

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

<b>School name</b>	Worthington Kilbourne High School	<b>School code</b>	7119
<b>Name of the DP subject</b> <i>(indicate the language)</i>	Spanish B HL		
<b>Level</b> <i>(indicate with X)</i>	Higher <i>(not applicable for languages ab initio)</i>	<input checked="" type="checkbox"/>	Standard completed in two years <input type="checkbox"/>
			Standard completed in one year * <i>(not applicable for languages ab initio)</i>
<b>Name of the teacher who completed this outline</b>	Kathi Kahoun	<b>Date of IB training</b>	
<b>Date when outline was completed</b>	August 15 2018	<b>Name of workshop</b> <i>(indicate name of subject and workshop category)</i>	

\* 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.**

Cuando Era Puertorriqueña

**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	minutes.		
				50		
			In one week there are	5	classes.	
Year 1	Social organization	social relationships & community	August – October			
	Human Ingenuity	-the internet & social media -current events in the media -the relationship between technology and linguistics -mobile phones impact on society	October – December			
	Identities	health & well being	January – March			
	Identities	language & identity	March – May			
	Human Ingenuity/Experiences	music	August – May			
Year 2	Experiences	travels & journeys	August – October			
	Sharing the planet	environment, human rights	October - December			
	Experiences	migration, human rights, peace &	January – March			
	Social Organization	education & working world	March - May			

**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.

Students will be introduced to the Receptive Oral and Written Skills during the first unit of study during the first year. Students will read texts related to the unit of study and will respond to essay questions, multiple choice questions as well as short answer responses based upon the authentic written and audio sources that are utilized in class. Students will also be introduced to the Productive Oral and Written skills during the same unit. Students will be asked to respond verbally to a visual picture in preparation for the for the Individual Oral internal assessment. Students will also be required to write a reflective synthesis comparing two authors' points of view related to the topic. The written unit assessments will reflect the expectations of the IB exam both in the scope, quantity and quality of the questions presented.

The External Assessment will be performed in class on a day set aside in early May. Individual Oral Assessments will be completed prior to Spring Break in February or March in order to comply with the IBO deadline.

**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	Link with TOK (including description of lesson plan)

**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)
-------	---

Human Ingenuity Experiences Sharing the planet	Students will develop research skills, thinking skills, communication skills & self-management both organizational and affective skills throughout the course in both Years 1& 2. Several times each quarter both years students will be asked to experience the Spanish language outside of the classroom on a weekly basis through self-exploration of authentic texts (music, social media, tv, movies, news, magazines, artwork, community events, cooking, etc.). Students will seek out authentic and meaningful selections based on their interests and to make connections with our course topics (customs & traditions, artistic expression & entertainment, globalization, the environment, technology, leisure) {research & communication skills} Students will be asked to be mindful of challenging themselves with the language and managing their use of time each week to not procrastinate on their task {affective skill}. They will submit a form describing how they interacted with the language as well as share what they found difficult and or encouraging when using their receptive or productive skills and explain why. {thinking & communication skills}. As a debrief students will share their experiences and reactions afterward with classmates. {social}
--	--

**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)
Experiences: Customs & Traditions, Rites of passage,	Throughout both Year 1 & 2 we will compare the various belief systems, attitudes, and celebrations of the various transitions of life that all humans experience. Discussions will range from the celebrations of birth, emerging adulthood and death from an international perspective. In particular, the famous “Quinceañera” celebration, the Day of the Dead, Three Kings Day, Holy Week celebrations. We will compare those ideologies to our own to discover new ways of viewing the transitions of life. We will use a variety of resources to inform ourselves on these topics. Those resources include: the internet, peers, speakers from the community, magazines, articles, short works of literature, video excerpts. For example, the works of Rigoberta Menchu and Octavio Paz will be used to compare and contrast the views of the students regarding birth and death and the cultural norms regarding these topics that are often observed in Mexico and Guatemala.

## 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
Experiences & Human Ingenuity	Through analysing various family structures across different international cultural norms of the multitude of cultures that have combined to become our own culture and those of the Spanish-speaking world, students will evaluate the impact of the various traditional and non-traditional families to become knowledgeable inquirers who can empathetically and caringly reflect upon society in an open-minded fashion. This study will help students to become more knowledgeable about differing social structures and their impact on the individual. Students will be challenged to embrace a variety of social structures that may have been foreign to them before beginning the program.

## 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.

A variety of electronic sources will be utilized in class to bring culturally and linguistically authentic materials into the classroom. The electronic sources will include websites, podcasts, video broadcasts, social media, infographics, literary texts. Most instructional materials are teacher generated materials supplemented with resources provided on the InThinking website. Additionally, we have a class set of Oxford Spanish B and are awaiting the publications of new textbooks this fall 2018 to align with the new 2020 assessments.

