



Course: Spanish II- MYP Language B, Spanish Foundation Level
Teachers: Kathy Norman & Cheryl Zerbe
Grade: IB MYP Year 5 (Grade 9 and 10)

Course Description

Our aims are:

- enable the student to use language(s) effectively as a means of practical communication, providing a sound base of communication skills necessary for future study, work and leisure
- enable the student to understand the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components
- enable the student to develop an appreciation of a variety of literary and non-literary texts
- offer insight into the cultural characteristics of the communities where the language(s) is (are) spoken
- encourage an awareness and understanding of the perspectives of people from other cultures
- promote involvement with different communities, where relevant
- provide access to varied sources of information
- foster curiosity, a lifelong interest and enjoyment in language learning

You will begin to embody the IB Learner Profile as you display the following qualities:

inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced and reflective.

At the core of the MYP program is the unit/ guiding question and the areas of interaction (AOI's):

There are five AOI's: approaches to learning, community and service, health and social education, human ingenuity, and environments. For every unit, there will be a guiding/unit question and an area of interaction that will provide a framework and give our classroom a context. The areas of interaction are the fuel that fires our intellectual pursuit. The following are our units:

| Title | AOI | Question | Topic | Assessment |
|--------------------------------------|--------------------------------------|--|--|---|
| Grammar and vocabulary review | ATL | How can I evaluate my own language use? | Talking about yourself and others | Reading paired group discussion Listening activities Video |
| What you do in school & after school | Environments | How do my language B skills enable me to understand different environments | School activities & after school activities | Oral aural written Speaking activities Paired group reading writing and speaking activities cd video |
| Everyday activities | Environments | How do languages impact on society? On individuals? On me? | daily activities | Myp criterion A & B assessment Talk about daily activities Paired group reading writing and speaking activities cd video |
| Past activities | Health and social environment | How does language B enable me to learn about myself and others? | Where you went and what you did | MYP criterion & D Writing about past events |
| Giving directions | Environments | How can I learn about communities through language B? | Directions | Paired group reading writing and speaking activities cd video Criterion A & B giving directions |

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| When we were children | Health and social education | How does language B enable me to learn about myself and others? | discuss childhood | Paired group reading writing and speaking activities cd video MYP Criterion writing Criterion C &D Describing the past |
| Celebrations | Community and service | How can I learn about communities through language B? | Holidays & music in different countries | Paired group reading writing and speaking activities cd video MYP Criterion E Reading assessment over holidays music used in the celebrations |
| Describe social crisis emergencies rescues | Health and social education | Do I see health and social issues differently if I view them through another language? | News emergencies | Write news stories and present to class orally Paired group reading writing and speaking activities cd video |
| Describe accidents | Health and social education | In what ways does language B allow me to express myself? | Reporting accidents | Paired group reading writing and speaking activities cd video Criterion a& B assessment |
| Television programs | Health and social education | In what ways does language B allow me to express myself? | Television | Paired group reading writing and speaking activities cd video |
| Food and cooking | Health and social education | How does learning in language B facilitate our understanding of ourselves and others? | Cooking | Paired group reading writing and speaking activities cd video |

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| | | | | Writing activities recipes |
| Travel | Health and social education | How does learning in language B facilitate our understanding of ourselves and others | Travel plans | Paired group reading writing and speaking activities cd video Reading about various travel locations to Spanish speaking countries Criterion C & D |
| What can we do to make the world better | Environments | How can language B affect our understanding of different environments | To improve the environment | Paired group reading writing and speaking activities cd video Writing activity Criterion C & D |
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At the end of the year, the following IB MYP specific objectives will be covered:

- communicate information, ideas and opinions
- demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts
- identify main ideas and supporting details and draw conclusions from spoken and written texts
- understand and appropriately use structures and vocabulary
- request and provide information in both spoken and written contexts
- engage actively in oral production using comprehensible pronunciation and intonation
- take part in formal and informal communications

The methodology or the “how” we will learn:

Students will learn through a variety of research based instruction methods including: participating in classroom discussion, taking notes, doing vocabulary and grammar exercises, writing and presenting dialogues, and observing and participating in cultural activities.

Tulsa Public Schools also follows the Oklahoma PASS Objectives in World Languages which are in line with the ACTFL national standards. These include the following guidelines for the Novice High Students which are located at www.actfl.org.

Standards for Foreign Language Learning

- **Communication**-Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- **Cultures**-Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

- **Connections**-Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

- **Comparisons**-Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- **Communities**- Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Assessment is the term used to measure the students' demonstrations of learning:

There will be summative assessment projects and tests to show what they have learned. These will be assessed using the IB MYP criteria:

Oral communication

Criterion A Speaking and listening

message and interaction

Maximum 8

Criterion B Speaking

language

Maximum 8

Writing

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|---------------------|--------------------------|-----------|
| Criterion C Writing | message and organization | Maximum 8 |
| Criterion D Writing | language | Maximum 8 |

Reading comprehension

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|---------------------|---------------|------------|
| Criterion E Reading | comprehension | Maximum 16 |
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For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0.

The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.

It is intended that oral skills, writing skills, and reading comprehension and interpretive skills are equally weighted, hence the need to double the final level for criterion E when determining final grades at each certification level.

During the year each of these criteria will be measured at least twice, not necessarily at the same time. Because this is criterion based assessment you are not measured against others – it is not normative. All work will be compiled in a **portfolio**.

Resources and materials: Textbook: Realidades 2; Practice/Writing Audio Video Workbook- Prentice Hall; Newspaper, Magazine and Internet Articles.