



## Living Spanish (One Semester)

## MYP Level I

## Grade 6

Ms. Novak

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### I. Course Description:

Living Spanish is a one-semester course designed to introduce students to the Spanish language and Latino cultures. This is an Immersion Spanish Program, referring to a methodology of teaching a second language where teacher and students use the target language to communicate at all times. The students learn a variety of vocabulary and phrases and will develop their listening, speaking, reading and writing skills in Spanish. The students also learn about and respect their own culture and the cultures of Spanish-speaking countries. The students work individually, with partners, and in groups daily in order to practice and gain confidence in using the Spanish language. The students use practice sheets, classroom discussion, various types of media, and authentic materials to gain a well-rounded experience of the Spanish language. Students are assessed through observation, posters, maps, skits, journals, presentations, dialogues, quizzes, essays, tests, exams, and classroom participation.

The fundamental concepts of the MYP include holistic learning, intercultural awareness and communication. These concepts are developed throughout the various MYP units taught in this Spanish course.

The learner profile is referenced in each MYP unit as well. Students are encouraged to develop these characteristics as they participate in the units and assessments. Oftentimes students will reflect upon these characteristics at the end of a unit to see how they have expanded one or more of these characteristics.

### II. Aims and Objectives:

**AIMS** – The aims of teaching and study of modern foreign languages are to:

- 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.

**OBJECTIVES** – At the end of the course, students should be able to:

- 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.

### **III. Areas of Interaction:**

The IB/MYP Areas of Interaction are interwoven in the Spanish classroom. Within the Approaches to Learning, the students will learn how to study for a second language and develop the mental processes of communication in a second language. Students develop a better understanding of Community and Service because they will learn about and reflect on what they do in their community and compare and contrast that with Latino communities. Through the area of Human Ingenuity, students create a variety of projects using the Spanish language and their own creative thoughts. Within the area of Environment, the students become more aware of their surroundings, and begin to associate the Spanish language with their own environment. Through Health and Social Education, the students attribute the Spanish language to their own lives in making healthy life choices, such as healthy eating and exercise.

### **IV. Texts and Resources:**

- practice sheets
- authentic materials
- variety of textbooks

### **V. Methodology:**

This class is based on the Immersion method to teach a second language. Teacher and students communicate with each other in the target language at all times. Students are responsible for their own learning, and this is based on lecture, readings from various texts, classroom activities, in-class practice, role-plays, participation during class using the target language and homework.

### **VI. Methods of Assessment:**

The two methods of assessment are formative and summative. Formative assessments include: practice sheets, in-class individual, partner, and group work, participation, and quizzes. The purpose of formative assessment is to share feedback to students on their progress or understanding of a concept. Summative assessments include: posters, essays, letters, dialogues, skits, podcasts, cartoons, presentations, tests, oral tests, and games. Summative assessment is the final assessment that measures a student's achievement relative to the objectives and assessed criteria.

Students will be assessed on each of the following IB MYP criterion:

- A. Speaking & Listening
- B. Speaking: Language
- C. Writing: Message and Organization
- D. Writing: Language
- E. Reading Comprehension

### **VII. Grading Policy, including the use of MYP criteria:**

In each six-week phase, the student earns a grade based on his/her performance on daily assignments, quizzes, tests, projects, dialogues, essays, classroom participation, and semester exams. Each of these tasks are graded based on points and these points are averaged together to get a percentage. The percentages and letter grades are as follows:

- 100 – 90 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- Below 60 = F



## Continuing Living Spanish

## MYP Level II

## Grade 7

Ms. Novak

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### I. Course Description:

Continuing Living Spanish is a two-semester course designed to develop the student's understanding in all aspects of second language study. This is an Immersion Spanish Program in which the teacher and students use the target language to communicate at all times. Vocabulary, grammar, listening, speaking, reading, and writing skills are developed along with gaining knowledge and respect for Spanish-speaking cultures. The students work individually, with partners, and in groups daily in order for them to practice and gain confidence in using the Spanish language. The students use practice sheets, classroom discussion, various types of media, and authentic materials to gain a well-rounded experience of the Spanish language. Students are assessed through observation, posters, maps, skits, journals, presentations, dialogues, quizzes, essays, tests, exams and classroom participation.

The fundamental concepts of the MYP include holistic learning, intercultural awareness and communication. These concepts are developed throughout the various MYP units taught in this Spanish course.

The learner profile is referenced in each MYP unit. Students are encouraged to develop these characteristics as they participate in the units and assessments. Oftentimes students will reflect upon these characteristics at the end of a unit to see how they have expanded one or more of these characteristics.

### II. Aims and Objectives:

**AIMS** – The aims of teaching and study of modern foreign languages are to:

- 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.

**OBJECTIVES** – At the end of the course, students should be able to:

- 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.

### **III. Areas of Interaction:**

The IB/MYP Areas of Interaction are interwoven in the Spanish classroom. Within the Approaches to Learning, the students will learn how to study for a second language and develop the mental processes of communication in the language. Students develop a better understanding of Community and Service because they will learn about and reflect on what they do in their community and compare and contrast that with Latino communities. Through the area of Human Ingenuity, students create a variety of projects using the Spanish language and their own creative thoughts. Within the area of Environments, the students become more aware of their surroundings, and begin to associate the Spanish language with their own environment. Through Health and Social Education, the students relate the Spanish language to their own lives in making healthy life choices, such as healthy eating and exercise.

### **IV. Texts and Resources:**

- *Pobre Ana* (Novel)
- practice sheets
- authentic materials
- variety of textbooks

### **V. Methodology:**

This class is based on the Immersion method to teach a second language. Teacher and students communicate only in the target language. Students are responsible for their own learning, and this is based on lecture, readings from various texts, classroom activities, in-class practice, role-plays, participation during class using the target language and homework.

### **VI. Methods of Assessment:**

The two methods of assessment are formative and summative. Formative assessments include: practice sheets, in-class individual, partner, and group work, participation, and quizzes. The purpose of the formative assessment is to share feedback to students on their progress or understanding of a concept. Summative assessments include: posters, essays, letters, dialogues, skits, podcasts, cartoons, presentations, tests, oral tests, and games. Summative assessment is the final assessment that measures a student's achievement relative to the objectives and assessed criteria.

Students will be assessed on each of the following IB MYP criterion:

- A. Speaking & Listening
- B. Speaking: Language
- C. Writing: Message and Organization
- D. Writing: Language
- E. Reading Comprehension

### **VII. Grading Policy, including the use of MYP criteria:**

In each six-week phase, the student earns a grade based on his/her performance on daily assignments, quizzes, tests, projects, dialogues, essays, classroom participation, and semester exams. Each of these tasks are graded based on points and these points are averaged together to get a percentage. The percentages and letter grades are as follows:

- 100 – 90 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- Below 60 = F



## Spanish 8

## MYP Level III

## Grade 8

Ms. Andrea Novak  
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### I. Course Description:

Spanish 8 is designed for students with a strong base in Spanish to further their development of vocabulary, grammar, listening, speaking, reading, and writing skills. The students work individually, with partners, and in groups in order for them to practice using the Spanish language on a daily basis. There is a strong emphasis on listening and speaking so as to improve oral communication with other students, the teacher, and native speakers. The students use the supplemental textbooks, *Realidades B*, workbooks, practice sheets, classroom discussion, various types of media, and authentic materials to gain a well-rounded experience of the Spanish language and a global perspective on Latino cultures. Students will be assessed through observation, posters, presentations, maps, brochures, dialogues, quizzes, essays, tests, exams, and classroom participation.

The fundamental concepts of the MYP include holistic learning, intercultural awareness and communication. These concepts are developed throughout the various MYP units taught in this Spanish course.

The learner profile is referenced in each MYP unit as well. Students are encouraged to develop these characteristics as they participate in the units and assessments. Oftentimes students will reflect upon these characteristics at the end of a unit to see how they have expanded one or more of these characteristics.

### II. Aims and Objectives:

**AIMS** – The aims of teaching and study of modern foreign languages are to:

- 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.

**OBJECTIVES** – At the end of the course, students should be able to:

- 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.

### **III. Areas of Interaction:**

The IB/MYP Areas of Interaction are interwoven in the Spanish classroom. Within the areas of Approaches to Learning and Human Ingenuity, the students learn how to use all of the previously-learned Spanish and successfully communicate within a variety of situations completely in Spanish. Students develop a better understanding of Community and Service and Health and Social Education because they will learn about the importance of community and familial celebrations in many Latino cultures and reflect upon their own communal and familial occasions. Within the area of Environments, the students become more aware of their local and environmental surroundings and begin to associate the Spanish language with their own environment and environmental responsibilities.

### **IV. Texts and Resources:**

- *Realidades B*
- *Realidades Practice Workbook*
- *Realidades Writing, Audio, and Video Workbook*
- practice sheets
- authentic materials

### **V. Methodology:**

This class is based on a wide variety of Spanish classroom topics. Students are responsible for their own learning, and this is based on lecture, readings from various texts, classroom activities, in-class practice, role-plays, and homework.

### **VI. Methods of Assessment:**

The two methods of assessment are formative and summative. Formative assessments include: practice sheets, in-class individual, partner, and group work, participation, and quizzes. The purpose of the formative assessment is to share feedback to students on their progress or understanding of a concept. Summative assessments include: posters, essays, letters, dialogues, skits, podcasts, cartoons, presentations, tests, oral tests, and games. Summative assessment is the final assessment that measures a student's achievement relative to the objectives and assessed criteria.

Students will be assessed on each of the following IB MYP criterion:

- A. Speaking & Listening
- B. Speaking: Language
- C. Writing: Message and Organization
- D. Writing: Language
- E. Reading Comprehension

### **VII. Grading policy including the use of MYP criteria**

In each six-week phase, the student earns a grade based on his/her performance on daily assignments, quizzes, tests, projects, dialogues, essays, classroom participation, and semester exams. Each of these tasks are graded based on points and these points are averaged together to get a percentage. The percentages and letter grades are as follows:

100 – 90 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F