**IBb Scheme of work & Academic Year Planner 2016/17**

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| Subject | Spanish |
| Teacher | José Luis Rodríguez-Olveira |
| Group/Class | U6 IBb: |

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| Week | Date | Topic |

**CHRISTMAS TERM PREP**

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| 1 | September 12 | Collect books. Course intro. Test 20 rules. |  | Why is our course relevant to TOK? |
| 2 | September 19 | Test 20 rules. Graffiti posters on walls.  Core Topic (CT) **Cultural diversity** | 21-Correct test  2-Research & learn 20 rules | Which IB learner are you? |
| 3 | September 26 | CT1 Oral presentation. Choose topic | 3 | Do we know and learn our first language(s) in the same way as we learn additional languages? |
| 4 | October 03 | CT1 Research material for presentation | 4 Independent work |  |
| 5 | October 10 | CT1 Texts on cultural diversity | 5 | When we learn an additional language, do we learn more than “just” vocabulary and grammar? |
| 6 | October 17 | 1/2 Oral presentation | 6 |  |
| 7 | October 24 | Half Term | 7 |  |
|  |  |  |  | The concept of intercultural understanding means the ability to demonstrate an understanding of  cultural diversity and/or similarity between the target culture(s) and one’s own. To what extent is this definition true? |
|  |  |  |  | Those who know nothing of an additional language know nothing of their own” (Johann Wolfgang  von Goethe, playwright, poet, novelist, dramatist, 1749–1832). By learning another culture are we able to enrich our own? |
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|  |  |  |  | We can learn grammar intuitively, without conscious thought, or formally, by stating rules. What are the  strengths and weaknesses of each approach? Are these the same for learning in other areas of the curriculum? |
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|  |  |  |  | To what extent does membership of a group (a cultural group, a gender group or another group)  affect how we come to linguistic knowledge? Are there factors to consider between individuals within  a group and between groups? |
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| 8 | October 31 | Test 20 rules. | 8 |
| 9 | November 07 | Analyse literary texts | 9 |
| 10 | November 14 | Cuentos de la Selva | 10 Literary Analysis |
| 11 | November 21 | Read and answer questions on literary text | 11 |
| 12 | November 28 | Independent analysis of second story | 12 |
| 13 | December 05 | Analyse criteria for assessment | 13 |
| 14 | December 12 | End of term assessments | 14 |
|  | December 19 | Holidays |  |

**EASTER TERM**

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| 1 | January 09 | CO1 Health |  |
| 2 | January 16 | CO1 Healthy diet | 2 |

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| 3 | January 23 | CO1 Dieta mediterránea | 3 |
| 4 | January 30 | CO1 Influencia de la dieta en nuestra vida social. | 4 |
| 5 | February 06 | 1/2 term assessment start | 5 |
| 6 | February 13 | Half term | 6 |
| 7 | February 20 | CO1 Consecuencias de la publicidad en nuestra dieta | 7 |
| 8 | February 27 | CO1 Planes para mejorar la salud pública. Ministerio de Salud de España. Publicidad y campañas. | 8 |
| 9 | March 06 | CO1 Analysis of texts on health and food | 9 |
| 10 | March 13 | CO1 Revision of Verb Tenses | 10 |
| 11 | March 20 | CO1 Written activity: Health Campaign | 11 |
| 12 | March 27 | End of term assessment | 12 |

**SUMMER TERM**

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| 1 | April 24 | CO2**. Science and Technology** |  |
| 2 | May 01 | CO2 Our future under technology. | 2 |
| 3 | May 08 | CO2 Influencia de la tecnología en nuestra vida diaria | 3 |
| 4 | May 15 | CO2 Actividades orales. Debate, presentación. | 4 |

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| 5 | May 22 | 1/2 term assessments | 5 |
| 6 | May 29 | Half Term | 6 |
| 7 | June 5 | Exam revision | 7 |
| 8 | June 12 | Exam revision | 8 |
| 9 | June 19 | Exam revision | 9 |
| 10 | June 26 | End of Year Exam | 10 |