**Curriculum**

**IB Spanish A1 Y1**

**Course Overview**

Language A: literature (Literatura Española) is the subject through which the IB’s policy of mother-tongue entitlement is delivered. Here at TASIS and following the IB recommendations we promote respect for the literary heritage of our student’s home language, Spanish in this case, and with the subject of Literature we aim to provide an opportunity for our students to continue to develop oral and written skills in their mother tongue.

They response to the study of the different works through oral and written communication, thus enabling them to develop and refine their command of Spanish. As a consequence, IB Spanish A1 Year 1 is only for native Spanish speakers.

In view of the international nature of the IB the Literature course does not limit the study of works in Spanish and we will study works in translation (Second Semester for Year 1). During our first year, we cover Parts IV (School's Free Choice) over the First Semester: "Como agua para chocolate" from Laura Esquivel, "La casa de los espíritus" from Isabel Allende and "Crónica de una muerte anunciada" from Gabriel García Márquez. During the Second Semester, we cover Part I (World Literature): "Jane Eyre" from Charlotte Bronte, "Hamlet" from Shakespeare and "Doll's house" from Ibsen.

**Department Standards**

Students will:
1. develop critical thinking skills that will encourage them to make connections between literature and both their own lives and other academic disciplines;
2. develop an appreciation for literature through the comprehension and analysis of various genres;
3. communicate their understanding and ideas effectively in a variety of written forms;
4. articulate organized ideas through a variety of oral activities;
5. expand and strengthen their vocabularies to enhance their ability to understand and communicate;
6. Learn and apply the standard conventions of the Spanish language in both speaking and writing.

**Benchmarks**:

1.1. Students will identify and synthesize relevant evidence from multiple texts to support comparative analysis

1.2 Students will demonstrate an ability to engage in independent literary criticism on both familiar and unfamiliar literary texts

1.3 Students will show an ability to examine and discuss in depth the effects of literary techniques and the connections between style and meaning **(HL only)**

1.4 Students will demonstrate an understanding of the techniques involved in literary criticism

1.5 Students will demonstrate ability to form independent literary judgments and to support those ideas.

1.6 Students will be encouraged, through the study of texts, to show an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning

1.7 Students will demonstrate an ability to analyze language, structure, technique and style, and evaluate how they shape meaning within the text and their effects on the reader

2.1 Students will demonstrate an understanding of the ways in which cultural values are expressed in literature

2.2 Students will demonstrate awareness of the significance of the context in which a work is written and received

2.3 Students will demonstrate knowledge and understanding of individual literary works as representatives of their genre and period, and the relationships between them

2.4 Students will demonstrate knowledge and understanding of the content and implications of the works studied

2.5 Students will demonstrate an appreciation of the writer’s choice of language, structure, technique and style, and how it shapes meaning within the text and their effects on the reader

3.1 Students will substantiate and justify ideas with relevant examples in written work

3.2 Students will demonstrate an ability to express ideas clearly and fluently in writing, with an effective choice of register and style

3.3 Students will demonstrate an ability to organize their arguments effectively and persuasively with structure, coherence, and development

3.4 Students will communicate their ideas through the use of clear, concise, and precise language in writing

3.5 Students will demonstrate an ability to write a sustained and detailed literary commentary **(HL only)**

4.1 Students will substantiate and justify ideas with relevant examples in oral expression

4.2 Students will select and use of appropriate presentation and language skills

4.3 Students will demonstrate an ability to organize their arguments effectively and persuasively with structure, coherence, and development

4.4 Students will demonstrate an ability to express ideas clearly, precisely and fluently in oral communication, with an effective choice of register and style

4.5 Students will effectively demonstrate literary analysis extemporaneously

5.1 Students will demonstrate a command of terminology and concepts appropriate to the study of literature.

5.2 Students will expand and strengthen their use of varied vocabulary that enhances the ability to communicate meaning effectively in multiple settings.

6.1 Students will develop their use and command of standard structures of Spanish grammar in order to speak, write, and think more effectively

**Performance Indicators**

- students will identify and reflect upon their own literary aptitudes, backgrounds, and personal experiences/attitudes with which they and others approach the study of literary works written in and translated into their mother tongue

- in preparation for the IOP, students will discuss and analyse works of literature written in their mother tongue with awareness of cultural setting, key themes, characterisation, techniques and style, the author’s attitude to particular elements of the work, and the interpretation of these elements from different perspectives

- in the IOP assessment, students will have honed their knowledge of one Part 4 work to the point that they can speak for 10-15 individually on a particular aspect in front of his/her peers in ways that enhance collective understanding through the use of effective presentation skills

- students will develop their critical stance to justify and support debatable arguments by identifying and interpreting a judiciously chosen range of textual evidence

- students will move beyond paraphrase toward a developing awareness of denotative and connotative meanings of words and phrases through the close reading of literary texts

- students will learn to follow the rules of grammar, citation, and punctuation in their mother tongue

- students will develop a working understanding of course skills and content and how to manifest these in a timed examinations

- students will become aware of the extent to which they are in command of varied sentence structures as a way to communicate ideas strategically, logically, purposefully, efficiently, and clearly.

- students will become aware of course skills and content and how to manifest these strategically in a timed examinations

- in the relevant assessments, students will situate and analyze fictional texts within their cultural and historic contexts appropriately

- students will practice writing as a cumulative process

- in preparation for Paper 2, students will demonstrate their ability to construct and support viable comparative arguments

- in preparation for Paper 1, students will demonstrate their ability to analyse prose and poetry and identify genre conventions (novels, short stories, essays, poems, biographies, journalism, and plays)

**Assessments**

Following the International Baccalaureate recommendations for assessing in “Language A: Literature” we assess the student’s work according these three main objectives, both at Standard Level and at Higher Level:

1. Knowledge and understanding.

2. Analysis, synthesis and evaluation.

3. Selection and use of appropriate presentation and language skills.

FIRST QUARTER

* Como agua para el chocolate: Character quiz, text commentaries and chapter summaries;
* La casa de los espiritus: character quiz, collaborative text commentaries and chapter outlines; Partner oral presentation.

SECOND QUARTER

* Crónica de una muerte anunciada: character quiz; Google shared text commentaries and chapter summaries; oral presentation.
* Paper 1 style tasks
* First Semester Exam.

THIRD QUARTER

* Works: Hamlet de William Shakespeare, Jane Eyre de Charlotte Brontë and Casa de muñecas de Henrik Ibsen
* World literature works: character quizzes, collaborative and text commentaries and chapter summaries; oral presentation and WA style tasks
* Paper 1 style tasks
* Interactive Oral Activivity

FOURTH QUARTER

* World literature work’s character quizzes, collaborative and text commentaries and chapter summaries; oral presentation and WA style tasks
* Paper 1 style tasks
* Interactive Oral Activivity
* Reflective Statements
* Second Semester Exam.

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**Core Topics**

Part 4:

Magic realism, the role of women, traditions, individual versus society, the family, weak men, violence, honor, unrequited love, prohibited love, politics, memory versus reality, symbolism and social class conflicts.

“Como agua para chocolate” by Laura Esquivel

“La casa de los espíritus” by Isabel Allende

“Crónica de una muerte anunciada” by Gabriel García Márquez

Part 1: World litearure in translation

Social classes, pride, hierarchies, role of women, love and marriage, irony and sarcasm, expectations, social classes, virtue, individual and society, individual development, gothic novel, religion, faith, love, marriage, family, social position, gender inequality, irony and sarcasm, expectations, ghosts and the effects of intense suffering.

“Casa de muñecas” by Henrik Ibsen (Spanish translation)

“Jane Eyre” by Charlotte Brontë (Spanish translation)

“Hamlet” by Shakespeare (Spanish translation)

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**Specific Content**

FIRST QUARTER

“Como agua para el chocolate” by Laura Esquivel: Magic realism, the role of women, traditions, individual versus society, the family matriarch, weak men, cooking recipes, violence, unrequited love, prohibited love.

“La casa de los espíritus” by Isabel Allende: the power of women, double narration, politics, paranormal powers, characters names, imagery, earthquake, personal struggle, violence.

SECOND QUARTER

“Crónica de una muerte anunciada” by Gabriel García Márquez: mystery, journalistic narrator, memory versus reality, symbolism, premeditated act, social class, envy and jealousy, people interviews...

“Casa de muñecas” by Ibsen: the role of women in the nineteenth century, lies, social struggle, illness, financial security.

THIRD QUARTER

“Jane Eyre” by Charlotte Bronte: "Bildungsroman", individual development, gothic novel, religion, faith, love, marriage, family, social position, gender inequality, external beauty versus internal beauty.

FOURTH QUARTER
“Hamlet” by Shakespeare: Mortality, madness, women, treachery, political livelihood.

General review of the Part 1 for the Interactive Activity and Reflective Statements.

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**Resources**

Esquivel, laura (1989) “Como agua para chocolate” Barcelona: Grijalbo

Allende, Isabel (1982) “La casa de los espíritus” Barcelona: Austral

García Márquez, Gabriel (1981) “Crónica de una muerte anunciada” Madrid: Alianza Editorial

Ibsen, Henrik (2001) “Casa de muñecas” (Spanish translation) Madrid: Cátedra Letras Universales

Bronte, Charlotte (2006) “Jane Eyre” (Spanish translation) Barcelona: DeBolsillo

Shakespeare, William (2006) “Hamlet” (Spanish translation), Madrid: Cátedra Letras Universales

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