



Friedrich-Ebert-Gymnasium, Bonn

Gymnasium der Stadt Bonn mit internationalem Profil

Bilingual deutsch-französischer Bildungsgang und bilingual deutsch-englische Bildungswege



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 ab initio		
Level <i>(indicate with X)</i>	Higher <input type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
Name of the teacher who completed this outline	Philipp von Melle	Date of IB training	Barcelona, Spain. Friday 20 – Sunday 22 February 2015.
Date when outline was completed	Last reviewed: January 2024	Name of workshop <i>(indicate name of subject and workshop category)</i>	Category 2 Workshops in Business management, Economics, Spanish A: Language & Literature, Spanish A: Literature, Spanish B, Geography, Psychology and Spanish B, For IB DP Teachers

* 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. If you will be teaching language B higher level, identify the two works of literature to be studied.

As in Germany teachers are free to choose the literary works studied in class the works chosen might vary from course to course. Moreover, a choice may be made by the teacher alone or in agreement with the students / corresponding to the special interests of the students.

As in the «course Language ab Initio required, students usually read extracts of novels and short stories given in textbooks or adaptations as well as short films in Original (e.g. “Quiero Ser” by Florian Gallenberger)

2. Course outline

- Use the following table to organize the topics to be taught in the course. **If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics.** Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject.

- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

	Topic (as identified in the IB Subject guide / as identified by the national curriculum)	Contents	Resources / Skills List the main resources to be used, including information technology if applicable.
Year 1			
Topic I/1	Immigrants in Spain; perspectives on coexistence, issues (racism, economic crisis, lack of documentation)	<p>Focus areas of competency acquisition:</p> <p>Intercultural communicative competence:</p> <p>Emigration of young Spaniards to Germany - Causes and Motives</p> <p>Europe and the Economic Crisis in Spain</p> <p>Immigrants in Spain - Focus: African immigrants; Perspectives on coexistence</p> <p><u>Possible questions:</u> What constitutes identity? / What's the individual's role in society? (Beliefs and values / community / social relationships)</p> <p><u>TOK:</u> Knowledge and politics - To what extent are our political views shaped by the environment we live</p>	<p>Resources:</p> <p>Textbooks, newspapers & magazines, internet blogs: (e.g. RUTAS superior, context / extracts from testimonials, novels, newspapers & magazines / internet research (e.g. on Hispanics in USA)/ video clips / interviews/ podcasts (e.g. Youtube, Radioviajera.org etc.) / non-fictional texts & newspaper articles (e.g. El País, La Vanguardia etc.), cartoons, statistics</p> <p>Functional communicative competences:</p> <ul style="list-style-type: none"> • Writing: Coherently present information in writing, letter to the editor/email/blog entry, formal letter writing • Speaking: Describe and analyze pictures/cartoons • Reading: Understand texts and extract targeted information from them • Depending on exam focus: <ol style="list-style-type: none"> 1) Language mediation: Mediate in writing and orally in a manner appropriate to the audience and situation (or) 2) Listening comprehension / Audiovisual comprehension: Understand global and detailed information • Mastery of language tools: Grammar: present subjunctive (deepening), simple future, simple conditional, Vocabulary: thematic vocabulary, description of images <p>Text and media literacy:</p> <ul style="list-style-type: none"> • Reading strategies and comprehension techniques for longer

		in (geographically / culturally)?	<p>texts</p> <ul style="list-style-type: none"> • Reading and interpreting biographies • Understanding and interpreting factual texts, statistics, images, cartoons, graphics • Watching and interpreting interviews • Understanding and interpreting songs <p>Assessment: 1st Exam: Part A: Writing + Reading comprehension (integrated) Part B: Language mediation / Listening comprehension + Reading References to IB: Experiences (Migration); How We Share the Planet (human rights, peace and conflict, equality); Social Organization (social relationships, social participation, community, law and order)</p>
Topic I/2	The diverse faces of tourism in Spain / The development of sustainable tourism	<p>Mass tourism vs. sustainable tourism Environmental threats (water scarcity, intensive agriculture) Cultural attractions of Spain</p> <p><u>Possible questions:</u> What environmental and social issues present challenges to our globalized world and how can these challenges be overcome? What challenges and benefits does globalization bring? / What opportunities and challenges does the 21st century workplace bring? (Globalization, the environment, human rights, social relationships,</p>	<p>Resources & Competences: see Topic I, additionally:</p> <p>Language mediation: Transfer text contents meaningfully and appropriately into Spanish (mainly in writing) Speaking: Participate in conversations: discuss a topic controversially in different roles</p> <p>Mastery of language tools: Vocabulary: thematic vocabulary; possess a basic range of language tools, especially expressions for expressing opinions; Grammar: review of the subjunctive, simple future, simple conditional</p> <p>Text and media literacy:</p> <ul style="list-style-type: none"> • Read and interpret newspaper and internet articles • Describe and interpret images, interpret cartoons, statistics • Examine essays or comments <p>2. Exam or exam performance: Oral communication test</p>

		<p>the working world)</p> <p>TOK: Core theme: Knowledge and the knower: What responsibilities rest on the knower as a result of their knowledge? How can we know when we should act on what we know?</p>	<p>- Part 1: monologic speaking (description and contextualization of images)</p> <p>- Part 2: dialogic speaking (role-bound discussion)</p> <p>References to IB: Experiences (recreational activities, holidays and travels, customs and traditions); How We Share the Planet (environment, equality, urban and rural environments); Social Organization (social relationships, social participation, law and order)</p> <p><u>Relevant feature at FEG: Attendance at the film events of CINESCUELA film festival (usually in November)</u></p>
Topic 1/3	Barcelona: multifaceted capital of a bilingual community	<p>Barcelona: Economy and Tourism</p> <p>Mono- vs. bilingualism →</p> <p>Language situation in Barcelona</p> <p>Language as an identity marker</p> <p>Language policy (Catalonia, Barcelona, current independence aspirations)</p> <p>Language policy in franquist Spain: Prohibition of catalán language</p> <p>TOK: Knowledge and politics – To what extent do social media shape our worldview (fake news, deep fakes, manipulation, persuasion etc.)?</p> <p>Knowledge and technology – How does communication technology help and hinder our pursuit of knowledge on the world around us? How is knowledge transmitted / gained?</p>	<p>Resources & Skills: cf. Topic 1, additionally:</p> <p>Focus areas of competency acquisition: Inter-cultural communicative competence</p> <p>Functional communicative competences:</p> <ol style="list-style-type: none"> 1) Language mediation: Mediate in writing and orally in a manner appropriate to the audience and situation (or) 2) Listening comprehension / Audiovisual comprehension: Understand global and detailed information <ul style="list-style-type: none"> • Speaking: Participate in conversations: discuss a topic controversially in different roles • Mastery of language tools: thematic vocabulary, reduction of subordinate clauses (gerundio), passive constructions, important verbal periphrases (with gerundio and infinitive) <p>Assessment:</p> <p>Exam:</p> <p>Part A: Writing + Reading comprehension (integrated)</p> <p>Part B: Language mediation / Listening comprehension + Reading</p> <p>References to IB: Identities (language and identity, beliefs and values); Experiences (life stories, customs and traditions, migration); Human ingenuity (communication and media); Social Organization (community, social relationships, social participation, education, law and order); How</p>

			We Share the Planet (peace and conflicts, equality)
Topic I/4	Youth in Spain through literature, music, and films Life plans and values of Spanish youth	<p>Functional communicative competences:</p> <ul style="list-style-type: none"> • Writing: Compose letters to the editor/diary/blog entries • Speaking: Articulate and justify personal viewpoints • Listening comprehension: Grasp essential attitudes of speakers • Reading: Understand longer authentic factual texts and extract targeted information from them • Mastery of language tools: <p>Vocabulary: Conversation/discussion (deepening, compare with Teaching Unit 2),</p> <ul style="list-style-type: none"> • Vocabulary for text and film analysis • Grammar: Real and unreal conditional clauses 	<p>Resources & Skills: cf. Topic I, additionally:</p> <p>Text and media literacy:</p> <ul style="list-style-type: none"> • Stories, songs, films, short films, poems <p>Assessment:</p> <p>Exam:</p> <p>Part A: Writing + Reading comprehension (integrated) Part B: Listening/Viewing comprehension (or classical exam format)</p> <p>References to IB: Identities (lifestyles, health and well-being, beliefs and values, subcultures); Experiences (life stories, customs and traditions, recreational activities); Human ingenuity (entertainment, artistic expressions, technology, scientific innovation, communication and media); Social Organization (community, social relationships, social participation, education, the world of work, law and order); How We Share the Planet (globalization, ethics)</p>
Year 2			
Topic II/1	The challenge of child poverty / An encounter with Mexico	<ul style="list-style-type: none"> • Street children and working children: Child poverty and child labor • Social inequality and approaches to sustainable development (e.g., Casa Alianza) 	<p>Resources & Skills: cf. Topic I, additionally:</p> <p>Text and media literacy:</p> <ul style="list-style-type: none"> • Access and interpret testimonies • Examine the impact of songs • Analyze and edit a short film, e.g., Quiero Ser <p>Functional communicative competences:</p> <ul style="list-style-type: none"> • Language mediation: Consolidate and possibly supplement content

		<p>TOK: Core theme: Knowledge and the knower: What responsibilities rest on the knower as a result of their knowledge? How can we know when we should act on what we know?</p>	<ul style="list-style-type: none"> • Listening/viewing comprehension: Extract and interpret the main messages and specific information from a film; Combine information from the film with external basic knowledge • Mastery of language tools: Thematic vocabulary; Vocabulary for film analysis <p>Assessment: Exam: Part A: Writing + Reading comprehension (integrated) Part B: Listening/viewing comprehension</p> <p><u>References to IB: Identities (health and well-being); Experiences (life stories); Human ingenuity (communication and media); Social Organization (community, social relationships, social participation, education, law and order, the world of work); How We Share the Planet (human rights, peace and conflicts, equality, ethics)</u></p>
Topic II/2	<p><u>Chilean reality in the literature of Antonio Skármeta / Chile (dictatorship)</u></p>	<ul style="list-style-type: none"> • Political and social situation in Chile under Allende and Pinochet - Discussion of Pinochet's dictatorship based on La composición by Antonio Skármeta - Pinochet's legacy: current handling of the dictatorship and its crimes/offenders <p><u>Possible questions:</u> How do developments in science and technology influence our lives? / What ethical issues arise from living in the modern world, and how do we resolve them? (Technology, scientific innovation, ethics)</p>	<p>Resources & Skills: cf. Topic I, additionally: Text and media literacy:</p> <ul style="list-style-type: none"> • Literary texts • Reading strategies (recognizing and interpreting key text signals, extensive reading) <p>Functional communicative competences:</p> <ul style="list-style-type: none"> • Reading: Extract main ideas and details from literary texts • Writing: Analytical and interpretive writing • Language mediation: Transfer text contents meaningfully and situation-appropriately into Spanish in writing • Mastery of language tools: Vocabulary for discussing literary texts <p>Assessment: Exam: Part A: Writing + Reading comprehension (integrated)</p>

		<p><u>TOK</u>: Knowledge and technology: man vs machine: discussion of ethical issues relating emerging technologies (Can machines know, think or learn like humans? Is AI restricted to processing information or can it also allow machines to acquire knowledge?)</p> <p><u>CAS</u>: exhibition?</p>	<p>+ Language mediation (isolated)</p> <p>References to IB: Identities (beliefs and values); Experiences (life stories, migration); Human ingenuity (communication and media); Social Organization (community, social relationships, social participation, education, law and order); How We Share the Planet (human rights, peace and conflicts, equality, ethics)</p>
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3. IB Internal and external assessment requirements to be completed during the course

Briefly explain how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

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.

4. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, **choose one topic from your course outline that would allow your students to make links with TOK**. Describe how you would plan the lesson/courses.

TOPIC I/1: Immigrants in Spain; perspectives on coexistence, issues (racism, economic crisis, lack of documentation):

Exploring links between the topic of "Immigrants in Spain; perspectives on coexistence, issues (racism, economic crisis, lack of documentation)" and Theory of Knowledge (TOK) can enrich students' understanding of both the subject matter and the broader ways of knowing.

Objective:

To investigate how different perspectives shape our understanding of immigration issues in Spain.

To explore how knowledge claims about immigration can be influenced by cultural, social, and historical contexts.

To analyze how TOK concepts such as perspective, bias, and knowledge frameworks apply to the topic of immigration.

Lesson Activities:

1. Introduction to the Topic

- Provide an overview of the topic of immigration in Spain, highlighting key issues such as racism, economic crisis, and lack of documentation.
- Engage students in a brief discussion to identify their initial perceptions and assumptions about immigration based on their personal experiences and backgrounds.

2. Exploration of Perspectives

- Divide the class into small groups and assign each group a specific perspective to examine (e.g., immigrants, native Spaniards, government officials, human rights activists).
- Encourage students to conduct research to understand the viewpoints, beliefs, and motivations of their assigned perspective regarding immigration in Spain.
- Facilitate group discussions where students share their findings and identify commonalities and differences among the perspectives.

3. TOK Concepts and Analysis

- Repetition of known TOK concepts; encourage students to critically evaluate the reliability and validity of knowledge claims about immigration, considering factors such as confirmation bias, media representation, and political agendas.

4. Reflective Discussion and Application

- Lead a whole-class discussion where students reflect on their own perspectives and consider how they have been shaped by personal experiences, cultural influences, and societal narratives.
- Challenge students to identify potential areas of bias or assumptions in their understanding of immigration issues and consider alternative viewpoints.
- Encourage students to brainstorm strategies for promoting empathy, understanding, and dialogue across diverse perspectives in the context of immigration discourse.

5. Conclusion and Extension

- Summarize key insights gained from the lesson and emphasize the importance of critical thinking and open-mindedness in navigating complex societal issues.
- Provide suggestions for further exploration, such as researching case studies of immigration policies in other countries or analyzing historical trends in migration patterns.

Assessment:

- Formative assessment can be conducted through group discussions, reflection journals, and oral presentations where students demonstrate their understanding of TOK concepts and their application to the topic of immigration in Spain.

By integrating TOK concepts into the exploration of immigration issues in Spain, students not only deepen their understanding of the subject matter but also develop critical thinking skills and an appreciation for the complexities of knowledge construction and interpretation. This interdisciplinary approach encourages students to become thoughtful and reflective learners who are able to navigate and analyze diverse perspectives in a global context.

5. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, **choose one topic from your outline that would allow your students to specifically develop one or more of these 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)
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<p>TOPIC 1/3 <i>Barcelona: multifaceted capital of a bilingual community</i></p>	<p>In the context of exploring "Barcelona: multifaceted capital of a bilingual community," students can embark on a journey that intricately weaves together diverse facets of learning while immersing themselves in the rich tapestry of Barcelona's cultural and linguistic landscape.</p> <ol style="list-style-type: none"> 1. Thinking Skills: Students engage in critical analysis and reflective thinking as they delve into the complexities of Barcelona's identity as a bilingual city. They explore the historical, social, and linguistic dimensions of the city, critically evaluating the impacts of language policies and sociopolitical dynamics on its multicultural fabric. 2. Communication Skills: Barcelona serves as a vibrant backdrop for honing communication skills. Students engage in discussions, presentations, and debates, articulating their perspectives on issues such as bilingualism, cultural identity, and social cohesion. Through interactions with diverse voices and viewpoints, they develop empathy, active listening, and effective expression in both oral and written forms. 3. Social Interaction: Exploring Barcelona's community dynamics provides students with opportunities for collaborative learning and intercultural exchange. They interact with local communities, engage in service-learning projects, and participate in cultural events, fostering empathy, cultural sensitivity, and appreciation for diversity. 4. Self-Management: Navigating Barcelona's multifaceted environment requires students to exhibit self-management skills. They plan and organize excursions, manage time effectively to balance academic commitments and extracurricular activities, and demonstrate resilience in adapting to new cultural contexts and language environments. 5. Research Skills: Students undertake research projects to delve deeper into various aspects of Barcelona's bilingual identity. They gather and analyze data, evaluate sources critically, and construct informed arguments supported by evidence. Through research, they develop information literacy, inquiry skills, and the ability to draw connections across disciplines. <p>By integrating approaches to learning skills within the exploration of "Barcelona: multifaceted capital of a bilingual community," students not only deepen their understanding of the subject matter but also cultivate essential competencies that empower them to thrive in an increasingly interconnected and diverse world. Through reflective practice and continuous refinement of these skills, students emerge as lifelong learners equipped to navigate complexity, embrace diversity, and contribute meaningfully to society.</p>
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6. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, **choose one topic from your outline that would allow your students to analyse it from different cultural perspectives.** Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
TOPICS : <u>Chilean reality in the literature of Antonio Skármeta</u>	<p>The choice of Skármeta's literature is particularly compelling for its ability to invite students to analyze Chilean reality from diverse cultural perspectives.</p> <ol style="list-style-type: none"> 1. Literary Analysis from Different Cultural Perspectives: Encourage students to examine Skármeta's works through diverse cultural lenses. Facilitate discussions that explore how readers from different cultural backgrounds interpret and relate to the themes, characters, and socio-historical contexts depicted in the literature. 2. Comparative Studies: Invite students to compare Skármeta's portrayal of Chilean reality with literature from other cultures grappling with similar socio-political challenges, known th them by other subjects. Through comparative analysis, students gain a deeper understanding of common human struggles and the diverse ways in which societies navigate them. 3. Multimedia Resources: Supplement textual analysis with multimedia resources such as documentaries, interviews, and films that offer additional perspectives on Chilean history, culture, and political movements depicted in Skármeta's works. <p>By engaging with Skármeta's literature through a lens of international-mindedness, students not only deepen their appreciation for Chilean culture and history but also develop the ability to empathize with and understand diverse perspectives from around the world. Through thoughtful analysis and dialogue, students emerge as culturally competent global citizens equipped to navigate and contribute to an increasingly interconnected and interdependent world.</p>

7. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, **choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile** that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
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TOPIC II/1
*The challenge of
child poverty / An
encounter with
Mexico*

One poignant topic within the IB curriculum that lends itself to the development of the IB learner profile attributes is "The challenge of child poverty / An encounter with Mexico." This topic invites students to confront complex social issues, explore diverse cultural contexts, and engage with real-world challenges that require empathy, critical thinking, and ethical decision-making in the following ways:

1. **Caring:** Through an encounter with the realities of child poverty in Mexico, students develop a sense of empathy and compassion towards individuals and communities facing adversity. They engage in discussions, service-learning projects, and critical reflections aimed at understanding the root causes of poverty and advocating for social justice and equity.
2. **Open-Minded:** Exploring the multifaceted dimensions of child poverty in Mexico encourages students to adopt open-minded perspectives and consider diverse viewpoints. They examine the socio-economic, cultural, and political factors contributing to poverty, recognizing the complexity of the issue and embracing diverse solutions and approaches.
3. **Reflective:** Encounters with the challenges of child poverty prompt students to engage in introspection and critical reflection on their own beliefs, biases, and privileges. They reflect on their roles as global citizens and consider how their actions and decisions can contribute to addressing systemic inequalities and promoting positive change in society.
4. **Principled:** Confronting issues of social injustice and inequality in Mexico inspires students to uphold principles of fairness, integrity, and social responsibility. They critically evaluate the ethical implications of policies and practices perpetuating poverty and advocate for equitable access to resources, opportunities, and rights for all individuals, particularly marginalized communities.

By engaging with the topic of "The challenge of child poverty / An encounter with Mexico" within the IB curriculum, students not only deepen their understanding of global issues but also develop the attributes of the IB learner profile, becoming caring, open-minded, reflective, and principled individuals committed to making a positive difference in the world. Through meaningful inquiry, dialogue, and action, students emerge as empowered agents of change, equipped to address complex societal challenges with compassion, integrity,

8. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Briefly describe what plans are in place if changes are needed.

Students can find a whole variety of Spanish books (novels, comics, non-fictional books etc.) in the CDI (school library). In the CDI students also have access to computers to give them the possibility to profit from virtual resources to practice and develop their language skills.

Usually a textbook based on authentic texts and media (e.g. RUTAS superior) is used.

The Spanish department (Fachkonferenz) ensures that authentic, up-to-date and student-oriented materials are used and available to both teachers and students.

The Spanish department has an extensive collection of materials available to teachers, which are stored in the department's own cupboards or shelves in the teacher's library. This collection is constantly being expanded through proof copies from publishers, through donations and, depending on the budget, through purchases (school budget). As collaborative working is common usage in the Spanish departments materials are also exchanged and evaluated by teachers in the course of the school year.