

Language Acquisition: Spanish

	Unit title	Key & Related Concepts	Global context	Statement of Inquiry	MYP objectives	ATL skills	Content (topics, knowledge, skills)
Lección Preliminar 6 <sup>th</sup> grade	"Hola"	Key: Connection Related: Function	Identities and relationships (identity formation)	Conversations with others reflect our identity and connect us to others.	Criterion A: Comprehending spoken and visual text Strands 1-3 Listening comp based on video:  Criterion D: Using language in the spoken and written form Strands 1-3 Write a short task to a new student"  Criterion B: Reading comprehension Strands 1-3	Communication Self-management	Greetings, introductions, where I'm from, days, weather, classroom phrases (pre-unit) Greetings, introductions, where I'm from, days, weather, classroom phrases (pre-unit)
Unit 1 6 <sup>th</sup> Grade	¿Qué te gusta hacer? 1-1	Key: Connections Related: communication	Personal and cultural expressions	Our connections communicate our identities	Criteria A: Comprehending spoken and visual text- Telehistoria.  Criterion C: Communicating in response to spoken, written or visual text	Communication Social	Talk about activities, Tell where you are from, say what you like and don't like to do, Subject pronouns and ser, de to describe where you are from, gustar with an infinitive,
	Mis amigos y yo 1-2	Key: Communication Related: structure and pattern	Identities and relationships	Students will understand that we can communicate about ourselves using specific patterns and structures	Criterion B: Comprehending written and visual text. 2 emails/letters  Criterion D: Writing Assessment. Imaginary friend.	Communication Social	Describe yourself and others, Identify people and things, Use ser to describe what someone is like, definite and indefinite articles, noun-adjective agreement
Unit 2 6 <sup>th</sup> grade	Somos estudiantes 2-1	Key: Culture Related: Context and meaning	Fairness and development (inequality, difference and inclusion)	One culture's meaning of school may be different from another culture's, depending on the context.	Criterion C: Communicating in response to spoken text Strands 1-4	Communication  Research: making connections to a variety of resources.	Daily schedules and telling time

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					Your daily schedule:  Criterion D: Using language in the spoken and written form Strands 1-3		
	En la escuela 2-2		Fairness and development (inequality, difference and inclusion)	One culture's meaning of school may be different from another culture's, depending on the context	Criterion A Comprehending spoken and visual text Strands 1-3: Telehistoria completa  Criterion B: Reading comprehension Strands 1-3 Reading task: My favorite class p. 127:	Thinking: make changes to patterns of beliefs  Consider ideas from multiple perspectives	Classes, locations, and expressing feelings. Pulsera Project? Classes, locations, and expressing feelings.
Unit 3 7 <sup>th</sup> grade	Mi comida favorita 3-1	Key: Communication Related: Context and message	Identities and relationships (health and well-being)	Health and well-being connect to the context and message they express.	Phase 2 Criterion B: Reading comprehension Strands 1-3  Phase 2 Criterion D: Using language in the spoken and written form Strands 1-3	Communication Self-management	Talk about food, likes and dislikes, er and ir verbs, verb conjugation El Restaurante de Eugenio: read passage and answer 10 questions.
	La familia 3-2	Key: Communication Related: word choice and structure	Identities and relationships (identity, role models)	Students' identities and relationships can be communicated through word choice and structure.	Phase 2 Criterion A: Comprehending spoken and visual text Strands 1-3  Phase 2 Criterion D: Using language in the spoken and written form Strands 1-3	Communication Self-management	Describe your family, tell ages, express possession, make comparisons Write to your pen pal about your family. D Students watch a video and answer questions in English about the video. A
Unit 4 7 <sup>th</sup> grade	¡Vamos a España! 4-1	Key: Culture Related: audience and function	Personal and cultural expression (products, systems, institutions)	Who you're talking to and what you need impacts your choices when you shop in another country's system.	Phase 2 Criterion B: Reading comprehension Strands 1-3	Communication Thinking Self-management	Stem changing verbs e to ie, How to shop in other countries, how to bargain.

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					Phase 2 Criterion C: Communicating in response to spoken text Strands 1-4		<p>Trixie passage: reading comprehension B</p> <p>Students view two sets of pictures of men and women. Students must decide what clothes on the man or woman they want to buy. C</p> <p>Pulsera Project?</p>
	¿Qué hacemos esta noche? 4-2	Key: communication Related: purpose and message	Orientation in space and time	No matter where you are, you must purposely communicate a clear message	Phase 2 Criterion D: Using language in the spoken and written form Strands 1-3	Communication Thinking Self-management: organization	Describe places and events in town, talk about types of transportation, say what you are going to do, order from a menu. Using the verb ver,, ir a+ i+ infinitive, stem-changing verbs o-ue, e-i
Unit 5 7 <sup>th</sup> grade	Vivimos aquí 5.1	Key: Culture Related: Meaning and Message	Globalization and sustainability (commonality, diversity and interconnection)	Our commonalities with other cultures can be found through the meaning in their messages.	Phase 2 Criteria A: Comprehending spoken and visual text Strands 1-3  Phase 2 Criteria D: Using language in the spoken and written form Strands 1-3	Communication Research	<p>Talk about how houses are different around the world.</p> <p>Telehistoria Completa: Students listen to a video and answer questions A</p>
	Una fiesta en casa 5.2	Key: Connection Related:	Globalization and sustainability (commonality, diversity and interconnection)	Our commonalities with other cultures can be found through the meaning in their messages.	Phase 2 Criteria B: Reading comprehension Strands 1-3	Communication	<p>Talk about chores around the house and throwing a party.</p> <p>Reading comprehension: Doña Conchita B</p>
Unit 6 8 <sup>th</sup> grade	¿Cuál es tu deporte favorito? 6.1	Key: Connection Related: Message; Meaning	Identities and Relationships: Lifestyle choices	Our lifestyle choices give meaning and send messages in our lives.	Phase 2 Criteria B: Reading comprehension Strands 1-3  Phase 2 Criteria D: Using language in the spoken and written form Strands 1-3	Communication	<p>Talking about sports and knowing things/people/ideas</p> <p>Reading Comprehension: La Isla Bonita B Rewrite the ending or put yourself in someone else's shoes and rewrite the story D</p>
	La salud 6.2	Key: Communication Related: Purpose and message	Orientation in time and space: exchange and interaction	When communicating, the purpose of our message changes in each interaction/ exchange.	Phase 2 Criteria A: Comprehending spoken and visual text	Communication Thinking	<p>Telehistoria Escena Completa. A</p> <p>Talking about completed actions in the past.</p>

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					Strands 1-3  Phase 2 Criteria D: Using language in the spoken and written form Strands 1-3		Write an email to your teacher about why you are too sick or hurt to take the test. D
Unit 7 8 <sup>th</sup> grade	En el cibercafe 7.1	Key: Connection Related: Context and Purpose	Scientific and technical innovation: Digital life	The context of information has a very different purpose in our digital life.	Phase 2 Criterion B: Reading comprehension Strands 1-3  Phase 2 Criterion D: Using language in the spoken and written form	Communication Thinking	Talking about actions in the past with technology and how that affects our lives.  La Novia  Reading Comprehension: En la sombra del Aconcagua. B  La Novia RAFT writing assessment D
	Un día en el parquet de diversiones 7.2	Key: Communication Related: Audience and conventions	Globalization and sustainability: Diversity and interconnection	Communication throughout the world is different depending on the audience.	Phase 2 Criteria D: Using language in the spoken and written form Strands 1-3	Communication Thinking Research	Talk about where you went and what you did in the past.  Buen Viaje RAFT Project- You went to a Spanish speaking country for spring break. Explain where you went and what you did.
Unit 8 8 <sup>th</sup> grade	Pensando en las vacaciones 8.1	Key: Communication Related: Message and structure	Personal and cultural expression: Way of life	The message we send when communicating about our way of life is important.	Phase 2 Criteria C: Communicating in response to spoken text Strands 1-4  Phase 2 Criteria A: Comprehending spoken and visual text Strands 1-3	Communication Thinking	Talk about daily routines and ongoing actions.
<b>Year 2</b>	<b>At MRMS with 8<sup>th</sup> grade</b>	<b>Key &amp; Related Concepts</b>	<b>Global context</b>	<b>Statement of Inquiry</b>	<b>MYP objectives</b>	<b>ATL skills</b>	<b>Content (topics, knowledge, skills)</b>
Unit 1 8 <sup>th</sup>	<b>Review: Mis amigos y yo</b>	Key: Communication Meaning and Structure	Personal and cultural (languages and linguistic systems)	We communicate meaning through the structure of our linguistic systems.	Phase 2 Criterion D: Using language in the spoken and written form	Communication Self-management	Writing task: Students must use ir and er verbs, to have, to go, to like correctly and show knowledge of their Spanish vocabulary.

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				How do students structure their conversations so they communicate the correct meaning?			Writing task: students write about an object and then read their presentation to the class using correct grammar.  Criterion D: Phase 2 Using language in spoken and written form
Unit 2	<p><b>Travel preparations</b> Describe who and what you know (Unit 1)</p> <p>Interim assessment</p>	Key: Culture Purpose, audience, and form	Personal and cultural (craft, artistry)	<p>Statement of inquiry: Purposeful communication can be crafted to enhance audience engagement and has a proper form.</p> <p>How do I get where I'm going when I've never been there before?</p> <p>Which prepositions are most helpful to know when traveling?</p> <p>How do I write with purpose? (conceptual) How do I engage an audience?</p>	<p>Phase 2 Criterion A: Comprehending visual and spoken text</p> <p>Phase 2 Criterion B: comprehending written and visual text</p> <p>Criterion C: Communicating in response to spoken, written and visual text</p> <p>Criterion D: Phase 2 Using language in spoken and written form</p>	Communication	<p>Writing task: students will write two postcards: one about their travel experience and one about what saw at their current event destination. One postcard must be written in past tense. (preterite) A reflection will also be turned in comparing the visit to the country with their life in Colorado. Criterion D: Phase 2 Using language in spoken and written form</p> <p>Saber vs. conocer: formative: packet, cards for oral activity, whiteboards</p> <p>Reading task: p. 52-53 and reading the Novel El Viaje and answering questions. Criterion B: Phase 2 comprehending written and visual text</p> <p>Show and tell about an object you purchased or found using the preterite Criterion D: Phase 2 Using language in spoken and written form</p> <p>AP style assessment where students listen, then read and take notes and then answer the questions. Assessed for Criterion A and B</p> <p>Planning a trip dialogue. Two people going on a trip and two people in the airport. Criterion C</p>
Unit 3	Are we healthy? World cup and what we're going to do. (Unit 2)	Key: Connections Message Structure Word Choice	Identities and relationships (happiness and the good life)	Statement of inquiry: We make connections by listening to the message. How do I write/speak about things in the past? (factual)	Criterion C: Communicating in response to spoken text Strands 1-4 and D: Using language in the spoken and written form	Communication	Unit 2: Chap. 1: Assessment task: write an email of advice to one of the participants in a sport. Criterion C and D  Show and tell where students must use the demonstrative pronouns and

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				<p>Is learning to play a sport in a different country any different from your country? (debateable)</p> <p>How do I use reflexive pronouns, present progressive and pensar + an infinitive? (factual)</p> <p>How are we connected through our routines? What does my morning routine say about me? (conceptual)</p> <p>Is one routine better than another? (debateable)</p>			<p>specific adjectives from the chapter. Criterion C and D</p> <p>Unit 2: Chap. 2: Assessment task: Oral task: tell us about your morning routine, your parents' routine Criterion C and D</p> <p>Unit 2: Chapter 2: Written task: Write to a friend and ask them three things about their daily routine. You must use seven words of sequence (transitions) and frequency( adverbs (never, always) Criterion D</p> <p>Unit 2: Chapter 2: Reading comprehension p. 130-131</p> <p>Telehistoria response p. 117-122-127</p>
Unit 4	<p>Bits and pieces of Units 3, 4, and 5: Content: regular and irregular preterite verbs, imperfect vs. preterite, negative and affirmative words.</p>	<p>Key: Creativity Related: structure, word choice</p>	<p>Personal and cultural communication (creativity)</p>	<p>We use our creativity with structure and word choice to capture an audience.</p> <p>How do we put it all together using appropriate word choice and structure?</p> <p>How can we use our creativity to capture an audience?</p>	<p>Criterion B Criterion D: Using language in the spoken and written form</p>	<p>Communication</p>	<p>Unit 3: Chapter 1: pronouns after prepositions: worksheet Students view video from p. 147 to identify the me encantan, me fascinan</p> <p>Unit 3: Chapter 2: (included with preterite earlier in the year, also included irregular preterite verbs)</p> <p>Unit 4: Chapter 1: Students wrote a story using the imperfect and the preterite. Students also found a newspaper article and underlined the past tense.</p> <p>Unit 2: Chapter 2: Reading comprehension "Una huésped Muy Especial" Criterion B Unit 5: Chapter 2: affirmative and negative words Formative: packet, listening activity discriminating between affirmative and negative</p> <p>Final task: Criterion D: Using all of the above, create a dialogue with a friend.</p>

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Year 2 (9 <sup>th</sup> grade)	Unit title	Key & Related Concepts	Global context	Statement of Inquiry	MYP objectives	ATL skills	Content (topics, knowledge, skills)
Unit 1	Costa Rica: Vamos de Viajes <i>Let's Travel</i>	Key: Global Interactions Related: Point of view, conventions	Orientation and time and Space	Language plays an important role in the development of sustainable tourism, and is the key to working to reduce the negative effects of traditional tourism.	A: B.	Thinking Skills Communications Skills	Students will use the preterit tense of regular verbs to talk about where they went and what they did. Written paragraph about a trip That they took; real or imaginary
Unit 2	Somos Saludables	Key: Perspective Related: Point of view, Context, Function	Identities and Relationships	One's identity and cultural expressions are shaped by his/her point of view	A: B: C: D:	Thinking skills Communication skills	Students will be able to talk about sporting events and athletes, discuss ways to stay healthy, use the preterite to retell events from the past, talk about their daily routine using reflexive verbs, clarify a sequence of events and say what they and others are doing using the present progressive tense
Unit 3	Puerto Rico: Vamos de Compras <i>Going Shopping</i>	Key: Identity Global Interactions, Time, space and place Related: Conventions, purpose, message	Globalization and Sustainability	What we choose to buy and wear makes a statement about who we are and how we relate to our culture. Understanding our impact on the world through our choices is key to making positive change.	A B C	Communication Skills	Students will discuss cultural perspectives on clothing.  Students will apply verb forms and grammatical structures to write a skit about shopping.  Students will reflect on how clothing relates to identity and culture.  Students will reflect on where clothing comes from and the impact on the world economy and sustainability.
Unit 4	Cultura Antigua, ciudad moderna	Key: communication/con nections Related: point of view, function, context	Personal and cultural expression	Myths, legends and folk tales connect people across the world, using universal themes that express traditions, beliefs and values	A: B: C: D:	Thinking skills Communication skills	Students will narrate past events and activities, describe people, places and things, research, study and talk about ancient civilizations and legends. Students will study and write about the Mexican flag and the Indigenous societies of Mexico, Ecuador and the U.S
Unit 5	Spain "A Comer" Eating and Describing Food	Key: Systems, Identity Related:	Identities and relationships	What we normally eat tells us a great deal about our culture and how are society functions. We can learn about other cultures	A B	Communication Skills	Students will compare and contrast what they eat with what teens in Spain eat. Students will prepare a short skit that takes place in a restaurant.

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				by learning about the food they eat. Understanding cultural perspectives on food can help us understand other cultures.			Students will apply vocabulary and grammar to achieve successful communication.
Year 3 (9 <sup>th</sup> grade or 10 <sup>th</sup> grade)	Unit title	Key & Related Concepts	Global context	Statement of Inquiry	MYP objectives	ATL skills	Content (topics, knowledge, skills)
Unit 1	<b>Una vida ocupada (United States)</b>	Communication Meaning and relationships	Personal and cultural expression	We communicate meaning through the structure of our linguistic systems.  How are students' daily routines different around the world?  What is culture and what does it include?	Criterion D: Phase 4 Using language in spoken and written form	Communication Self-management	Writing task: Students must use equal and unequal comparisons, reflexive verbs, to go, to like correctly and show knowledge of their Spanish vocabulary.  Writing task: students write about an object and then read their presentation to the class using correct grammar.  Criterion D: Phase 4 Using language in spoken and written form
Unit 2	<b>Nos divertimos al aire libre (México)</b>	Culture, Communities and perspective	Personal and cultural expression	Statement of inquiry: Purposeful communication can be crafted to enhance audience engagement and has a proper form.  How does geography influence the recreational activities of a country?  What are the causes of deforestation around the world?  How would you describe your childhood?	Criterion A: Comprehending visual and spoken text  Criterion B: Comprehending written and visual text  Criterion C: Communicating in response to spoken, written and visual text.  Criterion D: Phase 2 Using language in spoken and written form	Communication	Writing task: students will write two postcards: one about their travel experience and one about what saw at their current event destination. One postcard must be written in past tense. (preterit and the imperfect) A reflection will also be turned in comparing the visit to the country with their life in Colorado.  Criterion D: Using language in spoken and written form  Reading task: p. 75-77 and reading Como Agua para Chocolate and answering questions.  Criterion B: Phase 2 comprehending written and visual text  Write a story describing your childhood using the imperfect and the preterit.

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							<p>Criterion D: Phase 2 Using language in spoken and written form</p> <p>AP style assessment where students listen, then read and take notes and then answer the questions. Assessed for Criterion A and B</p>
Unit 3	<b>¡Es hora de ayudar! (United States)</b>	Connections Empathy, purpose, and meaning	Fairness and development	<p>Statement of inquiry: How do I make connections helping others?</p> <p>Why is it important to help others? (debatable)</p> <p>How do I use commands to help with instructions? (factual)</p> <p>How are we connected through our empathetic deeds? (conceptual)</p>	Criterion C and D	Communication	<p>Lección 1: Assessment task: write an email of advice using commands. Criterion C and D</p> <p>Project. Investigate the life of César Chavez or another Latino leader. What activities did he organize? Criterion C and D</p> <p>Lección 2: Assessment task: Oral task: Use commands describe the rules of the class. Criterion C and D</p>
Unit 4	<b>El futuro de nuestro planeta y (Centro-américa)</b>	Connections Empathy Point of View	Globalization and Sustainability	<p>Statement of inquiry: We make connections to others as we share a common future on our planet.</p> <p>Is global warming real?</p> <p>Why should we care for our planet?</p> <p>How do I feel about nature?</p> <p>What do/can I do to protect the environment?</p>	<p>Criterion C: Communicating in response to spoken, written and visual text</p> <p>Criterion D: Phase 4 Using language in spoken and written form</p>	Communication Social Thinking	<p>Environmental concerns, Social awareness, Presenting/supporting opinions Future Tense Por/Para Present subjunctive of regular verbs More subjunctive verb forms</p>
Unit 5	<b>Así quiero ser (El Caribe)</b>	Identity Time	Identities and relationships	<p>Statement of inquiry: One's profession is important to one's future and sense of identity.</p>	Criterion B: Comprehending written and visual text	Communication	<p>Describing others, Professions, Expressing positive and negative emotions,</p>

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			<p>Orientation in space and time</p> <p>Personal and cultural expression</p>	<p>What does a profession say about a person?</p> <p>What do I want my life to mean?</p> <p>Is one's profession important to one's happiness?</p> <p>How do professions and/or work in other countries differ from mine?</p>			<p>More professions,</p> <p>Supporting opinions,</p> <p>Future tense,</p> <p>Subjunctive with verbs of influence,</p> <p>Subjunctive with doubt,</p> <p>Subjunctive with emotion</p>
Unit 6	<p><b>¿Cómo te entretienes?</b></p> <p><b>(Los países andinos)</b></p>	<p>Culture</p> <p>Communication</p> <p>Identity</p> <p>Time</p> <p>Perspective</p>	<p>Personal and cultural expression,</p> <p>Identities and relationships</p>	<p>Statement of inquiry:</p> <p>Activities completed during one's free time say something about a person's personality and priorities.</p>	<p>Criterion D:</p> <p>Phase 4 Using language in spoken and written form</p>	<p>Communication, Social Thinking</p>	<p>Travel preparations, computers, requirements and conditions, participating in a group discussion, leisure activities, subjunctive with conjunctions, subjunctive with the unknown, conditional tense, reported speech</p>