

Spanish Alice Ayel YEAR/COURSE: Grade 11 Language B

Weeks Time frame	Topics / content/ concepts	Key / Guiding questions	Aims Learning Outcomes	Assessment methods and Strategies	Resources	Cross-curric. (CC) + Differentiation (DI) + Multiculturalism (MC)
1-8	<p>Social Relationships:</p> <ul style="list-style-type: none"> ● Family relationships and love ● Social and religious events ● Authority, conformity and repression ● Taboos versus what is socially acceptable ● Language and cultural identity 	<p><i>¿Cómo son las relaciones entre padres e hijos?</i> <i>¿Cuál es la posición de la mujer en la sociedad?</i> <i>¿Crees la obra de teatro nuestro una realidad sólo relacionada a una cierta cultura?</i> <i>¿Cómo se reflejan los conceptos como “la pasión” en tu propia cultura?</i></p>	<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.</p>	<p>Vocabulary and grammar tests. Diary from the point of view of one of the daughters in the play. Interview with the mother after her daughter’s death. Role-plays to act scenes happening in the play leading (if enough time) to drama performance.</p>	<p><i>La casa de Bernarda Alba</i> by García Lorca</p> <p>Movie: <i>La casa de Bernarda Alba</i> by Mario Camus</p>	<p>Biography of García Lorca. Andalusia in 1930s. Women’s status in the Spanish society. Family relationships in Spain. Emily Mann’s adaptation to contemporary Iran.</p>

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<p>9-16</p>	<p>Global Issues:</p> <ul style="list-style-type: none"> ● Immigration ● Discrimination ● Poverty ● Health ● Cultural diversity ● Customs and traditions ● Language diversity ● Intercultural assimilation ● Interlinguistic influence 	<p><i>¿A quién describe la palabra "invisibles"?</i> <i>¿Por qué se describe a la vinchuca como "maldita"?</i> <i>¿Por qué la enfermedad de Chagas es sinónimo de enfermedad silenciosa?</i> <i>¿Cómo se tratan a los inmigrantes?</i></p>	<p>To get to know social issues in Bolivia as well as the illness called "Chagas". To know the immigration in Spain and its poverty. To review the vocabulary related to health, immigration and poverty. To compare the situation of the immigrants and the people staying in Bolivia. To use <i>if clauses</i> and to focus on the new structures appearing in the short movie.</p>	<p>Vocabulary and grammar tests. Article or blog post to alert people about the silent illnesses. Formal letter to the government about the conditions of the immigrants. Interactive oral activity: debate about immigration issue.</p>	<p>Short movie: <i>Cartas a Nora</i></p> <p>Documentary: <i>Invisibles</i> by Javier Bardem</p> <p>Song: <i>La frontera</i> by Lhasa de Sela</p> <p>Poem: <i>La Partida</i> by Juan Wallparrimachi</p> <p>Extracts from the novels: <i>La casa de Mango Street</i> by Sandra Cisneros</p>	<p>Bolivia and its cultural identity. Immigration in Spain and in the United States. The Spanglish. El Chagas: the illness and its treatment.</p>
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<p>17-24</p>	<p>Communication and media:</p> <ul style="list-style-type: none"> ● Advertisement ● Radio, television and Internet ● Beliefs, values and norms ● Language diversity ● Verbal and nonverbal communication ● Subcultures 	<p><i>¿Cómo influye la publicidad en tu vida?</i> <i>¿Cómo es el lenguaje publicitario y cuáles son sus objetivos?</i> <i>¿Cómo son los comportamientos culturales y sociales de la publicidad y cuál es su influencia en la lengua utilizada?</i></p>	<p>To understand and interpret the specificities of the language used in advertisements. To value the creativity in advertisement. To understand the positive and negative effects of advertisement. To review the imperative tense to deliver a message. To reinforce the use of the subjunctive tense to give different opinions.</p>	<p>Vocabulary and grammar tests. Essay: <i>La publicidad: ¿Arte o manipulación?</i> Written assignment (practice): El consumo responsable (p166-171 - Spanish B for the IB diploma, Oxford). Interactive oral activity: class discussions to compare different advertisements. Debate about the influence of adverts on teenagers.</p>	<p>Adverts: <i>Coca Cola, Publicidad de VW, Pedir la mano al suegro, Heineken, Personal, me voy de casa, Sprite, Estás bigotuda, Narigona.</i></p> <p>Articles: Chapter C3.Publicidad-Spanish B, Course companion, Oxford.</p> <p>Short movies: <i>Una campaña publicitaria, Los medios de comunicación y la publicidad en los adolescentes</i></p>	<p>Adverts in Spain and in different Latin American countries. How culture influences the messages in adverts. Social behaviours and norms in adverts.</p>
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<p>25-33</p>	<p>Health:</p> <ul style="list-style-type: none"> ● Mental health ● Family and social relationships ● Health services ● Surgery ● Illness: symptoms and treatments ● Medicine 	<p><i>¿Qué es la enfermedad de Alzheimer?</i> <i>¿Cómo se trata enfermedad de Alzheimer en España y cuál es el papel de la familia?</i> <i>¿Cómo afecta la enfermedad de Alzheimer al resto de la familia?</i></p>	<p>To describe Alzheimer: symptoms and causes. To review the vocabulary related to health, health services and family relationships. To reinforce the use of the different past tenses: preterite, imperfect and past perfect. To review the use of <i>if clauses</i> to express different opinions.</p>	<p>Vocabulary and grammar tests. Leaflet to inform about Alzheimer. Article or blog post about the consequences of Alzheimer on families. Interactive oral activity: interview to a family member affected by Alzheimer.</p>	<p>Movie: <i>Bicicleta, Cuchara, Manzana</i></p> <p>Short movie: <i>Arrugas</i></p> <p>Articles: Chapter A1.La identidad familiar: relaciones y responsabilidades - Spanish B, Course companion, Oxford.</p>	<p>How old people are treated in Spain and South America. Alzheimer in Spain.</p>
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<p>34-38</p>	<p>Cultural diversity:</p> <ul style="list-style-type: none"> ● Latin America ● Intercultural assimilation ● Population diversity: indigenous heritage ● Language diversity: Quechua, Maya... ● How culture is learned ● Subcultures 	<p><i>¿Cómo sucedió la independencia de los países latinoamericanos?</i></p> <p><i>¿Quiénes son los indígenas?</i></p> <p><i>¿Quiénes son los criollos?</i></p> <p><i>¿Por qué es un tema poco tratado en España?</i></p> <p><i>¿Qué queda de la herencia de los indígenas?</i></p>	<p>To learn about the history of South and Central America. To explore the different cultures in Latin America. To analyse the different issues coming from the different populations living in Latin America. To reinforce the different past tenses and to review the future and conditional tenses.</p>	<p>Vocabulary and grammar tests. Article or blog post to protect indigenous cultures. Interview with one of the representant of an indigenous culture. Interactive oral activity: speech about <i>El Día Internacional de los Pueblos</i></p>	<p>Documentary: <i>El Quechua</i></p> <p>Articles: Chapter A. Extensión: Diversidad cultural. Spanish B, Course companion, Oxford.</p> <p>Poems: <i>América Latina</i> by Nicomedes Santa Cruz, <i>Vienen por las islas</i> by Pablo Neruda</p> <p>Extracts from <i>De cómo las muchachas García perdieron el acento</i> by Julia Alvarez</p>	<p>Bolivia, Guatemala, Perú. El Quechua and los Mayas, Incas. History of Spain and Latin America. To understand how other cultures and populations influence a country.</p>
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