

**Spanish Alice Ayel YEAR/COURSE: Grade 12 Language B**

Weeks Time frame	Topics / content/ concepts	Key / Guiding questions	Aims Learning Outcomes	Assessment methods and Strategies	Resources	Cross-curr. (CC) + Differentiation (DI) + Multiculturalism (MC)
1-10	Cultural diversity: <ul style="list-style-type: none"> <li>● Latin America</li> <li>● Intercultural assimilation</li> <li>● Population diversity: indigenous heritage</li> <li>● Language diversity: Quechua, Maya...</li> <li>● How culture is learned</li> <li>● Subcultures</li> </ul>	<p><i>¿Quiénes son los indígenas?</i>  <i>¿Quiénes son los criollos?</i>  <i>¿Por qué es un tema poco tratado en España?</i>  <i>¿Qué queda de la herencia de los indígenas?</i>  <i>¿Qué influencia tiene la cultura indígena en los países latinoamericanos ?</i></p>	To explore different aspects of family relationships and the emancipation of children in a family. To compare women's position in different societies and cultures. To review the vocabulary related to family and people description. To review past, present and future tenses. To focus on new structures appearing in the play.	Vocabulary and grammar tests. Diary entries of Bartolomé Arrazola when he discovers Guatemala. Interactive oral activity: class discussions about the different short stories in the book. How are they different and at the same time similar?	<i>El eclipse y otros cuentos</i> by Augusto Monterroso	Biography of Augusto Monterroso. Guatemala. The Spanish conquest.

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<p><b>11-16</b></p>	<p>Global issues and social relationships:</p> <ul style="list-style-type: none"> <li>● Family and work relationships</li> <li>● Discrimination</li> <li>● Prejudice</li> <li>● Minorities</li> </ul>	<p><i>¿Cuáles son las diferencias sociales en una ciudad grande?</i>  <i>¿Por qué la gente tiene miedo de otra?</i>  <i>¿Qué causa la violencia?</i>  <i>¿Por qué se construyen muros?</i></p>	<p>To describe and compare cities. To describe different personalities and ways of living. To learn the vocabulary related to cities and violence. To review the imperative and subjunctive tenses.</p>	<p>Vocabulary and grammar tests. Diary entries from the point of view of different characters in the movie. Interview with the film director. Interactive oral activity: debate about the use of a wall to separate/divide people.</p>	<p>Movie: <i>La Zona</i></p> <p>B4. Derechos humanos, Spanish B, Course companion, Oxford.</p>	<p>Language diversity. Values and norms. Mexico. Walls of Berlin, USA border, Cisjordania. Human rights.</p>
<p><b>17-22</b></p>	<p>Written assignment</p>	<p><i>¿Qué tema es importante para ti?</i>  <i>¿Qué información vas a buscar?</i>  <i>¿Cómo vas a relacionar la información que tienes con el tema sobre el cual quieres escribir?</i></p>	<p>To deepen the understanding of a chosen topic from the course or of one of the books read (<b>higher level only</b>). To develop inter-textual receptive and productive skills. To select, use and reference source texts appropriate to the chosen task.</p>	<p>Written assignment: rationale and task</p>	<p>Internet. Spanish B for the IB Diploma, Oxford.</p>	<p>N/A</p>

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<b>23-28</b>	Individual oral	<p><i>¿Cómo comentar y analizar una imagen o una foto?</i>  <i>¿Cómo sacar el tema relacionada con la imagen?</i>  <i>¿Cómo hablar de diferentes temas relacionados con la imagen?</i></p>	<p>To review the topics of health and cultural diversity. To learn the vocabulary to describe and analyse a picture. To review expressions to discuss a topic.</p>	<p>Vocabulary and grammar tests. Individual oral.</p>	<p>Unidad 3, El examen oral, Spanish B for the IB Diploma, Oxford.</p>	N/A
<b>29-33</b>	<p>Preparation for papers 1 &amp; 2:                  Social relationships                  global issues                  Communication and media</p>	<p><i>¿Cuáles son los temas importantes que hemos explorado?</i>  <i>¿Por qué son importantes?</i>  <i>¿Cuáles son los diferentes tipos de textos?</i>  <i>¿Cómo entender un texto?</i></p>	<p>To review the different types of texts and registers. To review the vocabulary of the themes learned so far. To review the grammar concepts to be able to understand and write complex structures.</p>	<p>Vocabulary and grammar tests. Mock papers.</p>	<p>Spanish B, Course companion, Oxford. Spanish B for the IB Diploma, Oxford.</p>	N/A