster their skills as communicators by talking about unique and shared Hispanic celebrations. This also extends into inspiring students to care and empathize with similarities and differences between cultures, take risks while exploring different religious groups, and become knowledgeable about how the Hispanic culture is defined in relation to their own. This unit will encourage students to step out of their comfort zone and enhance their principles towards becoming global citizens.</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.

I will need a class set of the *Aventuras Literarias* Textbook by Heinle Cengage Learning, and *Oxford IB Diploma Programme Spanish B*. I will also need a class set of *La casa de Bernarda Alba*, *Federico García Lorca* and *Como agua para chocolate*, Laura Esquivel.

Como agua para chocolate, Laura Esquivel

Available resources:

Temas Textbook

Abriendo Paso: Temas y Lecturas

Abriendo Paso: Gramática

Sendas Literarias 2

Websites that will be used as a resource include, but are not limited to:

www.peopleenespanol.com

www.onlinenewspapers.com

www.bbcmundo.com

www.univision.com

www.terra.es

www.nationalgeographic.es

www.youtube.com