

Friedrich-Ebert-Gymnasium, Bonn



Gymnasium der Stadt Bonn mit internationalem Profil
 Bilingual deutsch-französischer Bildungsgang und bilingual deutsch-englische Bildungswege
 School code: 000973



Diploma Programme subject outline—Group 2: language acquisition			
School name	Friedrich-Ebert-Gymnasium		School code 0973
Name of the DP subject <i>(indicate the language)</i>	Spanish B		
Level <i>(indicate with X)</i>	Higher <input type="checkbox"/> <i>(not applicable for languages ab initio)</i>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/> <i>(not applicable for languages ab initio)</i>
Name of the teacher who completed this outline	Uta Breuer, Kirsten Impekoven	Date of IB training	Kirsten Impekoven: 7 Oct – 4 Nov. 2020 21 Sep – 22 Sep 2018
Date when outline was completed	22 August 2024	Name of workshop <i>(indicate name of subject and workshop category)</i>	Español ab initio (Cat 2) Language B generic (Cat 2)

As most IB students opt for **Spanish B standard level** the curriculum for Spanish B standard level is given below in detail :

	Topic <i>(as identified in the IB Subject guide / as identified by the national curriculum)</i>	Contents	Resources / Skills <i>List the main resources to be used, including information technology if applicable.</i>
Year 1			
Topic 1	TOPIC 1 <i>España, país de inmigración y emigración</i> <i>(Spain, country of immigration and emigration)</i> Unterrichtsvorhaben 1: <i>Migrantes – un fenómeno global</i>	Key areas of skill acquisition: <u><i>Intercultural communicative competence:</i></u> > <i>Emigration of young Spaniards to Germany – causes and motives</i>	Skills: text and media literacy; Develop and interpret non-fiction Resources: texts, statistics, images and cartoons Cuento de

	<p><i>(Migrants – a global phenomenon)</i></p> <p>References to the IB: Experiences (Migration); Sharing the planet (human rights, peace and conflict, equality); Social organization (social relationships, social participation, community, law and order)</p> <p>Internal assessment: Listening comprehension / Writing (Reading comprehension intergrated)</p>	<p>> <i>Europe and the economic crisis in Spain</i> > <i>Immigrants in Spain – focus: “inmigrantes africanos”; perspectives of living together</i></p> <p><u>Possible questions</u>: How and why do different cultures mark important moments in life?/ What social issues present challenges to the world, and how can these challenges be overcome?/ What is the individual’s role in the community?/ What role does language play in a society? What opportunities and challenges does the 21-century workplace bring?</p> <p><u>TOK</u>: To what extent are our political views shaped by society, family backgrounds, education or social class?/ How do our values and assumptions influence the language in which we express our ideas?/ To what extent is our perspective determined by our membership of a particular culture?</p>	<p>Roberto Santiago “El Mundo según Claudio”, sacado de “Dieciocho inmigrantes y medio” etc.</p>
<p>Topic 2</p>	<p>TOPIC 2</p> <p><i>El desafío de la pobreza infantil en Latinoamérica (The challenge of child poverty in Latin America)</i></p> <p>Unterrichtsvorhaben 2 <i>Los niños de la calle (Street children)</i></p>	<p><i>Intercultural communicative competence:</i> > <i>Niños de la Calle y Niños en la Calle: child poverty and child labour</i> > <i>Development moves: approaches to sustainable development - school projects</i></p>	<p>Skills: Text and media literacy</p> <p>Resources: working with testimonios, analysing <i>canciones</i>, e.g. Victor Jara: <u>Luchín</u>; film: <u>Quiero ser</u>, optional: <u>crecer en la calle</u> etc.</p>

	<p>References to the IB: Identities (health and wellbeing) ; Experiences (stories of life); Social organization (community and social relations)</p> <p>Internal assessment: Oral assessment</p>	<p><u>Possible questions:</u> What constitutes an identity?/ How do we express our identity?/ How does our past shape our present and our future?/ / What's the individual's role in the community?/ What role do rules and regulations play in the formation of a society?</p> <p>TOK: How does the definition of poverty vary across different cultures and societies, and how does this impact our ability to address child poverty globally?/ To what extent does economic inequality contribute to child poverty, and how does this affect our ethical responsibilities towards addressing the issue?/ To what extent can education be a powerful tool in breaking the cycle of child poverty?</p>	
Topic 3	<p>TOPIC 3</p> <p><i>El bilingüismo y sus implicaciones políticas y culturales en la sociedad española (Bilingualism and its political and cultural implications in the Spanish society)</i></p> <p>Unterrichtsvorhaben 3: <i>Las lenguas y los españoles (Languages and the Spanish)</i></p> <p>References to the IB: Identities (language and identity, beliefs and values); Experiences (stories of life, customs and traditions, migration); Social organization (community, social relationships, social participation,</p>	<p><i>Intercultural communicative competence:</i></p> <p>> <i>Language as an expression of historically grown national identity- multilingualism in Spain (focus: Cataluña)</i></p> <p>> <i>Dealing with minority languages in Spanish and European context (example: País Vasco)</i></p> <p><u>Possible questions:</u> What constitutes identity? / How do we express our identity? How do language and culture contribute to form our identity?/ How does our past shape our present and our future?/ What role does language play in a society?/ What role do rules and regulations play in the formation of a society?/ What social issues present challenges to the country?</p>	<p>Skills: Text and media literacy</p> <p>Resources: non-fictional texts, emails, blogs, comments, cartoons etc.</p>

	<p>education, law and order); Sharing the planet (peace and conflict, equality)</p> <p>Internal assessment: Mediation/ Writing (Reading comprehension intergrated)</p>	<p><u>TOK</u>: To what extent are our political shaped by the environment we live in (geographically / culturally)?/ Why are referendums sometimes regarded as a contentious decision-making tool?/ What role do political authorities and institutions play in knowledge-creation and distribution?</p>	
<p>Topic 4</p>	<p>TOPIC 4</p> <p><i>Retos y oportunidades de la diversidad étnica (Challenges and possibilites in the ethnic diversity)</i></p> <p>Unterrichtsvorhaben 4 <i>La diversidad étnica en Latinoamérica (Ethnic diversity in Latin America)</i></p> <p>References to the IB: Identity (believes and values, subcultures, language and identity); Experiences (histories of life, costumes and traditions); Social organization (community, social relationships, social participation, education); Sharing the planet (human rights, peace and conflict, ethnic equality)</p> <p>Internal assessment: Mediation/ Writing (Reading comprehension intergrated)</p>	<p><i>Intercultural communicative competence:</i></p> <p>> <i>Situation of the indigenous population in Latin America (problems and opportunities)</i> > <i>Dealing with indigenous minorities</i></p> <p><u>Possible questions</u>: What constitutes an identity? / How do we express our identity? How does culture contribute to form our identity? How does our past shape our present and future?/ What is the individual's role in the community?/ What role do rules and regulations play in the formation of a society?/ What social issues present challenges to the country? TOK: In what ways does the loss of indigenous languages signify a loss of knowledge and cultural diversity?/ How have government education policies and systems compromised the transmission of indigenous knowledge?</p>	<p>Skills: text and media literacy</p> <p>Resources: film: <i>También la lluvia</i>, non-fictional texts, internet research, graphs/ charts / maps / images, discontinuous texts etc.</p>

		CAS: exhibition	
Year 2			
ism	<p>TOPIC 5</p> <p><i>Las diversas caras del turismo en España</i> <i>(The different faces of tourism in Spain)</i></p> <p>Unterrichtsvorhaben 5: <i>Retos del turismo en España</i> <i>(Challenges of tourism in Spain)</i></p> <p>References to the IB: Experiences (entertainment activities, holidays and travel, costumes y traditions); Sharing the planet (environment, equality, urban and rural environment); Social environment (social relationships, social participation, law and order)</p> <p>Internal assessment: Listening comprehension / Writing (Reading comprehension intergrated)</p>	<p><i>Intercultural communicative competence:</i></p> <ul style="list-style-type: none"> > <i>Development of tourism in Spain</i> > <i>regional peculiarities</i> > <i>Facets of tourism in Spain: mass tourism, sustainable tourism, etc.</i> > <i>Tourism as an economic factor and landscape designer</i> <p><u>Possible questions:</u> How does broaden our horizons?/ What environmental issues present challenges to the world, and how can these challenges be overcome?/ What ethical issues arise from living in the modern world, and how do we resolve them?/ What challenges and benefits does globalization bring?/ What challenges and benefits result from changes in urban and rural environments?/ What role does rules and regulations play in the formation of a society?</p> <p><u>TOK:</u> To what extent does turism contribute to our detract from the sutainable development of local communities, and how do ethical considerations come into play in the tourism industry?/ In what ways do cultural differences impact the interactions between</p>	<p>Skills: text and media literacy</p> <p>Resources: non-fictional texts, internet research, graphs/ charts / maps / images, discontinuous texts etc.</p>

		<p>tourists and local communities, and how does this influence our understanding of global inter connectedness?/ How does mass tourism affect the environment, and what ethical responsibilities do individuals and governments have in mitigating the environmental impact of tourism?</p>	
<p>Topic 2</p>	<p>TOPIC 6</p> <p><i>Chile, la memoria histórica en la literatura dramática</i> <i>(Chile, historical memory in dramatic literature)</i></p> <p>Unterrichtsvorhaben 6 <i>Ariel Dorfman, La muerte y la doncella</i> Alternative : <i>Antonio Skármeta, La composición</i></p> <p>References to the IB: Identities (beliefs and values); Experiences (stories of life, migration); Social organization (community, relationships)</p> <p>Internal assessment: Mediation / Listening comprehension / Writing (Reading comprehension intergrated)</p>	<p><u><i>Intercultural communicative competence:</i></u></p> <ul style="list-style-type: none"> > <i>conocer otro país latinoamericano; la sociedad y la cultura de Chile</i> > <i>historical perspective of the Pinochet dictatorship - la memoria histórica</i> > <i>aspectos históricos de Chile en el drama: el largo camino a la democracia</i> <p><u>Possible questions:</u> What constitutes an identity?/ How does our past shape our present and our future?/ What's the individual's role in the community?/ What role do rules and regulations play in the formation of a society?</p> <p><u>TOK:</u> To what extent are our political views shape by family backgrounds, education or social class?/Is it unfair to judge people an actions in the past by the standards of today?/To what extend did the Pinochet dictatorship impact Chile`s political and</p>	<p>Skills: text and media literacy, comparative studies</p> <p>Resources: film, literary works</p>

		economic landscape?	
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Language B higher level is also offered.

The topics given above correspond to the topics dealt with in Spanish B standard level with the only differences being:

- in Q2 2.3 the topic is: Lo fantástico en la literatura latinoamericana (The fantastic in the latinamerican literature)

In general, higher level courses:

- have more teaching time (five lessons per week)
- teach in-depth scientific ways of thinking and working
- introduce in-depth facts of a subject

The texts chosen are more complex regarding their content and language.

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

The internal assessment (individual oral assessment) is usually taken in Year 2 (February). Students demonstrate their ability to take part in an authentic discussion and to critically assess / evaluate the literary works studied in class.

The external assessment (Papers 1 and 2) are prepared and practised throughout both years (e.g. during a retreat weekend) and usually take place in May of Year 2 (parallel to the final exams of the Abitur).

Students are made aware of the requirements of the assessments even before they enter Q 1 (Qualifikationsphase 1 = Year 1 of the IB DP) in an online conference (introduced during the Corona crisis and later established as a tool to give students straightforward information). Moreover, as the various requirements in different subjects may be confusing, students are given information on the assessments on a regular basis by the subject teacher as well as during information meetings in the course of the two years. Furthermore, students are encouraged to access the IB Teams group to find the relevant

information online.

As approaches to teaching and learning overlap in both systems (IB and Abitur) the required skills for the internal / external assessment (summarizing a text, relating to the context of a given extract, expressing one's opinion (critically assessing / evaluating / commenting) on characters, events and ideas presented in a given text) as well as the skills required for reading / listening comprehension and text production (dealing with a whole variety of text types) are trained regularly throughout the two years of the IB DP / Abitur and are an integral part of any written exam. Nevertheless, students are made aware of differences in approaches to assessments if need be.

A final reminder of the requirements of the internal assessment is given in December in order to give students the possibility to intensify their preparation during the Christmas break.

The final preparation for the external assessment takes place in January (the first weekend after the Christmas break) during a retreat weekend for IB students. The single assessment components are given in the chart above (see information on national curriculum).

Approaches to teaching and learning

Self-management skills/ organization skills:	Term / Topics
- breaking a given task into manageable chunks / sub-parts	- breaking a given task into manageable chunks by e.g. prioritizing a part of the method <i>puzzle de expertos</i> when working on Topic 2 - in preparation of the <i>Facharbeit</i> and/ or extended essay where students are asked to define the steps to be taken till the next meeting with the teacher in order to achieve a goal set by the student
- setting achievable goals	when giving feedback on written exams or oral participation (at least two times each term)
- setting realistic deadlines	in preparation of oral or written exams the <i>Facharbeit</i> and/ or the extended essays
- defining specific criteria for prioritizing tasks	- breaking a given task into manageable chunks by e.g. prioritizing when working with novels (Topic 6) - in preparation of any written exam
- structuring your time (including breaks)	- in preparation of the oral exam in Q1.2 and in preparation of written exams - training of time management tools like Timer, time schedule, timeline diagramm - activating ATLs like group work, discussions that require an efficient use of the preparation time

- creating routines to structure the work at hand	in preparation of the <i>Facharbeit</i> (e.g. students are given advice as how to approach and organise their work before even starting their research)
- working with work plans (e.g. in preparation for an exam)	<ul style="list-style-type: none"> - in case the teacher is ill (e.g. work plans are made accessible via Teams) - Einsatz von Task-Cards zur Vorbereitung von Klausuren
Research skills (auch im Zusammenhang mit der Beratung zur Facharbeit)	
How to find a focused and precise research question	Developing ideas for research questions / narrowing down the topic / identifying an appropriate approach with the support and guidance of the teacher in connection with the <i>Facharbeit</i> or with presentations to be given in class (Topic 6)
Internet research (z.B. differentiating between reliable and unreliable sources)	continuously
Training of reading techniques	continuously (scanning, skimming, active reading, detailed reading)
Training of analytical skills (how to analyse a given text)	<ul style="list-style-type: none"> - training and consolidation of analytical skills such as activation of prior knowledge, making reasoned guesses, identifying text structures, recognizing key words, asking questions / active reading strategies - training in text analysis by identifying text elements/ structure / the main message / details / the line of argumentation / point of view - analysis of stylistic devices - contextualisation of the given text <p style="margin-left: 40px;">support material: e.g. <i>Schulinternes Kompendium</i> (a comprehensive guide to skills needed for the course work in foreign languages)</p>
Note-taking	continuously e.g. when reading texts / preparing presentations (e.g. marking up a text, writing phrases / key words, using abbreviations / symbols, mind-map method, flow method)

Classifying in information in new contexts	continuously as one major assignment in each written exam is to evaluate
Interpreting facts, figures, results etc.	continuously as students are trained to interpret texts, figures and facts, cartoons etc. / main focus: Topic 1 and 5
Writing structured texts	continuously as being able to write a structured text using paragraphs, linking words, participle constructions etc. and learning about text-specific structures (how to write a speech, an editorial, an argumentative text) is an integral part of the course work at any time
Quoting / referencing / bibliographic references	in preparation of the <i>Facharbeit</i> and /or extended essay
Working with quotes / footnotes	<ul style="list-style-type: none"> - as part of analytical skills - as part of the <i>Facharbeit</i> and / or extended essay
Text editing	often in preparation of written exams or after written exams (learning from mistakes)