

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

<b>School name</b>	Spojená škola Pankúchová 6, Bratislava, Slovakia	<b>School code</b>	061749
<b>Name of the DP subject</b> <i>(indicate the language)</i>	Spanish B		
<b>Level</b> <i>(indicate with X)</i>	Higher <i>(not applicable for languages ab initio)</i>	Standard completed in two years	Standard completed in one year * <i>(not applicable for languages ab initio)</i>
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<b>Name of the teacher who completed this outline</b>	Katarína Strihová Calolósio	<b>Date of IB training</b>	February-March 2022
<b>Date when outline was completed</b>	March 10, 2022	<b>Name of workshop</b> <i>(indicate name of subject and workshop category)</i>	Language B (gen)

\* 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.**

*Sólo vine a hablar por teléfono* Gabriel García Márquez (cuento)  
*Omnia*, Laura Gallego (novela)

**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"/> minutes.	In one week there are <input type="text"/> classes.		
Year 1	<b>IDENTITIES</b>	<u>Summary of the unit:</u>	20 weeks		<u>Paper 1:</u> Text handling	Spanish B – Course
	- Customs and Traditions	- focus on learning about different ancient Mesopotamic civilizations, learning about the characteristics and contributions of these civilizations			- read authentic texts	Companion
	- Cultural Diversity				Oral interaction:	Spanish B for the IB
	- Past and Present, how are they connected?				Interactive oral based on the IB internal	Diploma -IB Spanish Skills and Practice
	- Different indigenous groups (the Aztecas- México, the Mayas- Yucatán Península and Guatemala, the Incas- Perú, the Kunas- Panamá, the Aymara- Perú and Bolivia)	- exploring and investigating other ingenious groups and their traditions			assesment : based on pictures, personal questions – dialogues,	Materials/Hand outs created by the teacher:
	- Personal Identity	- focus on relationships amongs t the students and their families and exploration of the differences between a traditional and a modern Hispanic Family,			vidoes, songs- authentic	Vocabulary handouts
	- Family (traditional/modern) in Spanish- speaking Culture				Resources	Powerpoint presentations
	- Family, school, work Relationships				<u>Paper 2:</u> Produce specific text types	created by the teacher
	- Role of women/men in					Graphic organizers

	<p>the family</p> <p>- Changing structures in the family</p>	<p>traditional values</p> <p>- comparison and contrast of the student's own family with the traditional/modern family.</p> <p>-exploring of student's own identity</p> <p><u>Grammar:</u> indicative mood, present tense- ongoing, regular and irregular verbs in the preterit tense-ongoing</p> <p>Review of adjectives, comparative, Superlative</p> <p>- music: Jorge Drexler (De amor y de casualidad), Juanes (La historia</p>		<p>(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, homeworks</p> <p><u>Summative:</u></p> <p>Art project based on the artistic style of an artist, TV commercial, Announcement</p>	<p>Grammar handouts</p> <p>Internet resources:</p> <p>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 Institue of Chicago</p> <p>Spanish TV commercials/</p>
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		<p>de Juan), etc.</p> <p>- readings: novela "<i>Omnia</i>" de Laura Gallego , "Valorar las propias raíces ayuda a surgir"- Mañana texto- Paper 1 text handling followed by questions/ comprehension, "El maíz Cereal Universal"- Past IB text Exam- Text Handling (2010), "Campaña de ayuda a los pueblos originarios"- past IB Exam. Text Handling (2012)</p> <p><u>Culture:</u></p> <p>- indigenous groups, their history, traditions, costumes, beliefs, actual situation</p> <p>- traditional Hispanic family vs. modern</p>		<p>Essays</p> <p>Midterm/Final exam</p>	
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		<p>Hispanic family.</p> <ul style="list-style-type: none"> <li>- relationships and roles in the Hispanic family</li> <li>- Hispanic customs and traditions (ex. The Quinceañera)</li> </ul>			
	<p><b>EXPERIENCES</b></p> <ul style="list-style-type: none"> <li>- Ocio</li> <li>- El arte: Qué nos dicen las obras de arte?</li> </ul> <p>Artists:</p> <ul style="list-style-type: none"> <li>Fernando Botero (Colombia)</li> <li>Frida Kahlo (Mexico)</li> <li>Diego Velazquez (Spain)</li> <li>Salvador Dalí (Spain)</li> </ul>	<p><u>Summary of the unit:</u></p> <ul style="list-style-type: none"> <li>- focus on learning about art, influence and lives of famous Hispanic artists from different centuries and different artistic Movements</li> <li>- focus on how language is related to culture and how we use language and art to give information about ourselves and others</li> <li>- making connections with other content</li> </ul>	<p>10 weeks</p>		

	<p>areas such as art and history.</p> <p><u>Grammar:</u> Indicative mood , present tense -ongoing, regular and irregular verbs in the preterit tense-ongoing</p> <p><u>Culture:</u> Fernando Botero, Salvador Dalí, Frida Kahlo, Diego Rivera, Diego Velazquez, Las Meninas, La familia Presidencial</p> <p>- exploring different artistic movements by viewing and discussing works by the artists</p>	
<p><b>HUMAN INGENUITY</b></p> <p>- Science and technology</p>	<p><u>Summary of the unit:</u></p> <p>- focus of this unit is for students to learn about media and</p>	<p>10 weeks</p>

<p>- Television</p> <p>- Advertising</p> <p>- Positive/negative impact of television and commercials/announcement</p>	<p>communication and how technology influences our daily lives</p> <p>- reviewing different television programs and advertisements and giving their opinion about them</p> <p><u>Grammar:</u> Present of the verb HABER, Past participle, Present perfect of regular and irregular verbs</p> <p>Review of the verbs: PODER, ESTAR, TENER, DECIR, DAR</p> <p><u>Readings:</u></p> <p>- reading blogs related to television</p> <p>- cuento <i>Sólo vine a hablar por teléfono</i> Gabriel García</p>	
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		Márquez  <u>Culture:</u> The role of telenovelas in the Hispanic household – Social relationships/ colloquial language			
Year 2	<b>SOCIAL ORGANIZATION</b>	<p><u>Summary of the unit:</u> - comparison of the health system from different Spanish speaking countries</p> <p>- learning about causes/ effects of different diseases</p> <p>- focus on different aspects of immigration, marginalized group in the Spanish-speaking countries, cultural stereotypes</p> <p>- positive and negative effects of technology in education and in the</p>	27 weeks	<p><u>Paper 1:</u> Text handling</p> <p>– read authentic texts</p> <p><u>Oral interaction:</u></p> <p>Interactive oral based on the IB internal assessment : based on pictures, personal questions – dialogues</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>Spanish- speaking countries</p> <p>- the importance of use of the technology in the classroom and the importance of technology in the world</p> <p><u>Grammar:</u> passive voice, ser/ estar, use of subjunctive</p> <p>- future and conditional tense</p> <p><u>Readings:</u> La anorexia  “Ser flaca una obsesión temprana”  “Ser negro en España”  “Mujeres inmigrantes”  “Consejos para el uso responsable del internet”, “Conectados: la era de las redes sociales”, “Videojuegos: un regalo educativo?”</p> <p><u>Music:</u> Mojado (Ricardo</p>		<p><u>Paper 2:</u> 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/productive skills.</p> <p>Formative: Journal entries, homework assignments, quiz, dialogues, classwork</p> <p><u>Summative:</u> Create a</p>	<p>Vocabulary handouts</p> <p>Powerpoint presentations created by the teacher</p> <p>Graphic organizers</p> <p>Grammar handouts</p> <p>Internet reosurces:</p> <p>Authentic resources, songs, cultural videos.</p> <p>Past IB Exams and prompts</p> <p>Pictures</p> <p>Videos/ Documentaries</p>
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		<p>Arjona), Atrapados por la red (Tam tam go!)</p> <p><u>Culture:</u> El botellón en España.</p> <ul style="list-style-type: none"> <li>- gypsies in Spain</li> <li>- access to the technology in the Spanish-speaking countries</li> </ul>		<p>pamphlet advertising risks and prevention measures related to dependencies and abuse</p>	
	<p><b>SHARING THE PLANET</b></p> <ul style="list-style-type: none"> <li>- The environment</li> <li>- Climate changes</li> <li>- Global warming</li> <li>- Green energy</li> </ul>	<p><u>Summary of the unit:</u></p> <ul style="list-style-type: none"> <li>- describing environmental issues that affect the Spanish-speaking countries</li> <li>- discussing the cause and effects of global warming, natural disasters and the environmental impact (focus on Spanish-speaking countries and their citizens)</li> <li>- discussion of how</li> </ul>	<p>10 weeks</p>		

we could protect the environment and find new ways to replace the damage caused by the climate change and global warming

Grammar: present and past tense, present subjunctive of the regular and irregular verbs

Music: Ojalá que llueva café (Juan Luis Guerra), ¿Dónde jugarán los niños? (Maná)

Movie: Voces contra la globalización

Readings: authentic readings (articles and blogs about green energy, climate changes, conservation

	efforts and different environmental groups and ecological activists)	
	<u>Culture:</u> the impact of climate changes in the Spanish-speaking countries	

**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.

Beginnig 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 introduce 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 lesson/courses.

Topic	
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	ATL Skills : 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 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

	<p>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>
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## 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	<p>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.</p> <p>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.</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
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. 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>Spanish B Course Companion – one copy.          Spanish B for the IB Diploma -IB Spanish Skills and Practice – one copy          Classroom Dictionaries          Materials/Handouts created by the teacher          Vocabulary handouts          Powerpoint presentations created by the teacher          Graphic organizers          Grammar handouts          Internet reosurces: Authentic resources, songs, cultural videos.          Past IB Exams and prompts</p>
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