

IB Middle Years Program Year 3 Spanish
8th grade Spanish, Willows Preparatory School

Course Description:

MYP Spanish

The MYP structures additional language learning in phases so that the complexity and range of language profiles that students bring to their MYP classroom is acknowledged and fostered. Students beginning their MYP studies may have exited from any of the five phases of PYP language or may have no prior knowledge or experience of the language to be studied in the MYP.

The pathways to study language beyond MYP language acquisition are multiple. For example, phases 4, 5 and 6 allow for a smooth transition from MYP language acquisition courses to DP language acquisition courses (group 2) and studies in language and literature courses (group 1). It is recommended that MYP language acquisition courses are planned with consideration of the students' possible pathways to the DP, CP or further study if they are not attending an IB continuum school.

The MYP framework for the language acquisition subject group is designed to reflect the concepts and skills that make up the presumed knowledge for the DP language acquisition courses and CP language development. MYP students continuing to the DP will have developed not only an inquiring and reflective approach to language learning but also multiliteracy skills that they will be able to apply and extend in their DP language courses.

Student Learning Outcomes:

The goals of MYP Spanish 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 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 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 their own and other cultures, leading to involvement and action in their own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Course Schedule:

Semester 1

Unit 1.

Topics:

Students will be talking about the following subjects: describing a house, household items, furniture, planning a party and chores. They will be working in the oral component of the class describing themselves and others. The Cultural part will be present through the study of Hispanic countries like Ecuador. The students not only will have the opportunity to know about these countries but to make the cultural comparison with the United States. While new vocabulary will be presented in this unit, the student will have the opportunity to review the previous vocabulary.

Grammar Structures: Subject pronouns and **ser**; **Ser** or **estar**; Ordinal numbers; More irregular verbs
Affirmative tu commands.

Unidad 2

Topics:

In this unit, students will be talking about sports, staying healthy and parts of the body. The Cultural part will be present through the study of Hispanic countries like República Dominicana. The students not only will have the opportunity to know about these countries but to make the cultural comparison with the United States. While new vocabulary will be presented in this unit, the student will have the opportunity to review the previous vocabulary.

Grammar Structures:

The verb **jugar**; **Saber and conocer**; The personal **a**; Preterite of regular -ar verbs; Preterite of **car**, - **gar**, -
zar verbs.

Semester 2

Unidad 3

Topics

During the second semester unit 3 will be focused on subjects like communications; Sending e-mails; Talking about when events occur. While new vocabulary will be presented in this unit, the student will have the opportunity to review the previous vocabulary.

The cultural part will be based on the study of another Hispanic country Argentina. Students will know a new culture and will work on the comparisons with their own countries.

Grammar Structures: Preterite of regular **-er** and **-ir** verbs; affirmative and negative words; Preterite of **ir**, **ser** and **hacer**.

Unidad 4

Topics:

Students will have the opportunity to talk about daily routines; Vacations plans; Discussing vacation and leisure activities. While new vocabulary will be presented in this unit, the student will have the opportunity to review the previous vocabulary.

Costa Rica is the country to study in this unit. Students will know about the culture of this country and will make comparisons with their own country.

Grammar structures:

Reflexive verbs; Present progressive; Indirect object pronouns; Demonstrative adjectives.

Unidad 5

Topics:

Students will have the opportunity to talk about going on trip and vacation. While new vocabulary will be presented in this unit, the student will have the opportunity to review the previous vocabulary.

Venezuela and Colombia are the countries to study in this unit. Students will know about the culture of these countries and will make comparisons with their own country.

Grammar structures:

Preterite of **-ar** verbs; Preterite of **ir, ver, ser, dar**; Irregular preterite verbs.

Homework

In general, homework is not assigned in Spanish class. Most work done at home will be studying, finishing projects and assignments, completing readings, etc.

Assessment:

For a detailed description of our Assessment Policies, please see our assessment Policy Handbook on our website.

Willows Preparatory School teachers create and implement both formative and summative assessments, both of which are related to each other and integral to the learning process.

Formative Assessment (20% of semester grade) – _assessments that provide smaller amounts of feedback on specific learning objectives and/or require students to demonstrate their knowledge of specific targeted aims in order to drive future instruction (e.g. at WPS: lesson exit ticket, daily warm-ups, comprehension quizzes, etc.).

Summative Assessment (80% of semester grade)– _assessments that are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria² (e.g. at WPS: written assessments, projects, presentation, performances, etc.).

Submission Guidelines

*Guidelines are subject to change. These are general course guidelines and it should be noted that Mrs. Waldner may alter or add additional, more specific requirements to any formative or summative assignment throughout the year.

Files

1. All work is submitted in Managebac, I do not accept submissions anywhere else
2. Files cannot be JPG's
3. Files must be named with name or initials and name of assignment/submission
 - a. Ex. JG_unit3_conceptmap.pdf

Late Work

1. After unit 1, a deduction of 10% per school day will occur for formative late work, and one score down per school day for summative
2. I encourage students to revise their work for credit
3. You have until the end of the unit in which the work was assigned to re-submit revised work, or to submit late-work
4. There is no late penalty for revisions
5. YOU MUST NOTIFY ME THROUGH EMAIL when you have submitted late work or revised work
 - a. YOU MUST PUT 'LATE WORK' IN THE SUBJECT LINE
 - b. YOU MUST STATE WHAT ASSIGNMENT WAS SUBMITTED IN THE EMAIL
 - c. I usually don't respond to Late Work emails, they are like a checklist for me to use when grading

Tests/Quizzes

1. If you miss a quiz or test (unless it is a documented emergency and have a doctor's note or other documentation) you will NOT be able to make it up and will receive a 0
2. If you know you will be missing school the day of a test or quiz, you may ask permission from me to take the test/quiz early
3. NO MAKE-UP TESTS/QUIZZES ARE ALLOWED (unless it is a documented emergency and have a doctor's note, or other documentation)

Missing Class

1. If you are missing class, please notify me through email to ask for work you're missing.
2. It is your responsibility to ask about and complete work you have missed.
3. Please ask for help if you are uncertain about the concepts or need assistance!

Student Conduct

In order to maintain a safe and enjoyable time at school, students are expected to behave in a responsible manner. Violations of student conduct expectations may result in disciplinary measures, which are explained later in this document. The following are expectations of all WPS students:

- Demonstrate courteous and respectful behavior at all times, including with use of school equipment/property and other people’s belongings
- Follow staff instructions promptly
- Arrive to class fully equipped, ready to engage and in a timely manner
- Keep up to date with academic submissions and timelines
- Discuss your academic needs with your classroom teachers
- Walk in shared spaces and speak at a respectful volume while others are working and learning
- Conduct themselves with a sense of decorum
 - When applicable, follow all guidelines outlines in the COVID-19 Handbook.

Zero Tolerance Policies

Willows Preparatory School has zero tolerance for alcohol, drugs, tobacco, weapons, age inappropriate material, graffiti and repeated instances of bullying behavior. If any students are found in possession of or engaging in any related activities of the above, whether on campus and/or during school hours, appropriate referrals will be made and consequences/outcomes will be documented on the student’s file.

Consequences

Any student misconduct will be documented and may result in the following:

- A referral to Head of School or Assistant Head of School
- Support services through Counselor referral
- Meeting with parent, teacher, and administration
- Probation from extracurricular activities or other privileges (i.e. sport, clubs, lunch outside)
- Restricted use of facilities

Misconduct issues of a more serious nature, such as those related to zero tolerance policies include:

- Suspension – You are expected to keep up with your schoolwork during this time, as no allowances will be made in this regard.
- Expulsion – You are permanently disenrolled from Willows Preparatory School

Technology

Every student at WPS has their own Microsoft Surface. WPS’s official Laptop/Technology Policy is found at the end of this document.

Teacher-Student E-mail Communication

You have the opportunity to reach out to teachers and staff using email; however, when applicable, face-to-face communication is preferred. Student email addresses should only be used for communication about academic issues or to ask questions in a respectful and professional manner. Students are expected to check email on a daily basis. If a student receives

an email or message from another student that is confusing or inappropriate, please notify a teacher or staff member immediately. Willows Preparatory School reserves the right to access all WPS student emails, reset all passwords, and if necessary, suspend all email activity.

Cell Phones and smart devices

We understand that cell phones and other smart devices are an essential part of daily life. Smart watches while linked to cell phones are considered cell phones. Please make sure that the watches are on Do Not Disturb mode during the school day. Students are permitted to bring cell phones to school each day subject to the following conditions:

- Cell phones should remain OFF when students are present on the school campus. Cell phones must be stored in book bags during the 1st semester (or for however long COVID-19 Handbook guidelines are in place) or in student lockers.
- Students may use their cell phones to contact parents upon request. All authorized cell phone use must occur at the Front Desk in the main building and/or under the supervision of an administrator or teacher.

If a member of staff can see or hear a cell phone, the phone will be confiscated and turned over to the front desk. Confiscated phones will be returned at the end of that school day from the front desk after a parent is notified about the violation of this policy. All incidents are documented and recorded—repeat violations may result in additional consequences.

In case of a personal emergency on campus (illness, personal situation, etc.) the student’s first line of contact is a staff member. In family emergency situations, parents should contact the front office if they need to reach a student.

Classroom Computer Use

Laptops will be used regularly in class for lessons, notes, and activities. Students should not be checking emails, grades, chatting via Teams, or any other activities on their computer unless the teacher has given them permission. If a student is found not using a computer appropriately, the computer will be taken away until the end of class and the following will take place:

- 1st Time: A warning from administration.
- 2nd Time: An email sent home to parents.
- 3rd Timer: Meet with administration and discuss possible repercussions.

WPS Students will no longer be allowed to use headphones for personal use in any place of the school building unless a) the headphones are being used for specific class content (i.e. sound editing a video for a project); or b) they are being used before or after school hours (8:30am-3:30pm). Students should not have Spotify or any other streaming music program on their school computers.

Student Name (Print) _____

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Please return by September 10, 2021