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| Diploma Programme subject outline—Group | | | | | | | | | | |
| **School name** | Downtown Magnets High School | | | | | | **School code** | 006435 | | |
| **Name of the DP subject** | Language B Spanish HL | | | | | | | | | |
| **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 Barrios | | | **Date of IB training** | | |  | | | |
| **Date when outline was completed** | Spring 2019 | | | **Name of workshop** | | |  | | | |

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 | Resources  List the main resources to be used, including information technology if applicable. |
| *One*  *Class*  *In one*  *Week* |  | Min.  Classes |
| Year 1 | **Identity**  Subtopics:   * beauty * self esteem * biculturalism * private and public identity * language * metaliterature | Assessment Objectives:   1. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences 2. Understand and use language to express and respond to a range of ideas with fluency and accuracy..   Possible questions:   * What constitutes an identity? * How do we express our identity? * What ideas and images do we associate with a healthy lifestyle? * How do language and culture contribute to form our identity? * How do we know who we are? How can we prove it? |  |  |  |  | Texts :   * [Cómo es las es belleza en 18 países](https://www.expoknews.com/como-es-la-belleza-en-diferentes-paises-del-mundo/) * [Estereotipos de belleza según las distintas culturas](https://www.workshopexperience.com/estereotipo-de-belleza-culturas/)   Literary Texts:   1. La gloria de los feos - Rosa Montero 2. Balada de los dos abuelos - Nicolás Guillén 3. A Julia de Burgos- Julia de Burgos 4. Borges y yo - Jorge Luis Borges 5. Mi nombre- Sandra Cisneros 6. Negrito- Tato Laviera   Visual Stimuli:   1. [How blind see beauty](https://www.youtube.com/watch?v=JO7X9ZPoAp8) 2. [Real Beauty Sketches](https://www.youtube.com/watch?v=litXW91UauE) 3. [Beauty standards around the world](https://www.youtube.com/watch?v=RT9FmDBrewA) 4. [La mujer más bella del mundo](https://www.youtube.com/watch?v=Cu5_37IPjZ0) 5. [La mujer más fea del mundo](https://www.youtube.com/watch?v=TRPdi4kIyzI) |
| Experiences  Subtopics | Assessment Objectives:   1. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences 2. .Identify, organize and present ideas on a range of topics.   Possible questions:   * How does travel broaden our horizons? * How does our past shape our present and our future? * How and why do different cultures mark important moments in life? * How would living in another culture affect our worldview? * How do experiences help you assimilate to new cultures/ places? * How do you know you have acculturated? * How do you know you belong in a place? |  |  |  | Assessment Objective:  Understand and use language to express and respond to a range of ideas with fluency and accuracy.  Assessment:  Paper 1 – When students consider text types they must pay close attention to punctuation in order to avoid confusion.  Listening Exercises: Students will listen to a conversation and transcribe in order to verify punctuation accuracy. | Texts:  Literary texts:   1. No oyes ladrar los perros- Juan Rulfo 2. El ahogado más hermoso del mundo - Gabriel García Marquez 3. Cajas de cartón - Francisco Jimenez 4. Trabajo de Campo - Rose Guilbalt 5. Mujer Negra- Nancy Morejón 6. La que comprende - Alfonsina Storni 7. Si me tocaras el corazón- Isabel Allende 8. Macario   I will include my activity from learning engagement #3  Conceptual Understanding:  Meaning: Students understand that language is used in a range of ways to communicate a message.  Topic: Rites of Passage  Punctuation matters and it can change the meaning of a message.  A) Allow students to examine “El testamento sin signos de puntuación” and ask  them to define who would get the inheritance. Since the paragraph lacks punctuation, the answers are many. This is a perfect activity to teach the importance of punctuation in order to avoid bias, confusion, and misunderstandings.  B) Students will write their own will using the correct punctuation |
| Social  Organizarion | Assessment Objectives:   1. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences 2. Identify, organize and present ideas on a range of topics. 3. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts..   Possible questions:   * What is the individual’s role in the community? * What role do rules and regulations play in the formation of a society? * What role does language play in a society? * What opportunities and challenges does the 21st-century workplace bring? |  |  |  | Assessment Objectives:   * Communicate clearly and effectively in a range of contexts and for a variety of purposes. * Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences. * Assessment: * Paper 1 – When students consider text types they must pay close attention to register and purpose * Reading Comprehension: Students will read several text- types and identify author’s purpose.   Visual Stimuli:  [Modelos de familia](https://www.youtube.com/watch?v=fsvICv8XACo)  [Nuevas familias, nueva sociedad](https://www.youtube.com/watch?v=QCDAowFqfjw)  [Las clases sociales](https://www.youtube.com/watch?v=C1gygz9ONDA)  [¿Cómo se definen las clases sociales?](https://www.youtube.com/watch?v=aVJNOD8e_54) | Texts:  [Abuelos Cuenta cuentos](https://www.veintemundos.com/magazines/96-en/)  [¿La tecnología puede deshumanizar al ser humano?](http://blog.es.idealist.org/la-deshumanizacion-tecnologica/)  [¿Qué hacer cuando la rutina llega a tu trabajo?](https://www.elsalvador.com/noticias/negocios/393003/que-hacer-cuando-la-rutina-llega-a-tu-trabajo/)  [El cacerolazo: protesta de la clase media](https://www.veintemundos.com/magazines/74-en/)  Literary texts:  1. La Noche Buena- Tomás Rivera  2. Un señor muy viejo con las alas enormes- Gabriel García Marquez  3. El delantal Blanco- Sergio Vodanovic  4. El hombre que se convirtió en perro- Osvaldo Dragún  I will include my activity from learning engagement #3  Conceptual Understanding:  Purpose: Students understand that language should be appropriate to achieve a desired intention, goal or result when communicating.  Topic: Social Engagement  Text types are powerful tools of communication.  A) Students will desire what the is the most effective text type when asking for a raise, asking for forgiveness, calling to action and informing the community of an event.  B) Students will collect different text types around their community and will  present their content and their effectiveness in promoting their message.  C) Students will chose a text type in order to promote social engagement in  their community, which faces a listing of global challenges i.e. Noise pollution, loitering, graffiti etc. |
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| Year 2 | Human  Ingenuity | Assessment Objectives:   1. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences. 2. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.   Possible questions:   * How do the arts help us understand the world? * What can we learn about a culture through its artistic expression? |  |  |  |  | Texts:  Huarique- VeinteMundos  [Pericón Nacional- La tradición de bailar](https://www.veintemundos.com/magazines/209-en/)  [La música que sale de la basura](https://www.veintemundos.com/magazines/70-en/)  Literary texts:   1. Un soneto me manda hacer Violante- Lope de Vega 2. ¿En perseguirme, mundo, que interesas?- Sor Juana Inés de la Cruz 3. de Paula - Isabel Allende 4. El Corrido de Gregorio Cortes   Visual Stimuli:  [Huipil: Meaning of the symbols](https://www.youtube.com/watch?v=y8ezKT-wuqs)  [¿Cuál es el origen de la rosca de reyes?](https://www.youtube.com/watch?v=4EsfN1oYYx0)  [Homenaje a los bailes latinoamericanos](https://www.youtube.com/watch?v=DezxHtQ44CA)  [Arte con sabor latino](https://www.youtube.com/watch?v=joJXfMOQOlg) |
| Sharing the  Planet | Assessment Objectives:   1. Communicate clearly and effectively in a range of contexts and for a variety of purposes. 2. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.   Possible questions:   * What environmental and social issues present challenges to the world, and how can these challenges be overcome? * What ethical issues arise from living in the modern world, and how do we resolve them? * What challenges and benefits does globalization bring? * What challenges and benefits result from changes in urban and rural environments? |  |  |  |  | Texts:  [Nacen 5 monos clonados](https://www.abc.es/ciencia/abci-nacen-cinco-monos-clonados-carta-tijeretazo-genetico-201901231916_noticia.html)  [Genes del tabaco y alcohol](https://www.abc.es/salud/enfermedades/abci-existen-genes-tabaco-y-alcohol-201902211616_noticia.html) **[Científico chino anuncia que modificó los genes de dos bebés y la comunidad científica reaciona con indignación](https://www.univision.com/noticias/ciencia/la-supuesta-modificacion-genetica-de-dos-gemelas-en-china-genera-rechazo-y-temor-en-la-comunidad-cientifica)** [Con los pies en el volante](https://elpais.com/politica/2013/02/23/actualidad/1361637460_981271.html)  Literary Texts:  Nosotros, no- José Bernardo Adolph  Las abejas de bronce- Marco Denevi  La fiesta del árbol - Gabriela Mistral  Visual Stimuli:  [One laptop per child](http://laptop.org/en/children/countries/uruguay.shtml)  [Manipulación genética](https://www.youtube.com/watch?v=HcAq4JRHVQM)  [Ingeniería genética](https://www.youtube.com/watch?v=5DKhuPb4Z-0)  [Tecnología para rejuvenecer](https://www.youtube.com/watch?v=AfcF4Lo3TNw&t=569s)  [Vida eterna](https://www.youtube.com/watch?v=U8O-3NrEc2c) |
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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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| Components of the assessment will begin to be introduced year one unit 1/  Extended Essay:  Category 3 (“literature”) provides an opportunity for students to explore one or more works of literature in order to widen their understanding of the target language and culture from a literary angle.  Question to consider: How effective is the second person narrator in Aura by Carlos fuentes?  Activity 1:  Students write narrative of a typical daily routine in the second person.  Students then present these narratives to the class in order to compare the effective nature of second persons narratives and the author's purpose.  Activity 2:  Students make a narrative in second person of a minor accident i.e. a soup spill, breaking a mug, accidentally ripping a book page, falling, paper cut etc. Students will present their narratives without revealing what the accident is and the class has to guess. |  |

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)** |
| Identity | Themes: Identity  Topics: Language & Identity  TOK Links:  If people speak more than one language, is what they know different in each language?  What would be lost if the whole world shared one common language?  Integration to syllabus of TOK  Activity 1: Idioms  Students will analyze literal meanings and figurative meaning via the study of idioms. Then they will compare the differences in idioms from one language to another  Activity 2: Insults & Praises / Insultos y Piropos  Students will analyze the various words used to praise people in their home language and in Spanish. Students will realize that contexts play a major role in morphology and that languages differ in level of connotation to some words.  Activity 3: False cognates  Students identify on a text all the true cognates and make a list of the false cognates. Then, a discussion begins in class about our knowledge of why these false cognates are out of context.  After completing these activities student should be able to answer at least one of the TOK questions above. |

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)** |
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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** |
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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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