



7th Grade Spanish

Instructors

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Course Description

ISM offers a more individualized learning environment for students in our language acquisition courses. To follow the requirements for MYP language acquisition, we have two Spanish classes per grade level. While maintaining balanced classes, students with like abilities have been grouped together to allow for focused differentiation. These classes are called Spanish Standard and Spanish Advanced. Students in both Spanish classes will explore the same concepts in each unit. All Spanish classes at ISM follow the OWL (Organic World Language) teaching methodology encouraging community building and participation while maintaining the target language 100% of the time in class. Each student will be evaluated on the appropriate MYP criteria according to their language phase and ACTFL (American Council on the Teaching of Foreign Language) proficiency levels.

The International Baccalaureate Middle Years Program gives this course a framework through which ISM teachers are able to incorporate the California State Content Standards (where applicable) and the Common Core State Standards as well as the ACTFL proficiency levels.

This course meets three times a week; twice for 40 minutes and once for 85 minutes.

MYP Aims

The aims of any MYP subject state what the teacher may expect to teach or do and the student may expect to experience or learn. In addition, they suggest how the student may be changed by the learning experience.

The aims of MYP language acquisition are to encourage and enable students 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

MYP Language Acquisition Phase 1 Objectives

A Comprehending Spoken and Visual Text:

- 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.

B Comprehending Written and Visual Text:

- 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.

C Communicating in Response to Spoken, Written and Visual Text:

- i. respond appropriately to simple short phrases
- ii. interact in simple and rehearsed exchanges, using verbal and nonverbal 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.

D Using Language in Spoken and Written Form:

- 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.

MYP Language Acquisition Phase 2 Objectives

A Comprehending Spoken and Visual Text:

- 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.

B Comprehending Written and Visual Text:

- 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.

C Communicating in Response to Spoken, Written and Visual Text:

- 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.

D Using Language in Spoken and Written Form:

- 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.

MYP Language Acquisition Phase 3 Objectives

A Comprehending Spoken and Visual Text:

- 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:

- 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

C Communicating in Response to Spoken, Written and Visual Text:

- 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.

D Using Language in Spoken and Written Form:

- 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.

MYP Language Acquisition Phase 4 Objectives

A Comprehending Spoken and Visual Text:

- i. construct meaning and draw conclusions from information, main ideas and supporting details
- ii. interpret 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:

- i. construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions
- ii. interpret 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.

C Communicating in Response to Spoken, Written and Visual Text:

- i. respond appropriately to spoken, written and visual text
- ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance
- iii. express ideas and feelings, and communicate information in simple and complex texts
- iv. communicate with a sense of audience and purpose.

D Using Language in Spoken and Written Form:

- 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 into a structured text; use a wide range of cohesive devices
- iii. use language to suit the context.

Units of Inquiry

These are the anticipated units of inquiry for this year. These units continue to be a work in progress as ISM teachers continue to make adaptations to meet the guidelines for the MYP. Changes to these units might take place throughout the year as students and teachers reflect on what is needed to prepare students for the next level of learning. Teachers will be in contact with families to keep them informed about the current units of study.

7th Grade Spanish Units of Inquiry

Spanish Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Criteria Assessed
Así soy yo en mi tiempo libre <i>This is me in my free time</i> <i>Aug - Oct</i>	Communication	Form Purpose	Identities and Relationships	Nuestra cultura forma nuestra identidad, lo que hacemos y la manera en que interactuamos y nos comportamos en sociedad. <i>People's habits and behaviors communicate different aspects of their identity and relationships.</i>	A, B, C, D
La vida sana <i>A healthy lifestyle</i> <i>Oct - Dec</i>	Communication	Convection Structure	Identities and Relationships	Comunicamos como nuestros estilos de vida influyen en la salud usando convenciones textuales y estructuras lingüísticas determinadas. <i>Contexts reflect the relationships and connections between people, social groups, and the environment.</i>	C, D
Un mosaico de tradiciones y celebraciones <i>The Languages of my life</i> <i>Jan - Mar</i>	Communication	Meaning Context	Personal and Cultural Expression	Nuestro conocimiento de la diversidad cultural se desarrolla cuando comprendemos el significado de las tradiciones culturales en diferentes contextos. <i>Our knowledge of cultural diversity develops when we understand the meaning of cultural traditions in different contexts.</i>	A, B, C, D
Las lenguas de mi vida <i>We are going on a trip</i> <i>Apr - May</i>	Culture	Accent Audience	Personal and Cultural Expression	En la comunicación, la manera en la que nos expresamos y hablamos cambia según el destinatario al que nos dirigamos. <i>In communication, the way we express ourselves and speak changes depending on the recipient we are addressing.</i>	C, D

Assessment

Assessment in the MYP follows a criterion related approach. All assessment in the MYP is conducted by teachers who rely on professional expertise in making qualitative judgments. This means that students' work is assessed against defined assessment criteria and not against the work of other

students. When assessing student work, teachers read descriptors outlined within rubrics looking for the highest achievement level that a student has demonstrated in their work.

Before summative assessment tasks are given, teachers work to clarify the expectations of the task with students by using any of the following:

- Task specific rubrics
- Oral discussion of the expectations
- A task sheet that explains the expectations

At the end of each term students will receive a grade for each of the criteria within that subject. All MYP subjects have four criteria and the maximum points for each criterion is 8. The chart below outlines the criteria for the language acquisition:

- Criteria A Comprehending Spoken and Visual Text Maximum 8
- Criteria B Comprehending Written and Visual Text Maximum 8
- Criteria C Communicating in Response to Spoken, Written and Visual Text Maximum 8
- Criteria D Using Language in Spoken and Written Form Maximum 8

Subject Specific Grade Boundaries

To determine a student's final grade, teachers assess where each student is most consistently performing with regard to each criterion. Students final criterion grade is determined using all assessments and evidence collected from that criterion. However, grades are not an average of all work completed. Rather, grades indicate where a student's most current knowledge and abilities most consistently fall at that time. Teachers use the "bestfit" approach and professional judgment to determine a final grade for each criterion based on the evidence they have collected. These grades will be reported to students and parents at the end of each term on report cards. Students will also receive written comments that highlight strengths and areas of continued development.

Teachers add together all the criteria achievement levels for that subject. Teachers use the grade boundaries, determined by IB, to determine the MYP grade of 17. For the 20142015 school year, all MYP courses have the same grade boundaries.

MYP Grade Boundaries	MYP Grade
28-32	7
24-27	6
19-23	5
15-18	4

10-14	3
6-9	2
1-5	1