







***Course Overview***

This is the fourth year in the MYP Language B program that comprises six phases. The course will introduce students to some common topics

of the Spanish language, including technology and the environment, future careers, ancestry, professions, skills needed for future jobs.

***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: Modern Art: Cubism and Surrealism*

**Approximate Length**: 6 weeks

* Vocabulary related to Art.
* Fundamentals of Cubism and Surrealism.
* Biographies: Picasso & Dali
* Review of past tenses
* Critical thinking: Developing arguments in art work analysis.
* Formats: Article, Leaflet and Interview.
* TOK connections: symbolism, perspectives and the personal paradigm.

*Unit 2 –*  *Energies and Global Warming*

**Approximate Length**: 7 weeks

* Vocabulary related to green energies, fossil fuels, nuclear energy and global warming.
* Pros and cons of the different energy sources.
* Global Warming: arguments against and in favour.
* Review and expansion of cohesive devices - particularly cause and consequence - and expressions to structure an essay/speech.
* Developing and evaluating arguments, counterarguments and conclusions
* TOK connections: reason, emotion and the fallacy of authority.

*Unit 3* **-** *Technology and Communication*

**Approximate Length**: 7 weeks

* Vocabulary related to technology and communication.
* Social Network & digital press: communication and technology in the 21st Century.
* Evaluating arguments.
* Review of Present of Subjunctive (for will/hope/impersonal expressions/advice)
* Introduction to past subjunctive
* TOK Connection: Language and Thinking

*Unit 4 –Introduction to the Spanish IB Diploma Program.*

**Approximate Length**: 6 weeks

* Curriculum
* Assessments
* Introduction to core topics.
* Past Papers.

***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 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 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:***

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:***

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.