**Curriculum**

**IB Spanish Y1**

**Course Overview**

Students who enroll in this course should already have a fairly in-depth command of the language and possess considerable proficiency in listening, reading, speaking, and writing. A variety of authentic texts will be used to allow students to respond confidently and convincingly to written and spoken materials and develop a true appreciation and awareness of Hispanic peoples and cultures. This course continues to explore Hispanic culture using a thematic approach (Immigration and Multicultural Spain, Health, Education, Family, Global issues, Environment, etc.) Students will learn to communicate to a specific purpose and audience, using correct register and format for a variety of text types such as letters, journals, articles, interviews, speeches, etc. Materials used include songs, literary texts, newspaper articles, as well as debate activities, research, and oral presentations.

**Department Standards**

**Communication:**

1. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
2. Understand and interpret written and spoken language on a variety of topics. (Interpretive)
3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

**Cultures:**

1. Demonstrate an understanding of culture through the study of the relationship among practices, perspectives, and products.

**Comparisons:**

1. Demonstrate an understanding of the nature of language and culture through comparisons of the language studied and their own.

**Connections and Communities:**

6. Use the language to connect with other disciplines, access information through authentic language sources and experience language and culture in multiple settings.

**Benchmarks**:

This course is the first year of the IB Spanish B course. The aims are to enable the students to:

1. understand and use a wide variety of vocabulary ( 2,3)
2. understand and use the language in a range of contexts and for a variety of purposes, including the oral presentation of material and the production of various texts for specific purposes at a level of above average difficulty. (1,3)
3. select a register, style, form and vocabulary that are generally appropriate to the situation (1,3,6)
4. express ideas with general clarity, accuracy and some fluency (1,3)
5. Be able to follow a conversation between native speakers (2)
6. develop the students’ intercultural understanding (4,5)
7. through the study of texts and through social interaction, encourage an awareness and appreciation of the different perspectives of people from Hispanic cultures and comparison with their own cultures. (4,5)
8. develop students’ awareness of the role of language in relation to other areas of knowledge (6)
9. develop students' awareness of the relationship between the languages and cultures with which they are familiar (4,5)
10. develop strategies for independent understanding of and appreciation for the target language
11. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language. (1 ,6)
12. provide students with a basis for further study, work and leisure through the use of an additional language (1,2,3,4,5,6)

**Performance Indicators**

Students will be able to:

* Interview and present a classmate
* Create a note card describing themselves, likes, dislikes, etc.
* Discuss the variety of languages in Spain and Hispanic America, concentrating on bilingualism and *diglosia*
* Research and create a brochure about indigenous groups in Hispanic America
* Incorporate thematic vocabulary into the daily writing and oral assignments
* Use the present and progressive tenses to express everyday events
* Write an e-mail
* Write a newspaper article on a famous activist
* Discuss superstitions in Hispanic cultures and their own
* Compare the rules of etiquette in Hispanic cultures and their own
* Write an comparative essay
* Contrast and use the past tenses correctly
* Compare and contrast festivals in Hispanic countries with their own
* Prepare an oral presentation of a Hispanic festival
* Write a comprehensive semester exam
* Review and use the imperative mode correctly
* Create a pamphlet offering advice
* Use the subjunctive mood accurately and appropriately to express wishes desires and emotions
* Use the subjunctive mood accurately and effectively with regards to adverbial clauses
* Write a recipe
* Discuss the differences of a variety of Hispanic cuisine
* Discuss eating disorders

General Performance Indicators:

•Discuss and defend an opinion on selected topics from the personal to the abstract level

•Ask and answer a variety of questions that elicit follow-up questions and responses for more information

•Exchange and defend personal preferences, feelings and opinions

•Understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced structures

•Use a variety of resources, prior experiences and strategies to derive and negotiate meaning

•Apply information gained through active listening or reading to a different context •Make presentations and write short compositions on selected topics from the personal to the abstract level

•Write in a variety of forms for multiple purposes

•Research and explain the relationship between the perspectives and cultural practices of Hispanic countries

•Interact in a culturally appropriate manner in a variety of contexts

•Examine the role and importance of various events and activities within the culture studied

•Demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken

• Identify and use cognates, word roots, prefixes, suffixes, and sentence structure to construct meaning in different contexts

•Compare and use abstract idiomatic expressions in order to construct meaning and create language

•Demonstrate an understanding of cultural characteristics of language such as levels of politeness, formal expressions and syntax

•Compare the perspectives, practices and products of people in different cultures

•Use and extend their language proficiency and cultural knowledge through the use of technology

•Recognize sounds and rhythms of language that are essential for effective communication

•Produce the sounds and rhythms of language essential for effective communication

•Respond with sensitivity to some nuances and prompts appropriate to social and cultural contexts

•Identify, understand and extract key points and details from texts

•Use devices and language structures necessary for effective organization of ideas and linguistic cohesion

•Use language and register appropriate to a range of types of text and to the audience and purpose

•Provide supporting details (ie. examples, justifications) for key points in a writing plan•Compare and use abstract idiomatic expressions in order to construct meaning and create language

•Use devices and language structures necessary for effective organization of ideas and linguistic cohesion

• Identify, understand and extract key points and details from texts

•Make presentations and write short compositions on selected topics from the personal to the abstract level

•Research and explain the relationship between the perspectives and cultural practices of Hispanic countries

•Demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken

•Use language and register appropriate to a range of types of text and to the audience and purpose

•Organize key points effectively into an overall plan

**MFL Technology Performance Indicators**

1) Students use authentic language websites to listen to news bulletins. They will use the information to complete worksheets focusing on both language and content. A language production assignment will follow (debate, poster, written task). (TS 3.2)

2) Students will participate in a long term cultural project.  A Hispanic country will be selected in September by each student. Students will be required to research aspects of their country tied to course themes and will present to the class at regular intervals. Themes to be studied include: national identity, aspects of contemporary life, holidays, songs, global issues, aesthetics, contributions to science and technology. (TS: 1.2, 3.1, 3.2, 3.3, 4.1, 4.2)

3) Students will be required, weekly, to read online newspapers. Each student will, in turn, post a link to an article of interest about a current event in the Hispanic world. Each member of the class will read the article and post a comment on a class blog, discussion thread or similar method of sharing information. (perhaps using Veracross?) (TS 2.1,2.2,6.1,6.2)

4) Students will conduct authentic interviews with an unseen partner using the technology in the language lab. Recordings are saved as MP3 files. (TS 2.1,6.1)

5) Students will listen to thematically linked songs and complete cloze exercises for comprehension and vocabulary development. (TS 2.1, 6.1)

6) Students will access a wide variety of Spanish language websites to practise grammar structures taught in the course. Exercises are interactive and also provide varied practice. These exercises allow for differentiation and for students to select the challenge level of each exercise. (TS 2.1, 6.1)

7) Students will use RTVe and BBCmundo info to listen to news updates. Worksheets are completed to practise particular skills related to specific news items: development of a holistic understanding; paraphrasing of selected viewpoints; definition and use of vocabulary specific to broadcast theme, production of a document of a particular text type related to the news item(formal letter, speech, tract, brochure, etc.) (TS 2.2,

8) Students will use email to communicate with teacher and amongst themselves. (TS 2.1, 2.2, 5.2, 6.1, 6.2)

9) Following the AP Spanish Language examination, students will produce a creative project. The final produce will involve the use of technology in presenting the final product to an audience. Students will create a film, website, PowerPoint or other product to present their work to their classmates. (TS 1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 4.1-4.4))

10) Use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. (TS

11) Students will access a communication platform such as Google Drive to access their homework and assignments. (TS 2.1, 5.2, 6.1, 6.2)

**Assessments**

Interview a fellow classmate and present to class (IB text-type)

Create a notecard about oneself –written and oral presentation skills

Vocabulary and grammar tests -- Unit 1/ UVM

Taped selections from the lab (preparation for the oral exam)

Formal and informal letters (text-type)

Pamphlets on indigenous people of Hispanic America (text-type)

Oral presentation on indigenous groups

Vocabulary and grammar quizzes

IB reading comprehension exercises

Listening comprehension exercises

Brochure on health issues ((text-type)

Oral presentations

"How to do something" lesson (interactive oral/ text-type)

Presentation on an influential person

Interactive oral exercises

Related vocabulary and grammar tests

Semester activity

Relevant vocabulary and grammar tests

Oral presentations (Individual oral)

Compositions/letters ((text-type)

Research and present health issues in the Hispanic world

Research and present a Hispanic dishWrite an original recipe ((text-type))

Write a movie review

Investigate and present an aspect of Hispanic culture (interactive oral)

Vocabulary and grammar tests

Job interview (interactive oral)

Homework activities for discussion and comprehension

Individual oral

Final exam / IB activity

January 2016

**Core Topics**

Social Relationships

Languages in Spain

Languages spoken en Latin America

Languages in danger of extinction

Bilingualism vs. diglosia

Racism and discrimination

Indigenous peoples

Activism

Superstitions

Etiquette

Essential grammar

Global Issues

Migration

Immigration in Spain

Global warming

Natural disasters

Renewal resources

Globalization

Essential grammar

Cultural Diversity and Subcultures

Celebration of cultural diversity

Oral tradition in Hispanic cultures

Legends of Hispanic speakers

Festivals and celebrations in Spain and Latin America

Education and work

Food and drink

Essential grammar

Health and Beauty

Alimentary disorders

Alternative medicine

Natural treatments

Media and Communication

Mobile phones

Text messaging

SMS

Effects on spelling and communication

The Internet

The press

Television

**Specific Content**

Linguistic and cultural diversity in Spain and Latin America

*In thinking* “Spanish in the world”

Racism and discrimination

Various indigenous peoples of Spain and Latin America

Research and create a folder on indigenous people

Oral presentations of indigenous groups

Political activism of indigenous groups

Rigoberta Menchú

Superstitions

Etiquette and acceptable behaviour

Reading and listening comprehension exercises

Review of the present and progressive tenses and imperative mood

Relevant vocabulary to the themes

Cultural diversity

Religious and non-religious festivals

Group presentations of Hispanic festivals

Culinary traditions in Spain and Hispanic America

Recipes from Spain and Hispanic America

Write a favourite recipe

Imperative mood

Past and perfect tenses

Relevant vocabulary

Health issues related to food

Eating disorders

Physical ailments

The Spanish Civil War (La lengua de la mariposa)

Write a movie critique

The subjunctive mood

Time clauses

The subjunctive and indicative in adjective clauses

Relevant vocabulary

Means of communication

Mobile phones, SMS and chat

Advertisement

The Internet

Write instructions on how to reach your favourite web page

Relevant vocabulary

Future and conditional tenses

Reflexive constructions

Review all perfect tenses

Adjective agreement

**Resources**

*Español B*, Pearson Prentice Hall

Una vez más, José Díaz, Pearson Prentice Hall

*IB Spanish B*, Rodríguez & Valbuena, OUP

*IB Skills and Practice*, Rodríguez & Valbuena, OUP

*Advance Materials*, *Lecturas y escrituras avanzadas*, Frutos-Pérez & Aldridge-Morris

BBCmundo website

Spanish proficiency exercises (Spanish website)

La lengua de la mariposa (film)

Various websites

Notes in Spanish

Ejercicios en español (ulaits.texas)

*Authentik* magazine

Past IB papers

January 2016