**Curriculum**

**IB Spanish A1 Y2**

**Course Overview**

IB SPANISH A1 YR2 is the continuation of IB SPANISH A1 YR1.

During the first year, we cover Parts IV (School's Free Choice) and I (World Literature) of the IB syllabus. During the second year, we cover Parts II (Detailed Study) and III (Study of one Genre) of the IB syllabus.

**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. and learn and apply the standard conventions of the Spanish language in both speaking and writing.

**Benchmarks**:

1.1 Students will understand and interpret texts in terms of salient qualities of the appropriate genre.

1.2 Students will integrate and implicate relevant textual evidence to support independent interpretations of both familiar and unfamiliar works.

1.3 Students will respond to all the implications as well as the subtleties of the paper 2 question with convincing and thoughtful ideas. The comparative essay includes an effective evaluation of the works in relation to the chosen question.

1.4 Students will identify and synthesize corresponding episodes from various texts to support strategically their comparative analysis. (Paper 2)

1.5 Students will identify, appreciate, and persuasively develop examples of literary conventions with clear relevance to the question and the Part III works used. (Paper 2)

1.6 Students will demonstrate an appreciation of the writer’s choice of language, structure, technique, and style and how it shapes meaning in the Paper 1 passage, the IOC passage, and the HL discussion.

2.1 Students will understand and interpret texts in terms of salient qualities of the appropriate genre. (Paper 1, Paper 2, IOC HL, IOC SL, HL Discussion)

2.2 Students will identify, appreciate, and persuasively develop examples of literary conventions with clear relevance to the question and the Part III works used. (Paper 2)

2.3 Students will demonstrate an appreciation of the writer’s choice of language, structure, technique, and style and how it shapes meaning in the Paper 1 passage, the IOC passage, and the HL discussion.

2.4 Higher Level students will demonstrate excellent knowledge and understanding of the content and implications of the Part II work selected for the oral discussion.

3.1 Students will integrate and implicate relevant textual evidence to support independent interpretations of both familiar and unfamiliar works. (Paper 1)

– Year 1 within a seen/studied text, Year 2 within an unseen text.

3.2 Students will respond to all the implications as well as the subtleties of the paper 2 question with convincing and thoughtful ideas. The comparative essay includes an effective evaluation of the works in relation to the chosen question. (Paper 2)

3.3 Students will organize their arguments persuasively with structure, coherence, and development for the Paper 1, Paper 2, IOC, and HL discussion. (Paper 2, IOC, HL Discussion)

4.1 Students will organize their arguments persuasively with structure, coherence, and development for the Paper 1, Paper 2, IOC, and HL discussion. (Paper 2, IOC, HL Discussion)

4.2 Students will communicate their ideas through the use of clear, concise, and precise language, with a high degree of accuracy in grammar, vocabulary, and sentence construction. (Paper2, IOC, HL Discussion)

4.3 Higher Level students will offer persuasive and independent responses to the questions posed during the HL discussion of a Part II work.

4.4 Students will effectively communicate their ideas extemporaneously in an oral assessment and in class discussions.

5.1 Students will expand and strengthen their use and understanding of sophisticated literary terms and an increasingly varied vocabulary that enhances the ability to communicate meaning effectively in multiple contexts.

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

**Performance Indicators**

- students will perfect the voice with which they express and reflect upon their critical and personal interpretations of literary works in their mother tongue—both orally and in writing

- in preparation for the IOC assessment, students will identify and analyze local literary devices (writer’s choices) in terms of how they create global meaning in a specific passage

- in the IOC assessment, students will:

* situate an excerpt within the context of the larger work
* identify and analyze the effects of relevant literary features
* structure and support their responses effectively
* use clear, precise language and tone appropriate for a formal oral presentation

- in the HL Discussion, students will:

\* demonstrate knowledge and understanding of the work

\* respond to the questions effectively and directly

\* articulate themselves orally in their mother tongue with clarity and persuasion

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

- students will demonstrate careful attention to and sophisticated awareness of denotative and connotative meanings of words and phrases through the close reading of literary texts

- students will perfect the rules of grammar, citation, and punctuation in their mother tongue

- students will command a variety of sentence structures with skilful attention to their strategic, logical, and purposeful, efficient, and clear communication of ideas

- students will demonstrate cumulative understanding 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 internalise their understanding of writing as a cumulative process

- in Paper 2, students will demonstrate their ability to construct and support viable comparative arguments in a structured, well articulated essay

- in Paper 1, students will demonstrate their ability to analyse prose and poetry (and appreciate different genre conventions) in a structured, well articulated essay

**Assessments**

LT character quiz; LT text commentaries; LT chapter summaries; LT oral presentation; LT fill in the blank assessment; LT test; FO character quiz; FO text commentaries; FO act outlines; FO test.

LEY text commentaries; LEY author characteristics; LEY oral presentation; LEY test; VP text commentaries; VP presentation; VP test; CAS author characteristics; CAS act outlines; CAS characters; CAS text commentaries;

First Semester Exam.

Internal Commentary Assessment.

CAS presentation; CAS test; LEY text commentaries; HIS author characteristics; HIS oral presentation; HIS text commentaries; HIS test; DON act outlines and characters; DON presentation; DON text commentaries; DON test;

RJ author characteristics; RJ oral presentation; RJ text commentaries; RJ act outlines and characters; RJ test.

IB Exam

**Core Topics**

El Lazarillo de Tormes, Anónimo (1554)

Leyendas, Becquer, Gustavo Adolfo (1860)

Veinte Poemas de amor y una cancion desesperada, Neruda, Pablo(1924)

La Casa de Bernarda Alba, Lorca, Federico (1936) Historia de una escalera, Buero Vallejo (1949)

Don Juan Tenorio, Zorrilla (1844)Fuenteovejuna, Lope de Vega (1619)

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**Specific Content**

“Lazarillo de Tormes”: Social mobility, Power of the church and aristocracy, moral virtues in the XVI century. The role of “pícaro”.

“Leyendas”: Romanticism, the role of women, traditions, supernatural/semi-religious events, love. VP: Love, eroticism, suffering, individual versus society, unrequited love, prohibited love.

“20 poemas de amor y una canción desesperada”: Poetry, literary resources, use of symbols and metaphors, love, melancholy and Modernism in Literature.

“La casa de Bernarda Alba”: the power of women, politics, characters names, personal struggle, violence, family matriarch, weak men, unrequited love, prohibited love. HIS: Spain, DON: love, men and women, religion, paranormal, death, honour, bravery, scandal, salvation.

“Historia de una escalera” Spanish society after the Civil War, social mobility, love and aspirations, role of family, traditions, history, society and injustice.

“Don Juan Tenorio”: love, fate and chance, death, youth, men and women, religion, paranormal, death, honour, bravery, scandal, salvation, love as a cause of violence, the individual versus society, opposing points of view.

September 2015

**Resources**

El Lazarillo de Tormes (1554), Anonymous

Leyendas (1860) by Gustavo Adolfo Bécquer

Veinte Poemas de amor y una canción desesperada (1924) by Pablo Neruda

La Casa de Bernarda Alba (1936) by Federico Garcia Lorca

Historía de una escalera (1949) by Antonio Buero Vallejo

Don Juan Tenorio (1844) by José ZorrillaFuente Ovejuna (1619) by Lope de Vega