



MYP Language Acquisition

Spanish

Year 1, 2, & 3

Course Syllabus

2019 - 2020 School Year

Instructors: Ms. Hannah Williams (Room # 134)
marywilliams@jackson.k12.ms.us

Course Description:

This course is designed to enrich students' knowledge of the Spanish language and culture. The curriculum utilizes a format that provides content necessary to build a basic foundation in the language. Objectives will be taught to focus on the five goals as outlined by the Mississippi State Department of Education and the IB-MYP philosophy outlined by the International Baccalaureate Programme.

Student Learning Outcomes:

1. Communicate in a language other than English.
2. Gain knowledge and understanding of cultures.
3. Connect with other disciplines and acquire information.
4. Develop insight into the nature of language and culture.
5. Participate in multilingual communities at home and around the world.

MYP Aims:

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

- develop the student's communication skills necessary for study, work and leisure in a range of different, authentic contexts and for a range of audiences and purposes
- enable the student to develop multiliteracy 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 variety of literary and non-literally texts and to develop critical creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection and self-expression and learning and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and 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 and enjoyment in language learning

GLOBAL CONTEXTS

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP design can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet and help to create a better and more peaceful world.

IB learners strive to be:

- **Inquirers** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **Knowledgeable** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **Thinkers** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Communicators** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **Principled** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Open-minded** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **Caring** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **Risk-takers** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

- **Balanced** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **Reflective** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

MYP ASSESSMENT CRITERIA

| Criterion | Phase 1 | Phase 2 | Phase 3 |
|--|---|---|---|
| A: Comprehending spoken and visual text | At the end of phase 1, students should be able to: i. identify basic facts, messages, main ideas and supporting details ii. recognize basic conventions iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. | At the end of phase 2, students should be able to: i. show understanding of messages, main ideas and supporting details ii. recognize basic conventions iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. | At the end of phase 3, students should be able to: i. show understanding of information, main ideas and supporting details, and draw conclusions ii. understand conventions iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. |
| B: Comprehending written and visual text | At the end of phase 1, students should be able to: i. identify basic facts, messages, main ideas and supporting details ii. recognize basic aspects of format and style, and author's purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. | At the end of phase 2, students should be able to: i. identify basic facts, main ideas and supporting details, and draw conclusions ii. recognize basic conventions including aspects of format and style, and author's purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. | At the end of phase 3, students should be able to: i. show understanding of information, main ideas and supporting details, and draw conclusions ii. understand basic conventions including aspects of format and style, and author's purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. |

| | | | |
|--|---|---|--|
| <p style="text-align: center;">C: Communicating in response to spoken, written or visual text</p> | <p>At the end of phase 1, students should be able to:</p> <ul style="list-style-type: none"> i. respond appropriately to simple short phrases ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicate with a sense of audience. | <p>At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. respond appropriately to spoken, written and visual text ii. interact in basic structured exchanges iii. use phrases to communicate ideas, feelings and information in familiar situations iv. communicate with a sense of audience. | <p>At the end of phase 3, students should be able to:</p> <ul style="list-style-type: none"> i. respond appropriately to spoken, written and visual text ii. interact in rehearsed and unrehearsed exchanges iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations iv. communicate with a sense of audience and purpose. |
| <p style="text-align: center;">D: Using language in spoken and written form</p> | <p>At the end of phase 1, students should be able to:</p> <ul style="list-style-type: none"> i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation ii. organize basic information and use a range of basic cohesive devices iii. use language to suit the context. | <p>At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation ii. organize information and ideas and use a range of basic cohesive devices iii. use language to suit the context. | <p>At the end of phase 3, students should be able to:</p> <ul style="list-style-type: none"> i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation ii. organize information and ideas and use a range of basic cohesive devices iii. use language to suit the context. |

GRADING SCALES (JPS AND IB)

IB Grades: Student performance for IB assessments covers a variety of tasks. All MYP designated assignments, both formative and summative, will be assessed using MYP rubrics provided in the syllabus. The score, reported numerically from 0-8, is reported once every term in an MYP report card.

JPS Grading Scale: One numerical grade will be reported per course each term. The numerical equivalent of the grade will consist of four major components:

- (1) the average of scores on tests (50%);
- (2) the average of scores on homework (10%);
- (3) the average of scores on class work (40%); and

According to JPS's grading policy, the grading scale is as followed:

$$100 - 90 = A \qquad 89 - 80 = B \qquad 79 - 70 = C \qquad 69 - 60 = D$$

$$59 - 00 = F$$

COURSE POLICIES

All assignments can be made up within 5 school days.

If a student is absent, he/she is responsible make up any missed assignments. The student is to ask the teacher for the missed assignment upon returning from absence (Does not apply if student skipped class)

Make-up work is due five (5) school days after the work has been assigned.

Parent conference: All parent conferences are to be scheduled through the counselors.

Homework: Homework will be assigned as needed. However, it is the student's responsibility to study/go over their notes daily.

Exit Slips: Exit slips are a daily (or almost daily) test of our knowledge and learning. The grades will be inputted into SAMs, though occasionally they may not be. These are listed under the Classwork designation, as they are not quizzes or tests, merely a reflection of the day's learning. Data analysis will be done on these assignments to determine lesson efficacy and learning goals.

Cheating and Plagiarism: There will be a zero-tolerance policy for cheating and plagiarism. Any student found cheating or plagiarizing will be given a ZERO for that assignment and may be subject to further disciplinary action.

- The use of online translators is **not** permitted.

Classroom Norms

1. Be prepared to learn and work!
2. Stay in your seat (unless instructed otherwise)
3. One Mic. Period.
4. Maintain personal space
5. One for all, all for one

Classroom Rules:

- Enter the classroom quietly, be seated, and begin "Bell Work".
- Follow directions the first time given.
- Raise your hand and wait to be recognized before speaking or leaving seat.
- Show proper respect to those in authority.
- Respect others. Use polite speech and body language. (No put downs, name calling, teasing, etc.)
- Respect other's personal space and possessions.
- Keep the area around your desk clean.
- Remain seated unless you have permission to get up. Throw trash away at the end of the class period on your way out (or when instructed to do so).
- Refrain from eating candy or chewing gum.
- Remain seated until the teacher dismisses you. The bell does not dismiss the class!
- Always try. Don't give up! Don't be afraid to ask for help.

Expectations:

All students are expected to:

- Come to class on time with an open mind and ready to learn
- Be in your assigned seat before the tardy bell
- Respect all school rules and property
- Be respectful those in authority and fellow students

- Bring all necessary materials to class
- Follow directions
- Participate in all class activities
- Remain seated until you are dismissed by the teacher, not the bell!
- Practice Spanish by using the vocabulary learned in class

Tardy policy: Tardies will not be tolerated! If the student is late for class he/she must have a signed pass from teacher (from previous block) or administrator.

****Ms. Williams reserves the right to modify the syllabus at any time as needed****

Supplies:

- Prong folder with pockets (provided by Ms. Williams)
- Composition notebook
- An extra folder or section in binder for Spanish
- Writing utensils – ink pen, pencil, pencil sharpener, eraser
- Wish list
 - 1 ream of copy paper
 - Hand Sanitizer
 - 1 Box of tissue or 1 roll of paper towel

MYP Rubrics

Language acquisition assessment criteria: Phase 1

Criterion A: Comprehending spoken and visual text

Maximum: 8

| Achievement level | Level descriptor |
|--------------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | <p>The student:</p> <ul style="list-style-type: none">i. identifies minimal basic facts, messages, main ideas and supporting detailsii. has limited awareness of basic conventionsiii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p> |
| 3–4 | <p>The student:</p> <ul style="list-style-type: none">i. identifies some basic facts, messages, main ideas and supporting detailsii. has some awareness of basic conventionsiii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p> |
| 5–6 | <p>The student:</p> <ul style="list-style-type: none">i. identifies most basic facts, messages, main ideas and supporting detailsii. has considerable awareness of basic conventionsiii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p> |
| 7–8 | <p>The student:</p> <ul style="list-style-type: none">i. clearly identifies basic facts, messages, main ideas and supporting detailsii. has excellent awareness of basic conventionsiii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p> |

Criterion B: Comprehending written and visual text

Maximum: 8

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | <p>The student:</p> <ul style="list-style-type: none"> i. identifies minimal basic facts, messages, main ideas and supporting details ii. has limited awareness of basic aspects of format and style, and author's purpose for writing iii. engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p> |
| 3–4 | <p>The student:</p> <ul style="list-style-type: none"> i. identifies some basic facts, messages, main ideas and supporting details ii. has some awareness of basic aspects of format and style, and author's purpose for writing iii. engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p> |
| 5–6 | <p>The student:</p> <ul style="list-style-type: none"> i. identifies most basic facts, messages, main ideas and supporting details ii. has considerable awareness of basic aspects of format and style, and author's purpose for writing iii. engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p> |
| 7–8 | <p>The student:</p> <ul style="list-style-type: none"> i. clearly identifies basic facts, messages, main ideas and supporting details ii. has excellent awareness of basic aspects of format and style, and author's purpose for writing iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p> |

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

Maximum: 8

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: i. makes limited attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are often inappropriate ii. interacts minimally in simple and rehearsed exchanges, using verbal and nonverbal language iii. uses minimal basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics iv. communicates with a limited sense of audience. |
| 3–4 | The student: i. responds to simple short phrases and basic information in spoken, written and visual text, though some responses may be inappropriate ii. interacts to some degree in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses some basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics iv. communicates with some sense of audience. |
| 5–6 | The student: i. responds appropriately to simple short phrases and basic information in spoken, written and visual text ii. interacts considerably in simple and rehearsed exchanges, using verbal and nonverbal language iii. uses basic phrases to communicate ideas, feelings and information on some aspects of everyday topics iv. communicates with a considerable sense of audience. |
| 7–8 | The student: i. responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text ii. interacts confidently in simple and rehearsed exchanges, using verbal and nonverbal language iii. uses basic phrases effectively to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicates with an excellent sense of audience. |

Criterion D: Using language in spoken and written form

Maximum: 8

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: i. has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult ii. organizes limited basic information, and basic cohesive devices are not used iii. makes minimal use of language to suit the context. |
| 3–4 | The student: i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult ii. organizes some basic information and uses a limited range of basic cohesive devices, not always appropriately iii. uses language to suit the context to some degree. |
| 5–6 | The student: i. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility ii. organizes basic information and uses a limited range of basic cohesive devices accurately iii. usually uses language to suit the context. |
| 7–8 | The student: i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; when speaking, uses clear pronunciation and excellent intonation, making communication easy ii. organizes basic information clearly and uses a range of basic cohesive devices accurately iii. uses language effectively to suit the context. |