

Pilot Course Proposal

Submitted by: ___ Malcolm Collie, MYP Coordinator _____ Building: __ Dimmitt Middle School _____

Proposed Course Title: _____ MYP Spanish A, B, and C _____

Grade Level: ___ 6, 7, 8 _____ Department: _____ World Language _____

PLEASE ATTACH THE FOLLOWING:

Description of course content and how this course will meet current needs not being met by other courses. Description must also include the needs assessment data.

- Specifically, what will the student know and be able to do as a result of this course?

As a result of this course students will develop a good level of proficiency in reading, writing, speaking, and listening the Spanish language, and an intercultural understanding of elements of the Spanish speaking world. Specifically, as an MYP Language Acquisition course:

“The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

The acquisition of the language of a community and the possibilities to reflect upon and explore cultural perspectives of our own and other communities:

are valued as central to developing critical thinking, and are considered essential for the cultivation of intercultural awareness and the development of internationally-minded and responsible members of local, national and global communities

are integral to exploring and sustaining personal development and cultural identity, and provide an intellectual framework to support conceptual development

greatly contribute to the holistic development of students and to the strengthening of lifelong learning skills

equip students with the necessary multiliteracy skills and attitudes, enabling them to communicate successfully in various global contexts and build intercultural understanding.” (MYP Language Acquisition Subject Guide)

Upon completion of this course students will be able to meet the following Washington State _World Languages_____ K-12 Learning Standards:

- **Standard 1:**
 - *1.0 Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes*
 - *1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.*
 - *1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.*

- *1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.*
- **Standard 2:**
 - *2.0 Cultures Interact with cultural competence and understanding*
 - *2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.*
 - *2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.*
- **Standard 3:**
 - *3.0 Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations*
 - *3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.*
 - *3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.*
- **Standard 4:**
 - *4.0 Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence*
 - *4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.*
 - *4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.*
- **Standard 5:**
 - *5.0 Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world*
 - *5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.*
 - *5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.*

- What are the assessments that will be used to determine student achievement of the goals of this course? (Attach to this proposal.)

Summative assessments are designed in each unit to demonstrate achievement against the MYP Objectives (more information below). Per MYP guidelines, each Strand within each Objective is assessed at least twice per year (as these are single trimester courses, this will be done twice per trimester/course).

Examples of assessment tasks to be used for each Criterion:

1. Is a unit on making friends around the world (Emergent)
2. Is a unit on striving for a better world (Capable)
3. Is a unit on climate action (Proficient)

Criterion A task: Listening

1. Students view a video on how to find a pen pal and answer questions. A suggestion is to minimize the need to use productive skills to demonstrate comprehension. To this end, a suggestion is to consider multiple choice questions, gap-fill, True/False, matching picture to word.
2. A listening text focusing on mobilizing community to participate in a sustainable neighbourhood project.
3. Two or three audio-visual texts, maximum total length: 10 minutes.

Criterion B task: Reading

1. Email to a pen pal: Students read a personal email to a pen pal and answer comprehension questions and identify the conventions of this email.
2. A text on ways to make brands resonate with consumers.
3. Two or three written texts that incorporate visual/images, maximum total length: 900–1,000 words.

Criterion C task: Speaking

1. Students read personal profiles on a pen friend website. They give an oral presentation and engage in discussions, for example, whether they prefer the snail mail with a pen pal or email to an e-pal. The presentation should include three parts:
Outline why it is important to have friends in different cultures. • State their preferred format for communicating • Explain why they prefer a particular format.
2. You are part of an advertising team with the task of creating a campaign to raise people awareness on the importance of small actions on behalf of a global goal. You will present the proposal to the company board justifying how your campaign supports the big idea “Creative use of language and careful word choice can improve audience engagement for effective communication of ideas, beliefs and values”
3. Students will become environmental communicators taking part in an “international youth forum” where they will present their environmental views on a researched issue (4–5 minutes). This will be opened to questions from the audience.

Criterion D task: Writing

1. Students read personal profiles and write a snail mail or email in response to a personal profile ad.
2. Write an article for a school magazine on how to create a greener school, bearing in mind the statement of inquiry: Creative use of language and careful word choice can improve audience engagement for effective communication of ideas, beliefs and values.
Your article can be around 200–250 words long. It needs to be a purposeful message addressing the audience and persuading them to take sustainable actions. Include the vocabulary and grammatical structures needed to ensure coherence and accuracy.
3. You are an environmental communicator taking part in an international youth forum. Write a text for your awareness campaign speech or a brief environmental educational guide/manual (300/400 words) for beginners or an environmental blog raising awareness on the researched issue regarding the interconnectedness of human and natural landscapes and resources. This will become the service as action project for this subject because it will follow the required steps of identifying a need, investigating how to address it, implementing it and sharing the learning through a manual for the school community.

MYP Spanish will use the MYP Objectives and Strands for Language Acquisition to determine student achievement.

These are:

A Listening

- i. **demonstrate** understanding of explicit and implicit spoken information in multimodal texts
- ii. **demonstrate** understanding of conventions
- iii. **demonstrate** understanding of relationships between the various components of the multimodal texts

B Reading

- i. **demonstrate** understanding of explicit and implicit written information in multimodal texts
- ii. **demonstrate** understanding of conventions
- iii. **demonstrate** understanding of relationships between the various components of the multimodal texts

C Speaking

- i. **use** spoken language to communicate and interact with others
- ii. **demonstrate** accuracy and fluency in speaking
- iii. **communicate** clearly and effectively

D Writing

- i. **use** written language to communicate with others
- ii. **demonstrate** accurate use of language conventions
- iii. **organize** information in writing
- iv. **communicate** information with a sense of audience and purpose.

The specific descriptors for each strand are different for Emergent, Capable, and Proficient levels which can be applied appropriately for each student. For example for A: Listening

Language acquisition objectives for emergent, capable and proficient levels

	Emergent Phase 1–2	Capable Phase 3–4	Proficient Phase 5–6
	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
Objective A: Listening			
i.	identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts	identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts	identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts
ii.	analyse conventions in a wide variety of simple authentic texts	analyse conventions in a wide variety of simple and some complex authentic texts	analyse conventions in a wide variety of complex authentic texts
iii.	analyse connections between a wide variety of simple authentic texts	analyse connections between a wide variety of simple and some complex authentic texts	analyse connections between a wide variety of complex authentic texts

Achievement against objectives is assessed on an 8 point scale, an example below is the Emergent level for A: Listening:

Criterion A: Listening

Maximum: 8

Texts used for the listening task should be spoken multimodal texts. This means that the texts should have the spoken mode and other modes such as visual still images or visual moving images.

At the end of the emergent level, students should have been exposed to a wide variety of simple authentic spoken multimodal texts and be able to:

- i. identify explicit and implicit information (facts and/or opinions, and supporting details)
- ii. analyse conventions
- iii. analyse connections.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. identifies minimal stated information (facts and/or opinions) in simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections between simple authentic texts.
3–4	The student: i. identifies some stated information (facts and/or opinions) in simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections between simple authentic texts.
5–6	The student: i. identifies most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts ii. interprets conventions in simple authentic texts iii. interprets connections between simple authentic texts.
7–8	The student: i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts ii. analyses conventions in simple authentic texts iii. analyses connections between simple authentic texts.

The full breakout for all objectives can be seen in the attached Subject Guide (p.38-50)

Describe how this course will address:

- **Alignment with Common Core State Standards (CCSS) and/or WA State Essential Academic Learning Requirements (EALRs)**
- **Integration of technology**
- **Infusion of diversity/multicultural perspectives**
- **Integration with other subject areas**
- **Provision of appropriate experiences for learners of varying abilities**
- **Development of higher level thinking and processing skills**

MYP Language Acquisition Objectives of Listening, Speaking, Reading, and Writing mirror the CCSS anchor standards for ELA.

Furthermore, IB conducted a [relationship study](#) demonstrating connections between the MYP and the CCSS for ELA, which is also attached here. Some of the highlights relating to the Language Acquisition group are reproduced below:

“The MYP provides an effective framework for teaching and learning for the CCSS. The CCSS define what students should understand and be able to do by the end of each grade. The CCSS expect students not

only to recall and comprehend a body of knowledge, but to be able to analyse and evaluate. The MYP also fosters students' ability to think critically and reason rather than merely memorize and retain factual knowledge." (p. 17-18)

"The comprehensive philosophy and approach of the MYP's written, taught and assessed curriculum is highly visible within the CCSS for ELA's seven descriptions of students who are college and career ready by grade 12, as evidenced below.

1. They demonstrate independence

"... all MYP subjects, students are expected to develop independent judgments and to be able to apply their knowledge to unfamiliar situations...

2. They build strong content knowledge

All subject groups in the MYP (language and literature, sciences, mathematics, individuals and societies, arts, physical and health education, design and language acquisition) stress the development of discipline-specific knowledge, skills and attitudes, and the capacity to communicate effectively within and across disciplines. The aims and objectives for these subjects all emphasize "discipline-specific expertise" and effective communication through writing, speaking and the communication tools specific to each discipline. ...

5. They value evidence

The critical importance of evidence (and its effective use) is a thread that runs throughout the MYP subjects. ... The MYP emphasizes the importance of developing a clear, logical line of reasoning supported by sound examples and sound thinking. ... In each subject area, students are expected to explain and justify their reasoning using content-specific evidence and reasoning.

6. They use technology and digital media strategically and capably.

In all MYP subject groups, students are expected to use technology and digital media strategically and capably. Students are encouraged to use applications such as databases, presentation software, online games, podcasts, social media, simulations, spreadsheets and search engines. ...

7. They come to understand other perspectives and cultures.

In the MYP, intercultural understanding involves recognizing and reflecting on one's own perspective, as well as the perspectives of others. The MYP provides opportunities for students to become knowledgeable about their own culture and the cultures of others." (p. 19-21)

"Standards for reading ...

Range of reading and level of text complexity ...

students across the MYP subjects are both expected to read a range of informational texts in order to extract information while critically analysing the information presented." (p. 22-23)

"Standards for writing ...

Range of writing

Writing for a variety of academic and personal purposes is an integral part of the MYP. Throughout each MYP subject group, students write in both timed situations and for more extended periods of time. As students work on extended pieces, they utilize the full writing process in which they reflect and revise on the work they are producing." (p.24)

"Standards for speaking and listening ...

Comprehension and collaboration ...

The MYP language and literature framework stresses that teachers should include opportunities for students to engage in frequent oral communication, as listening and speaking are skills that are essential for language development, learning and relating to others. In addition to emphasizing this in the

language and literature course, the MYP requires that students also take a language acquisition course that supports the development of these same language skills.” (p.25)

“Presentation of knowledge and ideas

The language and literature objectives apply to oral communication, not just written communication. Additionally, language and literature students engage in a variety of oral communication tasks, through which they adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal language when indicated or appropriate. Additionally, similar oral communication skills are taught in language acquisition courses.” (p.25)

The MYP Spanish courses will include cultural explorations across the Spanish speaking world to ensure a broad range of perspectives and experiences for students. By addressing a wide range of topics across their language study students will have many opportunities to make personal connections to their content. The different achievement levels implicit in the Emergent, Capable, and Proficient categories allow for differentiation and accessibility to improvement in language skills for all students.

- **Articulation of scope and sequences across grades K-12. Will this course replace an existing curriculum? If so, which course?**

The courses in the MYP language acquisition subject group and the DP language acquisition subject group share some common aims, namely to:
 encourage students to gain competence in an additional language with the long-term goal of multilingualism
 enable students to develop lifelong learning skills
 encourage students to develop an awareness and understanding of the perspectives of people from other cultures.

Language acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning.

The MYP framework for the language acquisition subject group is designed to reflect the concepts and skills that make up the presumed knowledge for the DP language acquisition courses and CP language development. MYP students continuing on to the DP will have developed not only an inquiring and reflective approach to language learning but also multiliteracy skills that they will be able to apply and extend in their DP language courses.

RSD Grade Level	Spanish Progression
6	MYP Spanish A/B/C
7	MYP Spanish A/B/C
8	MYP Spanish A/B/C or Spanish I
9	Spanish I or Spanish II
10	Spanish I Spanish II or Spanish III
11	IB Spanish SL A, B
12	IB Spanish SL C, D

Current Scope and Sequence

RSD Grade Level	Spanish Progression
6	

7	
8	Spanish I
9	Spanish I or Spanish II
10	Spanish I Spanish II or Spanish III
11	IB Spanish SL A, B
12	IB Spanish SL C, D

Progression of Learning in MYP Spanish:

As students progress through the three levels, they are expected to develop their ability to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes. This is demonstrated by:

- the range and sophistication of vocabulary and structures used
- the scope of situations in which the language is used
- the increasing length of text spoken, read and written
- the increasing complexity of text spoken, viewed, read and written
- the increasing variety of forms of both fiction and non-fiction handled.

As students develop their language understanding, increasing cognitive and skills demands are also set. These are expressed as command terms. This table below illustrates this progression of additional language learning in the MYP.

Aspects of the objectives	Emergent level	Capable level	Proficient level
Situations (context)	A range of interpersonal and cultural contexts relating to oneself and others, and one's immediate environment	A range of interpersonal and cultural contexts, including a range of unfamiliar situations	A wide range of interpersonal and cultural contexts, including topics of personal, academic and global significance
Language use:			
i) vocabulary	Use a wide range of vocabulary	Use a wide range of vocabulary	Use a wide range of vocabulary
ii) grammatical structures	Use a wide range of grammatical structures generally accurately	Use a wide range of grammatical structures generally accurately	Use a wide range of grammatical structures generally accurately
Multimodal texts:			
Texts	A wide variety of simple authentic multimodal texts	A wide variety of simple and some complex authentic multimodal texts	A wide variety of complex authentic multimodal texts
Modes	Distinct simple modes. For example, image and caption or visual that matches oral language	Distinct simple and some complex modes	Distinct complex modes. Such as, each mode used in the distinct text has to be understood on its own followed by a synthesis of the meaning of the entire text.
Multimodal meaning making	<ul style="list-style-type: none"> • Previewing, noticing and naming • Searching for and using information • Making connections • Interpreting • Analysing 	<ul style="list-style-type: none"> • Previewing, noticing and naming • Searching for and using information • Making connections • Interpreting • Analysing 	<ul style="list-style-type: none"> • Previewing, noticing and naming • Searching for and using information • Making connections • Interpreting • Analysing • Evaluating
Interaction	Basic unrehearsed exchanges	Authentic/spontaneous interaction	Authentic/spontaneous interaction
Communication (ease of communication)	Comprehensible—errors may still occur Increasing accuracy—occasional errors Accurate and fluent with few errors		
Command terms in the assessment criteria	<ul style="list-style-type: none"> • Analyse • Communicate • Identify • Interpret • Organize • Use <p>See full list of other command terms for MYP language acquisition. Sub-skills of these command terms also need to be considered during teaching and learning.</p>		

- Statement of impact:
 IB MYP requires ALL students to study at least 50 hours of Language Acquisition each year of the program. DMS requires a unique model of Spanish Language course organization that allows for progression for each student through each year of their program that provides different content each year and opportunities for appropriate differentiation within year groups. Students will come through this program with a solid background in Spanish language learning that will prepare them for high school study and success in the IB Diploma and Career programs at Renton High School.

- Instructional materials and cost (include titles, names of publishers and copyright).

Vamos by Martina Bex, The Comprehensible Classroom (already available) – 6th
 Somos by Martina Bex, The Comprehensible Classroom (already available) – 7th/8th
 Senor Wooly by Jim Wooldridge, Wooly Learning, Inc. (Supplemental curriculum)

SIGN-OFF FOR PILOT COURSE RECOMMENDATION

	<u>Signature</u>	<u>Date</u>
1. Department Head (Secondary) Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>		
2. Principal Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>		
3. District Content Facilitator Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>		
4. Curriculum Director Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>		

Return original to the Director of Curriculum and Instruction. Copies to Principal and Course Originator.