

Diploma Programme subject outline—Group 2: language acquisition HL-SL

School name	The International School in Genoa	School code	001380
Name of the DP subject	Spanish B		
Level	Higher <input checked="" type="checkbox"/> Standard completed in two years <input checked="" type="checkbox"/> Standard completed in one year * <input type="checkbox"/> <small>(not applicable for languages ab initio)</small>		
Name of the teacher(s) who updated this outline	Sandra NUZZOLO; Elena CABRERIZO DEL SAZ		
Date when outline was last updated	September 2022		

* 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. For language B higher level, the two works of literature to be studied.

"Campos de Fresas" de Jordi Sierra y Fabra /or/ "El Camino" de Miguel Delibes
 "El coronel no tiene quien le escriba" de Gabriel García Márquez

2. Course outline

This is an outline showing how the topics are distributed over time to ensure that students are prepared to comply with the requirements of the course.

	Topic (as identified in the IB subject guide) <i>Topics/units are listed in the order taught.</i>	Contents	Allocated time	Assessment instruments used	Resources <i>Main resources used, including information technology if applicable.</i>
			One class is <input type="text" value="60"/> minutes. In one week there are <input type="text" value="4"/> classes.		
Year 1	Year 1, Topic 1 (HL-SL) IDENTIDADES Estilos de vida Salud y bienestar Creencias y valores Subculturas Lengua e identidad	Year 1, Topic 1 (HL-SL) - Analizar estilos de vida diferentes y los componentes que los influyen. Hablar de hábitos y frecuencia. -Analizar alternativas que ayudan a nuestra salud mental. -Reconocer habilidades socio afectivas. -Analizar qué son valores y principios y su importancia Trabajar los conceptos de ser, estar y tener. -Analizar cómo la lengua, la cultura y la etnia constituyen parte de nuestra identidad . -Analizar las nuevas tribus urbanas y la tecnología Hablar de subculturas -Hablar de la identidad del grupo y la	(HL-SL) 10 lessons	Formative assessment (HL-SL): <u>Estilos de vida:</u> Trabajar el formato del diario personal <u>Salud Mental:</u> Trabajar el formato del cuestionario. <u>Valores y principios:</u> Escribir un artículo de opinión sobre los principios y valores <u>Subculturas</u> Trabajar el formato de artículo <u>Identidad:</u> Trabajar el formato de informe sobre los resultados de una encuesta. Summative Assessments External assessment: Paper 1 & Paper 2 (HL&SL); Internal assessment: Individual oral (HL&SL).	LIBROS Audios y textos de Spanish B for the IB Diploma, Mike Thacker and Sebastián Bianchi (Hodder Education) - Textos Spanish B Course Companion, Suso Rodríguez-Blanco and Ana Valbuena (Oxford) ONLINE Quizlet Profesor DELE Netflix Study Spanish.com Kognity

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Year 1, Topic 2 EXPERIENCIAS Vacaciones y viajes Historias de la vida Ritos de paso Costumbres y tradiciones Migración	propia. Year 1, Topic 2 -Viajes. -Etapas de la vida. -Acontecimientos en el pasado. -Ritos de paso tradicionales en diversas culturas. -Bodas y graduaciones. -Costumbres y tradiciones. -Contar experiencias. -Razones y dificultades para la migración . Indicar cuándo ocurrieron los acontecimientos.	(HL-SL) 10 lessons	Formative assessment (HL-SL): <u>Vacaciones y viajes:</u> Relatar acciones. <u>Historias de Vida:</u> Redactar una historia de vida. <u>Ritos de Paso:</u> Trabajar las perífrasis verbales con gerundio y la carta al director. <u>Costumbres y Tradiciones:</u> Comprender y escribir correos electrónicos. <u>Migración:</u> Escribir una carta poniéndose en el lugar de un emigrante Summative Assessments External assessment: Paper 1 & Paper 2 (HL&SL); Internal assessment: Individual oral (HL&SL)	LIBROS -Audios y textos de Spanish B for the IB Diploma, Mike Thacker and Sebastián Bianchi (Hodder Education) - -Textos Spanish B Course Companion, Suso Rodríguez-Blanco and Ana Valbuena (Oxford) ONLINE Quizlet Profesor DELE Netflix Study Spanish.com Kognity
Year 1, Topic 3 (HL-SL)	Year 1, Topic 3 -Análisis de las noticias ofrecidas por	Year 1, Topic 3	Formative assessment (HL-SL): <u>Medios de Comunicación:</u>	LIBROS -Audios y textos de Spanish B for the IB

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			60			
			4	classes		
	INGENIO HUMANO Medios de Comunicación Entretenimiento Expresiones artísticas	los medios de comunicación -Impacto de los medios en el consumo de productos. -Formas de entretenimiento en épocas diferentes. -Series de televisión y redes sociales como entretenimiento. -Explorar lo que es arte . -Hablar de sentimientos	10 lessons		Trabajar el formato de la noticia <u>Entretenimiento:</u> Trabajar los consejos y sugerencias. <u>Arte:</u> Describir una obra de arte. Summative Assessments External assessment: Paper 1 & Paper 2 (HL&SL); Internal assessment: Individual oral (HL&SL)	Diploma, Mike Thacker and Sebastián Bianchi (Hodder Education) - -Textos Spanish B Course Companion, Suso Rodríguez-Blanco and Ana Valbuena (Oxford) ONLINE Quizlet Profesor DELE Netflix Study Spanish.com Kognity
Year 2	Year 2, Topic 4 (HL-SL) ORGANIZACION SOCIAL Diferencias y desigualdades La Comunidad Ley y Orden	Year 2, Topic 4 (HL-SL) -Causas y consecuencias de las desigualdades sociales . -Alternativas, cambios, “nuestro grano de arena”.	(HL-SL) 10 lessons		Formative assessment: (HL-SL) <u>Diferencias y desigualdades</u> Estudiar las segundas condicionales (condicional simple+ imperfecto de subjuntivo). Comprender un vídeo	LIBROS: -Audios y textos de Spanish B for the IB Diploma, Mike Thacker and Sebastián Bianchi (Hodder Education)

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Mundo laboral Relaciones sociales	<p>-Importancia de la comunidad.</p> <p>-Diferencia entre igualdad y justicia.</p> <p>-Respeto a las reglas en el ámbito escolar.</p> <p>-Panorama actual y oportunidades en el ámbito laboral. Explorar el modo de encontrar empleo.</p> <p>-Relaciones de parejas entre los jóvenes.</p>			<p>educativo sobre diferencia y desigualdad.</p> <p><u>La Comunidad</u></p> <p>Escribir una carta formal</p> <p><u>Ley y Orden</u></p> <p>Escuchar y comprender un corrido mexicano. Redactar unas instrucciones y unas normas</p> <p><u>Mundo laboral</u></p> <p>Redactar una carta de</p> <p><u>Relaciones sociales</u></p> <p>Explorar los componentes de evaluación a través de distintas actividades..</p> <p>Summative Assessments</p> <p>External assessment: Paper 1 & Paper 2 (HL&SL);</p> <p>Internal assessment:</p> <p>Individual oral (HL&SL.)</p>	<p>-Textos Spanish B Course Companion, Suso Rodríguez-Blanco and Ana Valbuena (Oxford)</p> <p>ONLINE</p> <p>Quizlet</p> <p>Profesor DELE</p> <p>Netflix</p> <p>Study Spanish.com</p> <p>Kognity.</p>
Year 2, Topic 5(HL-SL) ¿CÓMO COMPARIMOS EL PLANETA?	Year 2, Topic 5(HL-SL) -Causas y consecuencias del cambio climático y la diferencia con el			<p>Formative assessment: (HL-SL)</p> <p><u>El cambio climático</u></p> <p>Enviar un mensaje a la sociedad</p>	<p>LIBROS</p> <p>Audios y textos de Spanish B for the IB Diploma, Mike</p>

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El cambio climático Globalización Igualdad Medio Ambiente Paz y Conflicto	<p>calentamiento global.</p> <p>-Explorar el nacimiento y desarrollo de la globalización.</p> <p>-Ventajas y desventajas de la globalización.</p> <p>-Desigualdades de género.</p> <p>-Análisis de las campañas publicitarias sobre el medio ambiente.</p> <p>-Conciencia ambiental.</p> <p>-Procesos de paz.</p>		<p>sobre el cambio climático.</p> <p>Expresar la opinión y valoración con estructuras en subjuntivo.</p> <p><u>Globalización</u></p> <p>Escribir comentarios en un chat.</p> <p><u>Igualdad</u></p> <p>Escribir un correo electrónico para denunciar.</p> <p>Reflexionar sobre la justicia social.</p> <p><u>Medio Ambiente</u></p> <p>Trabajar el formato de anuncio.</p> <p>Promover una conciencia ambiental.</p> <p><u>Paz y Conflicto</u></p> <p>Escribir un artículo de opinión.</p>	<p>Thacker and Sebastián Bianchi (Hodder Education)</p> <p>-</p> <p>Textos Spanish B Course Companion, Suso Rodríguez-Blanco and Ana Valbuena (Oxford)</p> <p>ONLINE</p> <p>Quizlet</p> <p>Profesor DELE</p> <p>Netflix</p> <p>Study Spanish.com</p>

3. IB Internal and external assessment requirements to be completed during the course

How and when IB internal and external assessment requirements are worked on, including a timeline of when the requirements are first introduced, when they are due, and how students are prepared to complete them.

Internal- Students will do a minimum of one oral activity per class, plus formal evaluations of speaking (individual, presentations or debates)
External – Students will familiarize themselves with the required text types receptively (information is presented using a variety of text types) and productively through writing activities pertinent to the themes studied.
The individual oral exam will be practiced once a quarter, one practice and one evaluated exam each semester.

4. Links to TOK

A sample topic from this course outline that allows students to make links with TOK, with a description of the lesson plan.

Topic	Link with TOK (including description of lesson plan)
Social Relationships	If a culture loses its language, does it lose its identity ? Consider the Garifuna, Spangish/Chinglish, and how much our thoughts and feelings depend on the words we use to express them.

5. Approaches to learning

A sample topic from this course outline that allows students to specifically develop one or more of the approaches to learning 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)
Communication and media	Follow and analyze the same topic from different cultural and political POV. (critical thinking) Present different opinions on same topic to a group, relate findings to bias (communication) Coordinate, organize, and log observations (self-management)

6. International mindedness

A sample topic from this course outline that allows students to analyse international-mindedness from different cultural perspectives, including the reasons for this choice and resources that are used to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources used)
Global Issues	What are current climate issues affecting cash crops of coffee, chocolate, and bananas ? Why is this pertinent to our community ? How do our habits as consumers affect the wellbeing of others, locally and internationally ? What is being done in hispanic/latino countries to address these issues ? What could we do in our community ?

7. Development of the IB learner profile

A sample topic from this course outline with an explanation of how the contents and related skills pursue the development of the identified attribute(s) of the IB learner profile.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Cultural Diversity	<p>Refletive and Open-Minded : In discussing the story La Yaquí hermosa, students will be encouraged to consider or retell the legend from various viewpoints (landowner from dominant/conquering culture, la Yaquí from indigenous, displaced culture, the interpreter who bridges the two peoples' cultures). Students are then asked to reflect on values represented by different culture's POVs and apply those ideas to modern immigration stories.</p> <p>Inquisitive: Students will look at evidence of dissemination of hispanic culture in music, food, and language and investigate roots, adaptations, and cultural significance.</p>

8. Resources

A description of the instructional materials and other resources used to support the aims and methods of this course.

Sufficient student copies of Spanish B Course Companion, Suso Rodríguez-Blanco and Ana Valbuena (Oxford)-reading and practice more similar to IB assessments.
Class set of Spanish B for the IB Diploma, Mike Thacker and Sebastián Bianchi (Hodder Education)-includes audio, vocabulary, grammar review
Access to Managebac to complete online tasks and practice activities in class