

**Mount Clemens International Baccalaureate  
Middle Years Program  
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**Language B Standard: Spanish (9<sup>th</sup> Grade)  
Course Outline**

**I. Course Description**

This class is a beginning introduction to the Spanish language and to the culture of the Spanish speaking world. It is part of the Language B requirement for the International Baccalaureate Middle Years Program at Mount Clemens High School. The basic concepts of the language will be developed, practiced and mastered. Knowledge of a basic functional vocabulary as well as a working understanding of the present tense, the preterite/simple past, the imperfect and the commands will be reviewed. Pronunciation, comprehension and expressive abilities will be stressed through the introduction and development of the conversational approach to language learning which utilizes the total physical response techniques in student performed group conversations. These conversations first come from the textbook dialogues. The skill to write original conversations will be developed. Multimedia technology will be incorporated into the development of these conversations.

The purpose of the 9<sup>th</sup> Grade Language B Spanish course at Mount Clemens High School is to provide students with an alternative method of **communication, insights into various cultures**, and the skills necessary to function effectively within these cultures. Students will also be able to develop insights into their own culture and the culture of others, better understand their own language and culture, build upon **knowledge of other disciplines** using the target language, and become more active participants in the **global community**. Students will explore areas of **communication** common to their own lives in both their native language and in Spanish.

The 9<sup>th</sup> Grade Language B Spanish course at Mount Clemens High will allow students to develop the attributes of the International Baccalaureate's Learner Profile. Students will have the opportunity to **inquire** into language use and language structures. They will use the language to acquire information and to make sense of the world around them. Students will also become **thinkers**, as they attempt to express their thoughts and ideas clearly and effectively in the Spanish language. They will also become **communicators**--competent users of oral and written language forms in a variety of situations. They will listen attentively and pay attention to detail, and they will speak confidently and clearly. Students will also **take risks**, as they attempt to read, write, and speak in situations where they may not feel completely confident in their abilities. Students will also aim to be **knowledgeable**, having acquired the vocabulary and understanding necessary to discuss language structures and cultural aspects of the Spanish language. Students will become **principled** and aware that language is a powerful tool that must be used responsibly. Students will aim to develop a sense of **caring** in their use of the language and will become aware of how the use of language can affect others. They will also aim to be **open-minded**, as they will respect differences and similarities between languages, dialects and personal communication styles. Students will strive to be **balanced**--able to express themselves orally as well as in writing and find a balance between listening and speaking when communicating with others. Spanish students will **reflect** on their language development and consciously work at improving their language proficiency.

**II. Language B Spanish Aims & Objectives**

**A. Aims**

- Use language effectively as a means of practical communication, providing a sound base of communication skills necessary for future study, work and leisure.
- Understand the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components.
- Develop an appreciation of the variety of literary and non-literary texts.
- Offer insights into the cultural characteristics of the communities where the language is 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.

## B. Objectives and Correlation to State Standards

IB Objectives	Correlation to State Standards
Communicate information, ideas, and opinions	1.1; 1.3
Identify main ideas and supporting details and draw conclusions from spoken and written texts	1.2
Understand and appropriately use structures and vocabulary	1.1; 1.2; 1.3
Request and provide information in Both spoken and written contexts	1.1; 1.2; 1.3
Engage actively in oral production using comprehensible pronunciation and intonation	1.1; 1.2; 1.3
Take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues	2.1; 2.2; 3.1; 3.2; 4.1

## III. Major Units of Study

Instructional Block Taught	Subject Content Taught and Areas of Interaction Connections	Subject Skills Taught and Learner Profile Attributes Addressed	MYP Prescribed Assessment(s) and Teacher Assessment(s)
1 <sup>st</sup> Quarter	Cognates Intro. to Hispanic Culture Alphabet Saludos / Despedidas / Presentaciones Days of the Week / Months of the Year / Seasons  <b>Approaches to Learning Community and Service</b>	Listening / Speaking (Oral Comprehension / Production)  <b>Communicators Open-minded</b>	<b>Role Play: Criterion A – Oral Communication (message and interaction)</b>  Dialogue Quiz (Written / Oral)
1 <sup>st</sup> Quarter	Gender of Nouns Numbers 0-100 Plural of Nouns Definite Articles Indefinite Articles HAY Subject Pronouns Adjectives SER ESTAR  <b>Approaches to Learning Health and Social Education</b>	Listening / Speaking (Oral Comprehension / Production)  Reading / Writing (Written Comprehension / Production)  <b>Inquirers Thinkers</b>	<b>Pair Work: Criterion B – Oral Communication (language)</b>  Quiz (Written / Oral) Pair Work
2 <sup>nd</sup> Quarter	Regular Verb Conjugation SER vs. ESTAR Interrogatives Limited Negation (nada, nadie, nunca, no) Simple Possessive Adjectives  <b>Approaches to Learning Human Ingenuity</b>	Listening / Speaking (Oral Comprehension / Production)  Reading / Writing (Written Comprehension / Production)  <b>Inquirers Communicators</b>	<b>Writing Assignment: Criterion C—Writing (language)</b>  Quiz (Written / Oral) Writing Assignment

2 <sup>nd</sup> Quarter	TENER / VENIR TENER expressions TENER QUE / HAY QUE Weather Expressions The personal “a” Contractions  <b>Approaches to Learning Environments</b>	Listening / Speaking (Oral Comprehension / Production)  Reading / Writing (Written Comprehension / Production)  <b>Knowledgeable Reflective</b>	<b>Role Play: Criterion A— Oral Communication (message and interaction)</b>  Quiz (Written / Oral) Role Play
3rd Quarter	Telling Time Stem-Changing Verbs e ie e i o ue  Approaches to Learning Community and Service	Listening / Speaking (Oral Comprehension / Production)  Communicators Open-minded	<b>Role Play: Criterion A – Oral Communication (message and interaction)</b>  <b>Dialogue Quiz (Written / Oral)</b>
3rd Quarter	Verbal Phrases Ordinal Numbers  Approaches to Learning Health and Social Education	Listening / Speaking (Oral Comprehension / Production)  (Written Comprehension Reading / Writing / Production)  Inquirers Thinkers	<b>Pair Work: Criterion B – Oral Communication (language)</b>  <b>Quiz (Written / Oral)</b> <b>Pair Work</b>
4th Quarter	Direct Object Pronouns (simple) Direct Object Pronouns (complex) GUSTAR Indirect Object Pronouns  Approaches to Learning Human Ingenuity	Listening / Speaking (Oral Comprehension / Production)  Reading / Writing (Written Comprehension / Production)  Inquirers	<b>Writing Assignment: Criterion C—Writing (language)</b>  <b>Quiz (Written / Oral)</b> <b>Writing Assignment</b>
4th Quarter	Verbs like GUSTAR Present Progressive Expansion of Irregular Verbs  Approaches to Learning Environments	Listening / Speaking (Oral Comprehension / Production)  Reading / Writing (Written Comprehension / Production)  Knowledgeable Reflective	<b>Role Play: Criterion A— Oral Communication (message and interaction)</b>  <b>Quiz (Written / Oral)</b> <b>Role Play</b>

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

¡Exprésate! Level 1 (Holt, Rinehart & Winston)

Handouts and activities developed by MCCS Foreign Language Faculty

Other media sources

SmartBoard, ELMO document camera, DVD player, LCD projector, and Computer are regularly used in the classroom for delivering curriculum

#### **V. Methodology**

Through Differentiated Instruction, Cooperative Learning, Guided and Independent Activities. Total Physical Response (TPR), Educational Games. Presentations, Lectures. Authentic Resources (music, film, etc.) and Role Plays the students will acquire second language skills in three different areas:

##### **Listening and Speaking (Oral Communication):**

Students will become proficient at giving and receiving information and sharing thoughts and opinions orally in Spanish. Through frequent listening and speaking activities, students will become comfortable

creating language spontaneously, in situations which are both familiar and unfamiliar. Students will also be exposed to different regional isoglosses of the language so that they may learn to appreciate the variations and causes for those variations in the language. Speaking activities will include everyday conversation, role play, interviews, debates, and formal presentations. Listening materials will include film, television, news programs, music, and radio programs.

**Reading:**

Students will be exposed to a variety of texts in this course in order to develop a deeper understanding of the contexts in which different types of language are used. Students will learn to find and use information in functional texts such as newspaper articles, travel brochures, advertisements, instructions, and schedules. Students will read business and friendly letters to analyze tone and register. Students will also sample literary works including written by Spanish and Latin American authors.

**Writing:**

Students will produce written language using appropriate form writing various texts. Students will begin to learn to compare and contrast, develop and support opinions, and generate responses to what they have read or heard. They will write various texts including business and friendly letters, film and book reviews, essays, advertisements, brochures, journal entries, and newspaper articles. Students will learn to analyze and improve their own writing, while reviewing and learning correct grammar and form.

**VI. Methods of Assessment**

**A. Formative Assessment:**

Daily Warm-Up Activities  
Homework / In-Class Assignments  
Classroom Participation  
Oral Tasks  
Listening Tasks  
Paired Assignments  
Quizzes

**B. Summative Assessment:**

Projects  
Presentations  
Chapter/Unit Tests

**C. MYP Assessment:**

The required number of judgments against each criterion for language B standard is:  
Criteria A, B, C and D: one (1) judgment each  
Criteria E: two (2) judgments

**Criterion A: Oral Communication-Message and Interaction**

To what extent can the student:  
Communicate information, ideas and opinions?  
Respond and react to questions and ideas (familiar and spontaneous situations)?  
Contribute to the conversation and engage actively?  
Maintain a flow of ideas and a logical continuity in the conversation?

**Criterion B: Oral Communication-Language**

To what extent can the student:  
Use clear pronunciation and/or intonation?  
Correctly use a range of vocabulary?  
Correctly use a range of grammatical structures?

**Criterion C: Writing-Message and Organization**

To what extent does the student show the ability to communicate, organize and support relevant ideas?  
To what extent can the student:

Provide information and ideas?  
Develop ideas?  
Use a format and structure appropriate to the task to organize the work?

**Criteria D: Writing-Language**

To what extent does the student show the ability to use the language effectively and accurately?  
To what extent can the student:  
Correctly use a range of vocabulary?  
Correctly use a range of grammatical structures?  
Write with a particular audience in mind?

**Criteria E: Reading Comprehension**

To what extent does the student show the ability to comprehend a piece of writing in the target language?  
To what extent can the student:  
Identify both stated and implied information?  
Identify main ideas and supporting details?  
Draw conclusions and recognize implied opinions and attitudes?

**VII. Internationalism**

Students in the Spanish B course will begin to understand the importance of Spanish language and culture. Gaining fluency in Spanish, which is spoken by over 400 million people in the world and is the official language in 22 countries, will not only enrich students' lives, it will also make each student a more effective and competitive individual in today's global economy.

Through the study of the varying cultures of Spain and Latin America, students will become compassionate members of the global community. They will use the experience with new points of view to analyze their own beliefs and motivations, and to better understand those of others. Students will leave this course well prepared to promote peace and understanding in the world around them.