

Language Acquisition-Spanish

Subject Group Overview

Phase 1:	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content National Standards
Unit 1: La clase de español	<p>Key concept: Communication</p> <p>Related concept: Message, Structure</p> <p>Global context: Personal and cultural expression</p>	Expressing yourself consists of communicating a message using the correct language structure.	<p>Factual: How do you introduce yourself and talk about the weather in Spanish?</p> <p>Conceptual: How does choosing the correct words and forms help you express a message in Spanish?</p> <p>Debatable: Do the words we choose matter when expressing a message?</p>	Communication	Weather Forecast	Criterion D	1.1 Interpersonal Communication 4.1 Language Comparisons
Unit 2: Las personas en la ciudad	<p>Key Concept: Time, Space and Place</p> <p>Related concept: Structure, Patterns</p> <p>Global context: Orientation in space and time</p>	Time, place, and space shape our view of the world. As such, understanding of structures and patterns of languages helps us to express concepts related to time, space, and place.	<p>Factual: What's the difference between ser and estar? What are common adjectives to describe people? What are the places and jobs around a city?</p> <p>Conceptual: How does an individual define identity based on time, place, or space? How do structures and patterns help us recognize a change in meaning?</p> <p>Debatable: Why is it important to be accurate when communicating</p>	Organization	Scavenger Hunt - "Fantastic Beasts & Where to Find Them"	Criterion C	1.2 Interpretive Communication 4.2 Cultural Comparisons

			a message?				
Unit 3: Familia	Key concept: Identities and Relationships Related concept: form Global context: Identities and Relationships	Different cultures may use different language forms to express identity and relationships, but those identities and relationships shape the way we view culture and the world.	Factual: What is the vocabulary in Spanish to name family members? How do you say possessive adjectives? How do you compare two people using “more”, “less” or “as ___ as”? Conceptual: What are the differences between possessive adjectives in Spanish and English? Why does it matter if a word is singular v. plural, masculine v. feminine? Debatable: Do we express our identity and relationships in our cultural traditions? What makes the difference between culture and family tradition?	Critical-Thinking	Family album	Criterion D	1.2 Interpretive communication 2.1 Relating Cultural Practices to Perspectives 4.2 Cultural Comparisons
Unit 4: Escuela	Key concept: Communication Related Concept: audience Global context: orientation in space and time	When communicating with a specific audience, it is important to understand and express the meaning (and importance) of “where” and “when” (orientations in space/time) using language and/or visuals to better understand the main idea.	Factual: What are the Spanish translations for classes and places around school? How do you tell time in Spanish? Conceptual: How do you express opinions or likes/dislikes in Spanish? Debatable: Is being on time important in all cultures? Why/why not and how do you know?	Creative-thinking g	Listening for daily routine; Video or Map school tour	Criteria A, D	1.3 Presentational Communication 2.1 Relating Cultural Practice to Perspectives

<p>Unit 5: La comida</p>	<p>Key concept: Culture Related Concept: Meaning, Context Global Context: Identity & Relationships</p>	<p>The culinary culture of a country reflects its identity and the significance that it has for its inhabitants and the world</p>	<p>Factual: What are common foods in Spanish-speaking countries? What foods do you like/dislike? Conceptual: How do you conjugate ER/IR verbs to express needs and desires relating to food? How can we run a successful restaurant? Debatable: What is the best food/dish in the Spanish speaking world? Is our "experience" running a restaurant true to life? Why/why not?</p>	<p>Communication</p>	<p>Restaurant</p> <ul style="list-style-type: none"> - Menu - Floor Plan - Commercial/S kit 	<p>Criteria A, D</p>	<p>1.2 Interpretive Communication 2.2 Cultural Products to Perspectives 3.2 Acquiring Information</p>
<p>Unit 6: Vacaciones y Días Festivos</p>	<p>Coming Soon</p>						
<p>Unit 7: Novel Unit</p>	<p>Coming Soon</p>						

Phase 2:	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content National Standards
Unit 1: La escuela y yo	Key concept: Communication Related concept: Word choice Global context: Identities & Relationships	When communicating, the words we choose reflect our identity and connect us to each other.	Factual: What vocabulary do I need to recall to communicate about my life at LILA? How do I conjugate regular verbs in the present tense? Conceptual: How can being good communicators prepare us for success in and outside of the classroom? Debatable: Is it important to learn another language? Why or why not?	Communication	Reloj de mi día	Criteria A, D	1.2 Interpersonal Communication 2.1 Relating Cultural Practices to Perspectives 4.2 Cultural Comparisons
Unit 2: Arte	Key concept: Creativity Related concept: Audience Global context: Personal and Cultural Expression	Cultures and individuals express themselves creatively through both art and language to convey a message or idea to their audience.	Factual: How do I conjugate verbs to be commands for 2nd person in the tú, usted, and ustedes forms? What vocabulary relates to art and who are some Spanish-speaking artists? Conceptual: How can I express myself and ask/command others to accomplish tasks? Debatable: Is the use of art or language more creative?	Collaboration	Recreate a painting Partner Assignment	Criteria A, C	1.3 Presentational Communication 2.1 Cultural Products to Perspectives

<p>Unit 3: Ciencias</p>	<p>Key concept: Connections</p> <p>Related concept: Purpose</p> <p>Global context: Scientific and Tech Innovation</p>	<p>Our connections to one another and our environment help us understand the impact of scientific and technical innovation and communicate for a purpose to preserve and protect our world.</p>	<p>Factual:What are some animals that live in the rainforest? What connection (impact) do you see between humans and the environment? What are some natural disasters in Spanish and how do they happen?</p> <p>Conceptual:What measures can we take to protect our environment? What measures can we take during a natural disaster? How do we write a story in Spanish?</p> <p>Debatable:Will our efforts really help the environment?</p>	<p>Critical-Thinking</p>	<p>Natural Disaster Skit; Story Reading assessment</p>	<p>Criteria D, B</p>	<p>1.2 Interpretive Communication 3.1 Making Connections 3.2 Acquiring Information and Diverse Perspectives</p>
<p>Unit 4:Salud</p>	<p>Key concept: Communication</p> <p>Related concept: Structure</p> <p>Global context: Identities & Relationships</p>	<p>When discussing personal, physical, mental, and social health of one's identity, we need to communicate using clear structures to express a need.</p>	<p>Factual:What is the vocabulary regarding health, body parts, and reflexive verbs?</p> <p>Conceptual:Why do reflexive verbs have "se" at the end? How do I express a need related to personal, physical, mental or social health?</p> <p>Debatable:Is healthcare a right?</p>	<p>Affective</p>	<p>Doctor's Visit Script</p>	<p>Criterion C</p>	<p>1.1 Interpersonal Communication 2.1 Relating Cultural Practices to Perspectives 3.1 Making Connections</p>
<p>Unit 5: Los Maya y mate</p>	<p>Key concept: Connections</p> <p>Related Concept: Conventions</p> <p>Global Context: Orientation in</p>	<p>Relationships between and the interconnectedness of civilizations or cultures can be helped or hindered by the connections and unique</p>	<p>Factual: What are some historical events and inventions from the Mayans?</p> <p>Conceptual: How does Mayan math work?</p> <p>Debatable: Are civilizations or cultures helped or hindered by</p>	<p>Communication</p>	<p>Mayan Math test Mayan Museum Artifact</p>	<p>Criteria B, D</p>	<p>1.2 Interpretive Communication 2.2 Relating products and perspectives 3.1 Making connections</p>

	Space & Time	conventions of those civilizations/cultures.	their connections to other cultures? How do you know?				
Unit 6: Literatura	Key Concept: Communication Related Concept(s): Meaning, Point of View Global Context: Identities & Relationships	The stories we tell and read give meaning to our identities & relationships	Factual: Who are the main characters in your book? What is the main plot of your book? Conceptual: How can you collaborate to understand a book more fully? Why is it important to set goals? Debatable: Do our own stories really matter?	Social	Book Creative Choice Project (B) Book Talk (C)	Criteria B, C	1.2 Interpretive Communication 1.1 Interpersonal Communication 3.1 Making Connections 4.2 Cultural Comparisons
Unit 7: A Cocinar	Coming soon!						
Unit 8: La historia y geografía	Coming soon!						
Mini Unit:	Coming soon!						