



Language Acquisition Grade – Year: Phase 1							
Unit Title	MYP Key Concept	MYP Related Concepts	MYP Global Context	Statement of Inquiry	MYP (Criterion) Objectives	ATL Skills	Content Knowledge
¡Aprendiendo juntos!	Communication	Acento y forma	Identities and Relationships	We learn to communicate and to relate to each other through the acknowledgement and appropriate use of accent and linguistic forms.	C D	Communication: Communication A.3 Use a variety of speaking techniques to communicate with a variety of audiences.	<ul style="list-style-type: none"> · identify cognates · identify greetings · identify subject pronouns · change singular nouns to pronouns · change plural nouns to pronouns · match the definite article with the correct noun (el, la, los, las) · match the indefinite article with the correct noun (un, una, unos, unas) · match the correct form of the adjective with the noun
¿Quiénes Somos?	Identity	Forms and Meaning	Identities and Relationships	Choosing meaningful words and forms to communicate with others influences a relationship and its identity.	A D	Self-Management: Organization C.8 Use appropriate strategies for organizing complex information.	<ul style="list-style-type: none"> · identify colors, family members, numbers, adjectives of emotion, adjectives of personality, etc. · analyze the uses of “ser”
En la escuela	Communities	Patterns and Purpose	Fairness & Development	The purpose of our communities is developed based on the patterns of our lifestyle.	B C	Social: Collaboration B.2 Practice empathy.	<ul style="list-style-type: none"> · be familiar with the following grammatical terminology (infinitive, conjugate) · conjugate “ar”, “er”, “ir” verbs to present tense · distinguish when to use “ser” vs. “estar”
¡Viajando!	Culture	Word choice and message	Personal and cultural expressions	Understanding a culture impacts on the way students choose their words when they are communicating a message.	B C A	Research: Media Literacy D 2.6 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.	<ul style="list-style-type: none"> · conjugate the following irregular verbs to the present tense: ser, estar, ir, dar, tener, poner, hacer, salir, venir, traer, caer, oír, valer, etc.



Language Acquisition Grade – Year: Phase 2							
Unit Title	MYP Key Concept	MYP Related Concepts	MYP Global Context	Statement of Inquiry	MYP (Criterion) Objectives	ATL Skills	Content Knowledge
Conociéndome	Identity	Patterns and Structures	Identities and Relationships	The students need to understand the basic patterns and structures of the Spanish language in order to make meaningful connections about identities and relationships.	B D	Thinking: Creative E 2.1 Use brainstorming and visual diagrams to generate new ideas and inquiries.	<ul style="list-style-type: none"> · use context cues to understand text · identify adverbs of time (después, tarde, luego, etc.) · identify interrogatives (question words)
¡En mi tiempo libre!	Connections	Function and Empathy	Orientation in Space	Language allows exchanges that promote empathy with others and around the world.	A D	Social: Collaboration B.2 Practice empathy.	<ul style="list-style-type: none"> · analyze the uses of “saber” · analyze the uses of “conocer” · distinguish when to use “saber” vs. “conocer” · conjugate verbs like “gustar” to present tense (encantar, faltar, aburrir, doler, interesar, etc.) · conjugate stem-changing verbs to present tense (e-ie, o-ue, e-i, and u-ue) · identify an infinitive
Herencia Hispana	Culture	Context and Function	Personal and cultural expressions	Understanding the context of a culture alters the function of a language which is reflected on students' personal expressions.	A B	Research: Media Literacy D2.5 Seek a range of perspectives from multiple and varied sources.	<ul style="list-style-type: none"> · be familiar with the following grammatical terminology (infinitive, present participle, interrogative, conjugate, present progressive, adjective, noun, pronoun, present tense, preposition) · read to understand the text.



Mi casa es su casa	Connections	Purpose and Word choice	Identities and Relationships	Connections are made through individual roles with a focus on word choice when they understand the purpose of their personal responsibilities.	A C	Communication: A.4 Use appropriate forms of writing for different purposes and audiences.	<ul style="list-style-type: none">· distinguish when to use prepositions (de, en, por, and con)· may identify adverbs of time (después, tarde, luego, etc.)· conjugate the following irregular verbs to the present tense: ser, estar, ir, dar, tener, poner, hacer, salir, venir, traer, caer, oír, valer, etc.
--------------------	--------------------	-------------------------	------------------------------	--	--------	---	--