

## MM School MYP Course Outline

### Language B/Spanish MYP Level 3 Victoria Principe

#### Language B Course Description

**Fundamental Concepts:** The primary goal of Language B is to encourage students to gain competence in a modern language (other than their native language) with the long-term goal of bilingualism. This goal will be achieved by keeping the three IB fundamental concepts in mind. **Communication:** Language B students will be able to communicate orally and in writing in both formal and informal settings on a variety of topics. **Holistic learning:** Throughout the course, students will be able to connect content to other disciplines and real world situations. **International-mindedness:** Students will be made aware of cultural similarities and differences with people in countries where the target language is spoken.

**IB Learner Profile:** Language B stimulates students to acquire and improve certain attributes such as being a **risk-taker** and challenging themselves to use the language with native speakers; becoming **open-minded** and **caring** to the diverse people with whom they may have an interaction; being **principled** and **balanced** regarding their work in and out of the classroom; and to become more **inquisitive**, better **thinkers** and increasingly **reflective** about their role in the IB community. By growing in these areas, Language B students will have established learning techniques that will produce a desire to be lifelong learners and better world citizens.

NCSCOS Aims/Objectives:	IB Aims/Objectives:
<ul style="list-style-type: none"> <li><b>Interpersonal Communication</b> – The learner will engage conversation and exchange information and opinions orally and in writing in the target language.</li> <li><b>Interpretive Communication</b> – The learner will understand and interpret written and spoken language on a variety of topics in the target language.</li> <li><b>Presentational Communication</b> – The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.</li> <li><b>Cultures</b> – The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.</li> <li><b>Comparisons</b> – The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.</li> <li><b>Connections</b> – The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.</li> <li><b>Communities</b> – The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>communicate information, ideas and opinions</li> <li>demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts</li> <li>identify main ideas and supporting details and draw conclusions from spoken and written texts</li> <li>understand and appropriately use structures and vocabulary</li> <li>request and provide information in both spoken and written context</li> <li>engage actively in oral production using comprehensible pronunciation and intonation</li> <li>take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues</li> </ul>

Time	Unit Topic/Theme/ Objectives	Teaching/Learning Activities	Assessment/ Evaluation	Area of Interaction Focus and MYP Guiding Question
9 weeks	Summer's over – back to work! School days – classes & activities	Mini-debates – which subject is the best and why Create poster of "the perfect class" Dialogue – invite friend to join your club / attend school function	Differentiated group projects– My day – oral / writing (essay) / visual (poster) Oral – criterion B; Writing – criterion D	<b>Health &amp; Social Education</b> How can I make changes to balance my daily life?

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**United States Naval Academy**



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**Research in Education** , 1972    Regulations Governing the Admission of Candidates Into the United States Naval Academy as Midshipmen and Sample Examination Papers , 1932    *Pamphlet - Dept. of the Army* United States. Department of the Army, 1951    Outlines of Matter, and Advance-sheets of the Report on the Legislative, Administrative, Technical, and Practical Problems of Irrigation, in Course of Preparation and Publication William Hammond Hall, 1885    **Resources in Education** , 1998    Official Gazette Philippines, 2010    **Blind Children: Degree of Vision, Mode of Reading** Albert Piltz, Arthur Leroy Carson, Gene Carl Fusco, James Hartman Blessing, John Walker Jones, Joseph Candler Hutchinson, Leonard Michael Miller, Thomas Ewing Cotner, 1961    **Register of the University of California** University of California (1868-1952), 1933    Higher Education in the Philippines Arthur Leroy Carson, 1961    **Announcement of Courses** Stanford University, 1918    **Instrumentalising Foreign Language Pedagogy in Translator and Interpreter Training** Olaf Immanuel Seel, Silvia Roiss, Petra Zimmermann-González, 2023-06-15 This volume offers a wide array of cutting edge original research on the implementation of Foreign Language Pedagogy in translator and interpreter training a still rather unexplored field of research in Translation Studies It is divided in two distinct sections The first section focuses on theoretical approaches to this topic The chapters of this section will offer the reader valuable new knowledge and thoughts on how to update and enrich academic curricula as well as how to make use of cognitive linguistics and to implement a multicultural approach in the demanding domain of translator and interpreter training The second practical section comprises a series of diverse methods and didactical means of Foreign Language Pedagogy which are creatively adapted to fit in language and translation interpreting teaching for translation interpreting trainees aiming at fostering their translational sub competences The volume s overarching aim is to clearly emphasise that foreign language teaching for translation and interpreting trainees has to be approached and structured differently than conventional language teaching in other academic disciplines It is useful for scholars and translation interpreting teachers who want to enrich translator interpreter training with new interdisciplinary ideas and knowledge which will significantly assist them in enhancing the translation interpreting competence of their students    **Catalogue of Albion College for ... with Announcements for ...** , 1890    Foreign Language Outlines of Courses of Study Fresno City Unified School District, 1950    The Identity of the Professional Interpreter Alan James Runcieman, 2018-01-27 This monograph examines how higher education HE institutions construct professional identities in the classroom specifically how dominant discourses in institutions frame the social role requisite skills and character required to practice a profession and how students navigate these along their academic trajectories This book is based on a longitudinal case study of a prestigious HE institution specialising in training professional

interpreters Adopting an innovative research approach it investigates a community of aspiring professionals in a HE context by drawing on small story narrative analysis from an ethnographic perspective to provide emic insights into the student community and the development of their social identities The findings contextualised by examining the curricula of similar institutions worldwide suggest that interpreter institutions might not be providing students with a clear and comprehensive picture of the interpreter profession and not responding to its increasingly complex role in today s society **Race, Poverty, and Social Justice** José Z. Calderón,2023-07-03 This volume explores multiple examples of how to connect classrooms to communities through service learning and participatory research to teach issues of social justice The various chapters provide examples of how collaborations between students faculty and community partners are creating models of democratic spaces on campus and off campus where the students are teachers and the teachers are students The purpose of this volume is to provide examples of how service learning can be integrated into courses addressing social justice issues At the same time it is about demonstrating the power of service learning in advancing a course content that is community based and socially engaged To stimulate the adaptation of the approaches described in these books each volume includes an Activity Methodology table that summarizes key elements of each example such as class size pedagogy and other disciplinary applications Click here for the table to this title **Annual Report of the President of the University** Stanford University,1919 1913 15 contains reports of chancellor and treasurer 1919 24 reports of treasurer and comptroller 1924 reports of treasurer comptroller departments committees and the publications of the faculty **Circular - Office of Education** United States. Office of Education,1962

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