

Diploma Programme subject outline – Group 2: language acquisition			
School Name	High Point Central High School	School Code	000875
Name of DP Subject	IB Language B Spanish		
Level	Higher <input type="checkbox"/> completed one year	Standard completed in two years	<input checked="" type="checkbox"/> Standard
Name of teacher who completed this outline	Paula King	Date of IB Training	June 2018
Date when outline was completed	December 2018	Name of workshop	DP Spanish B category 2

1. If you will be teaching language B higher level, identify the two works of literature to be studied.

1-In the first year students read short stories by various Latino authors.
 2-Students read short stories by Julio Cortázar during the second year. Various works from other Latino authors will be read during the second year.
 The HL students will be reading an annotated version of Don Quijote de la Mancha by Miguel de Cervantes. It is annotated by Marcel C. Andrade.

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, state standards), 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-to-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 “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 <input type="checkbox"/> <input type="checkbox"/>	Resources <i>List the main resources to be used, including information technology if applicable</i>
			One class is: 90 minutes		
Year 1	Global Issues	<ol style="list-style-type: none"> 1. The Environment 2. Human Rights 3. Migration 			<u>Abriendo Paso</u> text, AP supplemental resource books, Conjugueamos.com, internet resources
	Social Relationships	<ol style="list-style-type: none"> 4. Relationships/The Working World and the Latin Woman 			<u>Abriendo Paso</u> text, AP supplemental resource books, Conjugueamos.com, internet resources
	Communication And Media	<ol style="list-style-type: none"> 5. Internet/Technology and Art 			<u>Abriendo Paso</u> text, AP supplemental resource books, Conjugueamos.com, internet resources
	Health Customs and Traditions	<ol style="list-style-type: none"> 6. Physical and Mental Health 7. Leisure, travel, customs, and traditions 			<u>Abriendo Paso</u> text, AP supplemental resource books, Conjugueamos.com, internet resources
Year 2	Global Issues	<ol style="list-style-type: none"> 1. The Environment and Sustainability 2. Racism, Prejudice, Discrimination 			<u>Abriendo Paso</u> text, Quizlet.com, <u>IB Spanish B Course Companion</u> by Oxford Press, Internet resources
	Costumes and Traditions	<ol style="list-style-type: none"> 3. Celebrations, Social and Religious Events 4. National Costumes 			<u>Abriendo Paso</u> text, Quizlet.com, <u>IB Spanish B Course Companion</u> by Oxford Press, Internet resources

	Health	5. Diet and Nutrition/ Health Services			<u>Abriendo Paso</u> text, Quizlet.com, <u>IB Spanish B Course Companion</u> by Oxford Press, Internet resources
	Communication and Media	6. Censorship 7. Radio, Television, Internet			<u>Abriendo Paso</u> text, Quizlet.com, <u>IB Spanish B Course Companion</u> by Oxford Press, Internet resources

	Social Relations	8. Relationships (Friendship/Work /Family) 9. Language and Cultural Identity, or Self-Identity			<u>Abriendo Paso</u> text, Quizlet.com, <u>IB Spanish B Course Companion</u> by Oxford Press, Internet resources
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1. 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.

There will be weekly speaking assignments using debates, role plays, round table discussions, individual presentations and group presentations.

There will be weekly written assignments. The students will progress from writing 75 words, 150 words, 250 words, 350 words, and 400 words in the assignments. The text types will vary to include e-mails, journey entries, articles, interviews, formal and informal letters, brochures, etc. Each student will keep a journal with all of their written assignments.

The IB grade is based on 5 assessments during the 2nd year (3 external and 2 internal). The internal assessments will be based upon the student's description of a picture related to a topic. For 4 minutes the student will speak about the picture and for 6 minutes they will discuss the picture with the teacher. The IB oral exam will be in April. The external assessments will be written using 400+ words in one of various text types. The IB review will be in May and the external assessment will be based on the dates in May or June for the test.

2. 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 the lesson plan)
Global Issues: The Amazon Rainforest	The study is on the Amazon Jungle and the TOK question relating to global issues and to the area of natural sciences is as follows: How do we know that the Amazon jungle area is in danger? Students will learn vocabulary related to the subject. Over several weeks they will read information from various websites and watch short videos related to the topic. The study will culminate as they have debates with role playing from various perspectives as they relate to the question.

3. 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)
Social Relationships: Relationships (Friendships/Work/ Family)	The study of relationships and their expressions in Latin culture will help the students as they develop social skills for their personal lives. The students will study "Friend Day" in Ecuador, business etiquette in Latin America, and family ties, especially in Argentina. By spending time looking at these important areas of daily life in Latin American countries, the students will be encouraged to reflect on their personal values in these areas. The opportunity for enrichment of their personal lives can be transferred if they so desire.

4. 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 analyze 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 the attribute(s) of the IB learner profile
Global Issues: Racism, Prejudice, Discrimination	In this section, the students will investigate child labor in Bolivia, the discrimination of the indigenous people of Guatemala, and the discrimination of the Afro-Ecuadorians in Ecuador. I chose this for two reasons. First of all, because I have seen the child labor in Latin America, as I lived among various people groups in Latin America for 25 years and saw

	<p>the discrimination that was present in those cultures, and was saddened by it. What seemed to be a dilemma on the national level, is really a global problem, only with different ethnic groups. Secondly, since the IB learners are some of the best-educated students, they may have the opportunities to have great circles of influence in their lifetimes. If they can learn to value each individual and treat them with kindness and respect, their lives can have an impact on this critical societal problem.</p> <p>A powerful resource for this study is the 1.5 hour movie in Spanish called “El Minero del Diablo” (The Devil’s Mine) which was filmed as a documentary in Bolivia. Testimonies of Afro-Ecuadorians will be used, if possible by using What’s App on the phone and or Skype to communicate with actual people from Ecuador.</p>
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5. Development of the IB learner

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: Language and Cultural identity, Or Self-Identity	<p>In this unit, the students will study about how the indigenous languages are disappearing in El Salvador, and about the acculturation of the Indigenous populations of Ecuador. Part of the IB learner profile is that IB learners are communicators. They are able to be expressive in more than one language, which in this case, Spanish is their second (or more) learned language. Throughout the course, with this unit which being studied in the latter part of the course, the students will be working collaboratively and also listening to the thoughts and expressions of the other class members with respectfulness. Their language abilities will be greatly enhanced as they study in the language and strive to be completely immersed in the Spanish language in class, and hopefully in other outside venues.</p>

6. 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>There is a wide variety of materials and resources available on the internet and some in other written forms. Each one must be evaluated for appropriateness for the educational purposes which are to be studied. There is</p>
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a computer lab at the school, and all of the students have access to personal computers or phones with internet connections outside of class.

Ideally, the students would have laptops to use during the class. This would afford them with the opportunity for working individually and collaboratively with greater access to informational resources during the classroom setting.