



*SPANISH 1*





***Teacher Information***

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***Course Overview***

This is a beginning course in the MYP Language B program that comprises six phases. The course is an accelerated version of the Spanish 1A and Spanish 1B courses combined that is intended for students who are entering the language program later than Grade 6. It will introduce students to the basics of the Spanish language, including introducing yourself, counting to 100, vocabulary for talking about where one lives, describing the house, one’s family, animals, weather, school objects and activities, places around the city, asking and giving directions, food, etc.

***Learning Outcomes***

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

An overarching aim of teaching and learning languages is to enable the student to become a critical and competent communicator.

The aims of the teaching and learning of MYP language acquisition are to:

* gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
* develop a respect for, and understanding of, diverse linguistic and cultural heritages
* develop the student’s communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes \
* enable the student to develop multi-literacy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
* enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
* enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
* enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
* offer insight into the cultural characteristics of the communities where the language is spoken
* encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
* foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

*Unit 1 –* Nos presentamos: Mi familia y yo

**Approximate Length**: 7

• Vocabulary of family members, pets, and physical description

• Verbs 'ser' and 'tener' in short, simple sentences

• The alphabet, numbers to 30, greetings, introductions, stating age, birthday.

• Days of the week and months of the year.

•  Introduction to regular AR present tense conjugation to be able to use verbs like “hablar”

•  Difference between formal and informal register

•  Definite and indefinite articles and singular and plural forms of nouns

*Unit 2 – Mi casa y mi ciudad*

**Approximate Length**: 6

•  Vocabulary of types of houses, rooms, furniture and their descriptions

•  Vocabulary of places in the city and their description

•  Adjectives relating to describing locations, cities, houses, and rooms

•  Review of “ser” and “tener”; the verb “hay”

• Prepositions for exact location of objects in a room and giving directions in a city

•  Adjective-noun agreement

*Unit 3 –* La vida escolar y el tiempo libre

**Approximate Length**: 6

•  Giving and justifying opinions on a basic level using the verbs 'gustar', 'odiar', 'encantar'

•  Using question/answer form of “por qué?' and 'porque'

• Correct use of the definite article following the verbs listed above.

•  School subjects and adjectives to describe subjects and teachers

\* School facilities and means of transport

\* Time and describing a schedule

\* Food and drinks

\* Hobbies, sports, and other free time activities

\* Making plans and expressing likes and dislikes about activities

\*Numbers up to 60

\* Negative sentence structures.

*Unit 4 –* La vida sana: ¿Cómo es mi rutina diaria? ¿Qué como y qué bebo normalmente?

**Approximate Length**: 6

•  Daily routine activities

•  Introduction to reflexive verbs (yo, tú, él/ella/ud.) and to the structure of De+el=del

• Vocabulary of food and drink

• Vocabulary of healthy and unhealthy habits

• Questions about daily routine and habits

• Meal times and types of meals

• Communicating different states (hungry, thirsty, cold, etc.)

• Adjectives to describe a healthy lifestyle

• Using the structure “ir + a + hacer algo” to express immediate future

***Assessment***

In the MYP Students will be evaluated using formative and summative assessments.

**Formative Assessment**: Tasks and assignments that allow the teacher to regularly judge the effectiveness of both teaching and learning processes. This may include teacher observation and oral, written or products of student effort. Examples: class activities, homework

and quizzes.

**Summative Assessment**: The judgment made by the teacher of the standard of achievement reached by the student at the end of a

unit of work. Examples: Investigations, presentations, real-life problems, unit tests.

All assessments will be graded by using a criterion-referenced approach using the “Criterion Objectives” listed below. Each assessment will be developed with the IB standards in mind and the objectives applied against the students submitted assessment task. The best-fit approach is applied to ensure the most valid, fair and reliable grade is determined using the IB Grade Boundaries and 7 point scale.

***Criterion A: Comprehending spoken and visual text***

Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another’s situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

As appropriate to the phase, the student is expected to be able to:

* listen for specific purposes and respond to show understanding
* interpret visual text that is presented with spoken text
* engage with the text by supporting opinion and personal response with evidence and examples from the text.

***Criterion B: Comprehending written and visual text***

Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written and/or visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another’s situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

As appropriate to the phase, the student is expected to be able to:

* read for specific purposes and respond to show understanding
* interpret visual text that is presented with written text
* engage with the text by supporting opinion and personal response with evidence and examples from the text.

***Criterion C: Communicating in response to spoken, written and visual text***

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on **a range of topics of personal, local and global interest and significance**, and responding to **spoken, written and visual text in the target language**.

As appropriate to the phase, the student is expected to be able to:

* interact and communicate in various situations
* express thoughts, feelings, ideas, opinions and information in spoken and written form
* speak and write for specific purposes.

***Criterion D: Using language in spoken and written form***

This objective relates to the correct and appropriate use of the **spoken and written target language**. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, social and academic language. When speaking and writing in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies (spelling, grammar, plot, character, punctuation, voice) and techniques with increasing skill and effectiveness.

As appropriate to the phase, the student is expected to be able to:

* organize thoughts, feelings, ideas, opinions and information in spoken and written form
* develop accuracy when speaking and writing in the target language.

***Students Responsibilities***

***Academic Honesty***

GWA maintains very strict guidelines towards maintaining academic honesty as followed by IB students globally.

1. First offense: A student who submits plagiarized work will be required to meet with the teacher to discuss the offense.

* The teacher will notify the parents and the MYP Coordinator by email of the offense.
* The student will be required to repeat the assessment for **formative feedback purposes only.**(The summative cannot be graded as it was not the students’ work.)

2. Second offense: The teacher will notify the parents and the appropriate Assistant Principal (6-8; 9-12).

* An interview will take place and the assessment will received a grade of (0). The assessment will be completed for **formative purposes only.**

***Late Assessment Policy***

When assessing students at GWA it is important for teachers to be able to provide students and their parents with a grade that, as much as possible, reflects their ability in a course. It is also important for students to meet reasonably established timelines to complete their assessments. In order to achieve this goal, the following procedures for the submission of summative assessments has been established:

1. Teachers will post the due date on ManageBac with at least one (calendar) week lead time for students to complete the assessment.
2. Submission of the assessment by students on the due date. If a deadline cannot be met, in order for the work to be evaluated, students must: provide a doctor’s note, or provide a note from a parent explaining special family circumstances, or have established an extension with the teacher at least two days in advance. Such extensions will be given at the teacher’s discretion.
3. MYP students must adhere to published deadlines. Students who do not meet IB Diploma Programme deadlines will follow these steps:
	* + - Detention(s) until the assessment is completed
			- Parent meeting to discuss behavior concern
			- After 3 offenses: Parents contacted and additional detentions and/or an in-school suspension until the assessment is completed. Students must make up all worked missed during the suspension.
4. Repeated failure to meet deadlines will result in narrative comments addressing these concerns in report cards and letters of recommendation to other schools.

***Teacher Assessent Commitments***

***All teachers will:***

* Mark (grade and or provide narrative feedback) all formative assessments within one calendar week of receipt. Managebac will be updated in the same timeframe.
* Post on Managebac (shaded in purple) any formative assessment (including homework) no later than 5:00PM the day it is assigned. If the formative assessment is not posted by this time there is no expectation that the assessment will be completed for the next day.
* Discuss with students prior to posting summative assessments and provide at least one calendar week lead time for students to prepare. Summative assessments will be posted on Managebac at least one week in advance of the due date (shaded in blue).
* Work collaboratively with their teacher colleagues and coordinator to work toward the goal of students having no more than two (2) summative assessments on a given day.
* Return summative assessments to students with feedback no later than three calendar weeks after the due date.
* Update Managebac immediately upon completion of marking/feedback.
* Communicate, in a timely fashion, with colleagues and administration about students who are turning in late formative and summative tasks in order to implement late assessment procedures, as outlined in the Assessment Policy. (see above)
* Communicate with parents when assignments/assessments are not turned in on the due date and clearly articulate the next steps for the student.