**Curriculum**

**IB Spanish Y2**

**Course Overview**

Students who enrol in this course will possess a strong command of the language and also 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 to the core topics of Social Relationships, Global Issues and Media and Communication to which are added 2 options, which are selected in collaboration with students. These options are selected from the following: Health, Cultural Diversity, Customs and Traditions, Leisure and Science & Technology. Through the study of two works of literature the Higher Level students will broaden their strategies for reading and their skills of interpretation and analysis. IB Y2 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. Course materials used include songs, literary texts, newspaper articles, popular films, as well as interactive orals, personal research, and 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 second year IB Spanish B course. This course will enable students to:

1. understand and use a wide range of vocabulary (2,3)

2. understand and use the language they have studied 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. (1,3)

3. Express ideas with general clarity, accuracy and fluency. (3)

4. Be able to follow a conversation between native speakers (2)

5. Develop students’ intercultural understanding (4)

6. By accessing authentic sources, students will develop the capacity to

 understand and analyse moderately complex spoken and written material

 (films, articles, literature, poetry) (2,4)

7. encourage, through the study of texts and through social interaction, an

 awareness and appreciation of the different perspectives of people from

 other cultures and comparisons with their own culture(s) (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. (6)

11. provide the opportunity for enjoyment, creativity and intellectual

 stimulation through knowledge of an additional language. (1,6)

**Performance Indicators**

GENERAL PERFORMANCE INDICATORS (number in parentheses relates to the course Benchmarks

* communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding (1, 2)
* use language appropriate to a range of interpersonal and/or cultural contexts (1, 2)
* understand and use language to express and respond to a range of ideas with accuracy and fluency (1,3)
* organise ideas on a range of topics, in a clear, coherent and convincing manner (1, 3)
* understand, analyse and respond to a range of written and spoken texts (1,4,6,7)
* understand and use works of literature written in the target language of study (HL only). (1, 6)
* use a variety of resources, language experiences, and strategies to derive and negotiate meaning more independently (10)
* Apply information gained through active listening or reading to a different context (2,10)
* Make presentations on course related topics (2,3)
* Write in a variety of forms for multiple purposes, incorporating sophisticated linguistic structures (2,3,6)
* Notice and explain the relationship between the perspectives and cultural practices of Hispanic countries – internal assessment (7,9)
* Examine the role and importance of various events and activities within the culture studied (7, 9)
* Compare the perspectives, practices and products of people in different culture (5,7, 8, 9)
* Identify and use abstract idiomatic expressions that have no equivalent in another language in order to construct meaning and create language (6,7)
* Use and extend language proficiency and cultural knowledge through the use of technology (4,6,7)
* Use a variety of resources, language experiences, and strategies to derive and negotiate meaning more independently (10,11)

**Specific performance indicators:**

By the end of this course students will be able to:

* Write and present an interview
* Compare and contrast literary selections
* Synthesize a number of sources to write a response in an appropriate text-type (SL written task)
* Write a diary entry
* Create a pamphlet or poster related to issues for young people
* Give an oral presentation on Hispanic heroes (interview, panel of experts, dialogue or skit) and respond appropriately to the questions presented afterwards
* Synthesize a number of sources to write a formal essay or give a short speech
* Discuss different aspects of family relationships
* Discuss the differences of Hispanic youth with regards to emancipation and job opportunities
* Consider different aspects of relationships between parents, children and grandparents
* Present a 3-4 minute presentation and answer follow-up questions
* Write a formal letter seeking employment or a formal letter of complaint
* Create a newspaper article
* Writer a letter to the editor
* Compose a letter to a friend or close family member
* Give or write a formal speech
* Write an e-mail and a blog
* Write a positive or negative critique of a film
* Write a guide (set of instructions or advice)
* Write a formal essay presenting a balanced argument
* Write a structured personal response to an opinion (HL)
* Write an editorial
* Compose a creative response to a literary work (HL only)
* Read three source articles respond using an IB text-type (SL only)
* Recognize cultural diversity in the Hispanic world
* Identify various languages spoken in the Hispanic world and how these languages and minority groups are viewed

**IB Spanish B Y2 Technology Standards / 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 may follow (debate, poster, written task). (TS 3.2)

2) 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)

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

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

5) 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,

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

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

8) 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)

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**Assessments**

Movie review

Interview of a Hispanic celebrity

Autobiographical poem

Debates/ interactive presentation based on "Mar adentro"

Regular vocabulary and grammar quizzes

Summer assignment

Comparative essay on short stories

Tapings in the lab

Oral presentations and summaries of articles

Reading comprehension (IB and AP)

Oral presentation/ pamphlet on human rights (text-type)

Interview of an immigrant in Spain

Free response activities

Formal and informal writing assignments IB

Formal and informal speaking AP/IB

Interactive orals IB

Grammar quizzes and vocabulary tests based on unit

Tapings in lab

Semester exam based on released A IB exams

Grammar quizzes and essay writing

Vocabulary tests, taping "the perfect host"

Interactive orals

Reading comprehension practice - Preparing for the IB exams –Paper 1

Related vocabulary and grammar quizzes

Pamphlet on vegetarianism (text-type)

Mock exam for IB

Practice exam papers

**Core Topics**

There are **three topics** in the core:

* Communication and media
* Global issues
* Social relationships

These three topics are compulsory at Standard Level and Higher Level. Students are required to study at least two aspects from each core topic.

* **Communication and media**

How people interact, transmit and gather data for the purposes of information and entertainment.

Possible aspects covered:

* advertising
* bias in media
* censorship
* internet
* mail
* press
* radio and television
* sensationalism in media
* telephone.
* **Global issues**

Current matters and future scenarios that have an impact at a regional, national and/or international level.

Possible aspects covered:

* drugs
* energy reserves
* food and water
* global warming, climate change, natural disasters
* globalization
* international economy
* migration (rural–urban, or international)
* poverty and famine
* racism, prejudice, discrimination
* the effect of man on nature
* the environment and sustainability.
* **Social relationships**

How people interrelate and behave—as members of a community, individually and in groups.

Possible aspects covered:

* celebrations, social and religious events
* educational system
* language and cultural identity, or self-identity
* linguistic dominance
* minorities
* multilingualism
* nationalism, patriotism, fanaticism
* relationships (friendship, work, family)
* social and/or political structures
* social behaviours and stances
* taboos versus what is socially acceptable.

**Options**

There are five topics in the options.

* Cultural diversity
* Customs and Traditions
* Health
* Leisure
* Science and technology

Teachers select two topics. At least two aspects must be studied from each selection.

* **Cultural diversity**

The ethnic, gender, racial, ideological and socio-economic varieties within a community of the target language.

Possible aspects covered:

* beliefs, values and norms
* culinary heritage
* how culture is learned
* intercultural assimilation
* interlinguistic influence
* language diversity
* migration
* population diversity
* subcultures
* the concepts of human beauty
* verbal and non-verbal communication.
* **Customs and traditions**

The current and past practices, representations, expressions and knowledge that belong to a community of the target language.

Possible aspects covered:

* celebrations, social and religious events
* dress codes, uniforms
* etiquette and protocols
* fashion
* food
* historical events
* national costumes
* the arts.
* **Health**

Physical, mental and social well-being, as well as matters related to illnesses.

Possible aspects covered:

* concepts of beauty and health
* diet and nutrition
* drug abuse
* epidemics
* health services
* hygiene
* illnesses, symptoms of good/ill health
* mental health
* physical exercise
* surgery
* traditional and alternative medicine.
* **Leisure**

The variety of activities performed for enjoyment.

Possible aspects covered:

* entertainment
* exhibitions and shows
* games
* hobbies
* recreation
* social interaction through leisure
* sports
* travelling.
* **Science and technology**

The relationship between science and technology, and their impact on a community of the target language.

Possible aspects covered:

* entertainment
* ethics and science
* ethics and technology
* impact of information technology on society
* natural sciences
* renewable energy
* scientific research
* social sciences.
* **Literature (Higher Level only)**

Reading literature in the target language can be an enjoyable journey into the culture(s) studied. It helps students to broaden their vocabulary and to use language in a more creative manner, developing fluent reading skills, promoting interpretative and inferential skills, and contributing to intercultural understanding. Students should understand the works of literature in some depth but literary criticism as such is not an objective of the English B course at Higher Level.

Students are required to read two works of literature originally written in the target language. These works may be from any genre, or may both be of the same genre. They do not need to be linked in any way (by author, theme, period). For example, the following literary texts may be read on the course:

Como agua para chocolate, Laura Esquivel

Crónica de una muerte anunciada, Gabriel García Márquez

Un viejo que leía novelas de amor, Luis Sepúlveda

**Unit 1:**

Family relationships and responsibilities

Individual and society (celebrities)

Cultural diversity (immigration, stereotypes, internationalism)

Essential grammar

**Unit 2:**

Global matters

The environment

Globalization

Human rights

Health issues

Essential grammar

**Unit 3:**

Communication and the media

Publicity

Cinema and television

New technologies

Tourism

Essential grammar

**Unit 4**

Customs and traditions

Festivals

Music and art

Leisure time

Sports

External exam preparation

Essential grammar

**Specific Content**

Family relationships

Love and Friendship

School and work relationships

Young people and values

Social groups and discrimination

Immigration

The Gypsies in Spain

Double standards / Discrimination

Listening comprehension activities

Writing and presenting interviews

Interactive orals

Text-types: informal and formal letters, diary entry, film review

Grammar review (present indicative, progressive and subjunctive)

Film : Mar adentro

The environment

Globalization

Technology and the environment

Human rights

Health and welfare

Eating disorders

Vegetarianism

Listening comprehension activities

Writing and presenting interviews

Interactive orals

Grammar: present subjunctive and imperative moods, past tenses; verbs with

prepositions, por and para. and comparisons

Festivals and cultural identity

Family celebrations

Review of tenses before exam

Review of future and conditional tenses and introduction of the past subjunctive

verbs with prepositions, si clauses

Effective essay writing

Listening comprehension practice

Reading comprehension practice

Preparing for the IB exams (past papers)

Text-types: speech; pamphlet,

Review of tenses before the exam

Conditional/ subjunctive tenses

Negative expressions

Review of pronouns, demonstrative adjectives, relative pronouns

Exam practice

Films : La historia oficial

Como agua como chocolate

La lengua de la mariposa

Crónica de una muerte anunciada

Short stories

**Resources**

Español B

Authentik magazine

BBC mundo news clips

Album (reader)

Advance Materials – Lectura y escritura avanzadas

Mar adentro

PowerPoint on Gypsies

Grammar websites

Free response internet activities

Ejercicios en español

Una vez mas

OSC Spanish B

Language Lab: Students in this class visit the language lab once every two weeks. In the lab, they complete interactive grammar review, and engage in a variety of exercises related to current events. Depending on what events occur in the world, course content may spend time on additional projects/lessons related to current world events.

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