

Senderos: The Resource You Need for MYP Language B

Senderos equips students with the resources that allow them to gain competence in Spanish language and culture while encouraging them to reflect on their own experiences.

Senderos at a glance:

- Provides students with a wide variety of texts integrated into high-interest, theme-related lessons that align with the MYP global contexts
- Engages students meaningful ways as they develop their productive, receptive and interactive communication skills
- Fosters intercultural understanding and through the integrated cultural coverage
- Empowers students to continue their study of language within the classroom and beyond having developed an inquiring approach to language learning as well as critical-thinking skills

Support for the language acquisition objectives:

- **Comprehending spoken and visual text**
 - **Fotonovela** – Episodic video series which combines new vocabulary and grammar with previously taught language in new cultural contexts, exposing students to a variety of authentic accents.
 - **Escuchar** – this section builds students’ receptive skills by providing additional listening opportunities accompanied by key strategies
 - **En pantalla** – TV clips from around the Spanish-speaking world connected to language, vocabulary and theme of the lesson, including commercials, newscasts and short-film (Senderos 4 and 5 only)
 - **Flash cultura** – videos featuring young broadcasters from across the Spanish-speaking world sharing aspects of life related to each lesson’s theme and incorporating spontaneous interviews with authentic language
 - **News and Cultural Updates** – located online, the NCU’s provide access to a variety of carefully curated, thematically-based authentic texts, including audio and audio-visual resources. Selections are added every month, so new resources are always available and teachers have access to all past resources. Selections are organized by themes that are well-correlated to the MYP global contexts
- **Comprehending written and visual text**
 - **Cultura** – readings in each lesson that offer engaging, theme-driven coverage of contemporary cultural products, practices and perspectives throughout the Spanish-speaking world
 - **Lectura** – context-based readings that pull all of the lesson elements together. Pre-reading strategy and activities, along with other visual elements support comprehension.
 - **Panorama** – showcases the nations and regions of the Spanish-speaking world with short features about the culture
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- **Communicating in response to spoken and/or written and/or visual text**
 - A variety of **interpersonal speaking and writing** opportunities throughout the program within context-based, personalized activities
 - **Video Virtual Chat activities** (video or audio) on the Supersite are simulated conversations where students record themselves as they interact with a recorded native speaker. Students can review their response and submit their recordings to their teacher for grading via the online gradebook.
 - **Partner Chat activities** (video or audio) on the Supersite provide an opportunity for two students in the same class to connect “virtually” and complete an interpersonal speaking activity. Students can review their recordings and submit them to their teacher for grading via the online gradebook. In addition to the Partner Chat activities from the text, teachers are also given the tools to create their own Partner Chat activities.

- **Using language in spoken and/or written form**
 - A variety of **presentational speaking and writing opportunities** throughout the program within context-based, personalized activities
 - **Escritura** – in this section students develop writing skills in the context of the lesson theme. Strategy and pre-writing activities are provided.
 - **Write-Submit and record-submit activities** on the Supersite allow students to complete presentational writing and speaking activities online that teacher create
 - **Forums** on the Supersite are online discussion boards where students can post text or audio information and respond to their classmates’ posts. They are a great tool for providing your students with opportunities to engage asynchronously. Based on the teacher instructions, these forum responses can be used for presentational speaking.