

2019-2020

Teachers: Leah Raven MYP Subject: Language Acquisition (Spanish) Grade/MYP Year: 6-8; Year 1-3; Phase 1/2

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Mucho Gusto	Communication	Accent, Message	Identity and Relationships	Communicating information about roles requires that the accent and message are clear.	A: Comprehending spoken and visual text C: Communicating in response to spoken and/or written and/or visual text D: Using language in spoken/written form	III. Organization I. Communication	- ABCs - Greetings - Numbers - Days/Months
Familia	Communities	Conventions Structure	Identities and relationships	Each culture has a family structure that reflects its community's norms and expectations about the roles and status of each member.	B: Comprehending written and visual text C: Communicating in response to spoken and/or written and/or visual text D: Using language in spoken and/or written form	I. Communication	- Possessive adj - Description adj - Tener/Ser/Estar - Family members - Gustar
Monarcas	System	Environment Model, Movement	Scientific and technical innovation	Scientific and technical innovation enable organisms to interact with the natural environment.	B: Comprehending spoken and visual text C: Communicating in response to spoken and/or written and/or visual text D: Using language in spoken/written form	I. Communication VI. Research	- Anatomy of butterflies - Milkweed - Monarchs
Agentes Secretos	Perspectives	Context, Point of view Setting	Orientation in space and time	Critical readers understand that historical context and authors' perspectives affect readers' interpretations of literary texts.	A: Comprehending spoken and visual text C: Communicating in response to spoken and/or written and/or visual text D: Using language in spoken and/or written form	I. Communication	- Spain - Franco - Picasso - Spanish War - Agentes Secretos
Birding in Chicago	Connections	Interaction Meaning, Systems	Identities and Relationships	People can build connections to their community through interactions.	B: Comprehending written and visual text A: Disciplinary Grounding B: Synthesizing C: Communicating D: Reflecting	VI. Information Literacy V. Reflection	- Binoculars - Field Markings - Bird Guide

2019-2020

Teachers: Leah Raven

MYP Subject: Language Acquisition (Spanish)

Grade/MYP Year: 6-8; Year 1-3; Phase 3/4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Biografía	Identity	Conventions Structure	Identities and Relationships	Role Models and their Identities are affected by structures and conventions.	B: Comprehending written and visual text C: Communicating in response to spoken and/or written and/or visual text D: Using language in spoken and/or written form	I. Communication	- Preterite - Imperfect - Biography terms - Adjectives
Tumba	Connection	Theme Character	Identities and Relationships	Theme and characters can connect us to our beliefs and values.	A: Comprehending spoken and visual text C: Communicating in response to spoken and/or written and/or visual text D: Using language in spoken and/or written form	I. Communication	- Día de los muertos - Mexican revolution - Tumba
Fiesta Fatal	Culture	Style Message	Cultural Expression	Through the understanding of other cultures we can deliver a message about others cultural expression.	A: Comprehending spoken and visual text C: Communicating in response to spoken and/or written and/or visual text D: Using language in spoken and/or written form	I. Communication V. Reflection	- Quinceñera - Preterite - Imperfect - Fiesta Fatal
La casa en Mango Street	Creativity	Self-expression Stylistic choices	Identities and Relationships	Creativity enhances self-expression of identity.	B: Comprehending written and visual text C: Communicating in response to spoken and/or written and/or visual text D: Using language in spoken and/or written form	IX. Creative-thinking V. Reflection	- La Casa en Mango - Literary Devices - Vignette - Sandra Cisneros
Birding in Chicago	Connections	Interaction Meaning, Systems	Identities and Relationships	People can build connections to their community through interactions.	B: Comprehending written and visual text A: Disciplinary Grounding B: Synthesizing C: Communicating D: Reflecting	VI. Information Literacy V. Reflection	- Binoculars - Field Markings - Bird Guide

Extra units

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Escuela	Culture	Function Context	Personal and cultural expression	Many countries and cultures find value in different contexts such as education.	B: Comprehending written and visual text C: Communicating in response to spoken and/or written and/or visual text D: Using language in spoken and/or written form	I. Communication skills III. Organization skills VII. Thinking	- school supplies - ordinal numbers - verbs - subjects
Patricia va a California	Culture	Audience Convention	Personal and cultural expression	The audience plays an important role in promoting personal and cultural expression.	B: Comprehending written and visual text C: Communicating in response to spoken and/or written and/or visual text D: Using language in spoken and/or written form	I. Communication VIII. Critical Thinking Skills	- present tense verbs - Guatemala - school terms