

Stockton Collegiate International Schools
MYP Lang B Spanish
Level 2, Grade 6-10

1. Course Description

“The primary aim of Language B in the MYP is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism.” MYP Guide

This is the second year of a five-year program. This two- semester course continues a sequential study of Spanish Language covering the basic essentials of language usage. Students will learn about the culture of the Spanish-speaking world through readings, recordings, and films and via Internet. Students will demonstrate oral, written and reading competency, through the study of simple literature texts. Students will demonstrate knowledge of the basic analysis of literature. Students will also be encouraged to become independent learners and to practice the language outside the classroom

MYP language B encourages students to establish links between subjects, cultures and other areas of experience. The course enables students to develop a range of language and other skills that are transferable across other subject groups in the MYP curriculum framework, allowing them to see other subjects from a language B perspective and vice versa.

The aim of the course is to develop internationally minded individuals that are capable of inquiry while expanding their knowledge base. This will create caring, open-minded thinkers, who will take risks as they explore new cultures through language allowing them to acquire a balanced understanding of the world.

II. State Standards and MYP Objectives

MYP Objectives	California State Standards
Communicate information, ideas and opinions.	Students learn created language. Students expand their ability to perform all the functions developed in Stage 1. Students engage in oral and written language Students interpret written, spoken language. Students present to an audience of listeners.
Demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts.	Students initiate, participate in, and close a conversation, ask and answer questions. Students demonstrate understanding of the general meaning, key ideas, and some details in authentic texts. Students produce and present a simple written and oral product in a culturally authentic way.
Identify main ideas and supporting details and draw conclusions from spoken and written texts.	Students use appropriate responses to a variety of situations. Students demonstrate understanding of the roles products: practices and perspectives play in culture.
Understand and appropriately use structures and vocabulary.	Students use language in interpersonal settings.
Request and provide information in both spoken and written contexts	Students participate in age appropriate cultural or language use opportunities outside the classroom.
Engage actively in oral production using comprehensible pronunciation and intonation.	Students recognize age appropriate cultural or language use opportunities outside the classroom.
Take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues.	

III. Role of the areas of interaction in the course

Community and Service: I supports the fundamental concept of intercultural awareness and provides emotional, social, moral and cultural enrichment.

Environments: Considers how a student interacts with the world at large and the parts that we play in our environments.

Health and Social Development: It provides students with opportunities to inquire into physical, social and emotional health and intelligence, key aspects of human development that can lead to a complete and balanced lifestyle.

IV. Texts and Resources

The required textbook - Descubre 1
Composition Notebook (for assignments)
Pen (blue or black ink), pencil
Spanish/English Dictionary for home use.

V. Methodology

Teachers will be using a communicative approach when teaching language B and will concentrate on each of the four macro-skills of language: speaking, listening, reading and writing (teachers will also link the tasks to the areas of interaction or to international of cultural issues where appropriate).

VI. Methods of Assessment

The single most important aim of assessment at Stockton Collegiate is to support and encourage student learning. Teachers will use formative assessments to guide their instruction day-by-day. These assessments are generally not included in the students' final grades. Summative assessments are the students' opportunity to demonstrate their level of achievement at the end of a unit and are included as part of a final grade. The MYP approach to assessment recognizes the importance of the processes of learning as well as the products of learning. The MYP assessment model is criterion-related, meaning that it is based upon pre-determined criteria to which all students (and parents) have accesses.

Name of Unit	Unit Question	Assessment
Mis vacaciones	How does my involvement helps my development?	Presentación about their favorite season- Criterion A & B
Vamos de compras	What I do affects my development?	Create an Ad for TV of a clothing Product-Criterion A & B
Mi rutina diaria	Do I see health and social issues differently if I view them through language B?	Presentación: Tira Reflexiva-Criterion C & D
Vamos a almorzar	Do the foods that I eat affect my health?	Critique of a restaurant- Criterion C & D
Las fiestas	Which health and social issues affect my age group?	Comparing two celebrations- Criterion C & D

VII. Grading Policy

Grades will be determined using a combination of MYP marks and more traditional assessments. These grades will be combined to produce a composite mark of A, B, C, D, or F at the end of each semester according to traditional percentage guidelines (90-100: A; 80-89: B; 70-79: C; 60-69: D). Heavy emphasis will be given to a student's level of competency at the end of the grading period.