



Spanish Immersion 9
 MYP Level 4 Phase III
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I. Course Summary:

Spanish Immersion 9 (Honors) (MYP)

Grade 9 Full Year

Course Description: This course, taught entirely in Spanish, focuses on the immersion students’ linguistic needs, especially speaking and writing. Thematic units surrounding topics that include self-awareness, personal narratives, the environment and the cultural study of Spanish are explored through readings, current events, and geographic awareness. This is done through the use of authentic print and video materials and a wide range of media presentations. Special attention to the review and reinforcement of grammar topics enhance the students overall ability to function at a higher level in Spanish. MYP assessments/rubrics for all MYP Criteria are used. **Prerequisite:** Completion of the District’s Immersion Spanish program through Middle School, or District approval.

This course will be taught completely in Spanish. All student work and class discussions will be completed in Spanish.

II. Units of Study

Quarter 1: Culture and Identity

Global Context:- Personal and Cultural Expression, Orientation in time and space

Grammar: Review of present, past tense, imperfect, accent marks

Quarter 2: Legends of Latin America/Short story analysis

Global context-Personal and Cultural Expression

Grammar: Perfect tenses, punctuation, plurals

Quarter 3: Environment/Ecology and Conservation

Global Context: Globalization and Sustainability

Grammar: Future, conditional

Quarter 4: Art and Literature; Novel study

Global Context: Cultural Expression, Creativity

Grammar: Review of all tenses covered in class in class

III. Standards and MYP Aims

State Standards	IB Middle Years Program Aims
<ul style="list-style-type: none"> ● Communication: ● Communicate in Languages other than English ● Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Students present information, concepts, and ideas to an audience of listeners on a variety of topics. 	<ul style="list-style-type: none"> ● The aims of all MYP subjects state what a teacher may expect to experience and learn. These aims suggest how the student may be changed by the learning experience. An overarching aim of teaching and learning languages is to enable the student to become a critical and competent communicator. Other aims include gaining proficiency in another language, develop respect for diversity of languages, develop communication skills, develop multi-literacy skills, an appreciation for both literary and non literary texts, develop the idea that language is a vehicle for thought, offer insight to cultural characteristics where the language is spoken,

	encourage an awareness for people from other cultures and foster enjoyment of life long learning of another language.
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IV. Texts:

Content or instructional materials needed to teach this course:

Adopted Text: El español para nosotros: Curso para hispanohablantes (Nivel 1)-Glencoe

Other materials have been collected bearing in mind the student language level in Spanish and their needs for text to provide background information on the different cultural aspects of the Spanish speaking world.

Supplemental: En Español 3: Para Hispanohablantes-McDougal Littell

Video clips, movies, and sites from the internet will also be used. Students will do research for projects

V. Methodology

In MYP, teachers work collaboratively to develop a variety of techniques, focusing on critical thinking and reflection. Students take responsibility for their learning through individual and group work, addressing global contexts, expanding on their critical thinking skills, and building on their self-advocacy.

VI. Methods of assessment

Students will engage in a summative assessment for each unit, which will show knowledge of the content studied. Examples of summative assessment can include: exams, quizzes, projects and oral presentations. Summative assessments will represent 70% of the total student grade for each quarter of the course. Students will also engage in formative assessments for each unit, which will help students develop skills and knowledge, and indicate progress toward the summative assessments given. Examples of formative assessment can include: notes, homework, smaller in-class assignments, workbook, CD and DVD work. Formative assessments will represent 30% of the total student grade for each quarter of the course.

MYP Criterion

In this class, students will complete a variety of IB MYP assessments such as quizzes, unit tests, and oral presentations. Assessments like these give students a chance to show their understanding and skills, and in turn, these assessments give teachers useful information, which can be shared with students and families to help improve learning. Students are evaluated in four different areas with IB MYP rubrics for this class:

Criterion A	Comprehending spoken and visual text	Quizzes and test, Projects, Quick writes and quick talks and oral work and listening to CD's
Criterion B	Comprehending written and visual text	Quizzes and test, Projects, Quick writes and quick talks and oral work and listening to CD's
Criterion C	Communicating in response to spoken written and visual text	Quizzes and test, Projects, Quick writes and quick talks and oral work and listening to CD's
Criterion D	Using language in spoken and written form	Quizzes and test, Projects, Quick writes and quick talks and oral work and listening to CD's

IB MYP rubrics use an 8-point international scale, with 8 representing "excellent achievement" and 1 representing "limited achievement." When these assessments will be counted toward students' grades in the class, they will be converted to a standard A, B, C, D, N scale and the point value will appear on the rubric. Parents & guardians, please ask your student to share their rubrics with you.

Please also see **Highland Park Grading and Assessment Policy** on the **Highland Park Senior High Webpage** for additional information about assessment.

Grading scale as per the Highland Park Sr. High grading scale
Late Work, Make-Up Work and Assessment retakes: Highland Park Senior High policy

Additional Classroom Expectations

Materials Needed / Supply List:

Notebook
Folder
Loose-Leaf/College-Ruled Paper
Pens (no-gel)
Pencils

Classroom Expectations:

Respect

Yourself
Students
Staff
Ideas

Be Helpful and Ask for Help

Responsibility

Participation
Be on time – in your assigned seat with all materials OUT and ready to go
Follow Directions
Organization
Listen Carefully
No headgear, electronics, food

Extra Assistance:

I am available to help students most mornings before school or by appointment after school.
Please let me know when you would like to meet.

Pass policy:

NO PASSES WILL BE GIVEN the first 8 minutes of class. Passes will ONLY be issued at convenient times for the class (ex. during work time, not during lecture) as long as the student is in good standing.

This course also uses the International Baccalaureate Middle Years Program as a platform for ALL instruction.

Students who successfully complete Spanish Immersion 9,10,11,12 will have the foundation to test STANDARD LEVEL in the International Baccalaureate Diploma Program as a senior.

- “For specific daily projects and homework please check Schoology.
- For the status of assignment completion and class grades please see the parent portal/student portal.

Student Signature/Date

Parent Signature/Date