



Subject-group Overview Vertical/Horizontal Planner

Subject Area: Spanish Language Acquisition **MYP Level:** 1-3 (Phases 1-2)

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	Summative assessment task	ATL skills/skill indicators	Content (topics, knowledge, skills)
1. ¿Quién soy? Who am I?	Communication	Meaning Message	Identities and relationships (identity formation)	Conversations and messages with others reflect our identity and help us communicate what we mean	C: Communicating in response to spoken text D: Using language in written form	C: Students write a text introducing themselves in Spanish or write a dialogue in Spanish D: Students have a short dialogue with the teacher	Communication skills: Students are able to introduce themselves and have basic conversations in Spanish Social skills	<ul style="list-style-type: none"> •What personal information can I use in order to communicate my identity? •Why are we the way we are? How can we connect with others using Spanish? •Does our personal information reflect our identity and in which way? Is meaning important when we communicate? <p>-Use greetings and farewells in Spanish</p> <p>-Identify and use the numbers 0-31</p>





								<ul style="list-style-type: none"> -Identify the months of the year -Recognize and express basic moods -Ask and answer basic questions about themselves (name, age, birthday, nationality, place of residence) -Discover and research the Spanish-speaking countries (overview of countries, location and interesting facts)
<p>2. ¿Cómo soy? Mis amigos, mi familia y yo</p> <p>How am I?</p> <p>My friends,</p>	Connections	<p>Word choice</p> <p>Meaning</p>	Identities and relationships (identity formation)	The meaning of the words we use to describe people around us reflect our connection with them	<p>A: Comprehend a spoken and visual text</p> <p>B: Comprehend a written text</p>	<p>A: Watch a video and describe the person that appears on the video (questions/text)</p>	<p>Communication skills</p> <p>Social skills</p> <p>Reflective skills</p>	<ul style="list-style-type: none"> • What physical and personality characteristics do we have in common with other people? • How can I describe myself and the people around me?



my family and me						B: Read the description of a person and draw him/her	<ul style="list-style-type: none">• Does the way others see me define me?-Students describe themselves and other people-Use vocabulary for describing people (parts of the face, colors, personal and physical adjectives)-Ask basic question about someone's appearance and personality-Use verbs for presenting people in 1st and 2nd person (soy/es/tengo/tiene)-Know the basic members of the family-Identify basic feelings and emotions-Difference between verbs ser/estar
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<p>3. En la escuela At school</p>	<p>Culture</p>	<p>Context Structure</p>	<p>Orientation in time and space</p>	<p>The structure of a school may be different in another culture depending on its context</p>	<p>C: Communicating in response to visual text D: Using language in spoken form</p>	<p>C: Students are shown images of different parts of the day and they have to describe them D: Students write about a day in their lives</p>	<p>Collaborative skills Organizational skills Critical thinking skills</p>	<p>-School subjects -School map and facilities -Schedule -Tell the time -Days of the week -Present tense verbs for explaining routines and activities -1st and 2nd person conjugation</p>
<p>4. ¿Qué tiempo hace? What's the weather like?</p>	<p>Creativity</p>	<p>Form Purpose</p>	<p>Orientation in time and space</p>	<p>Being creative can help us when deciding the form and purpose of our actions in our daily life</p>	<p>A, B</p>	<p>A: Comprehend a spoken and visual text B: Comprehend a written text</p>	<p>Self- management skills</p>	<p>-The seasons of the year -The months of the year -The weather -The clothes -Seasonal activities -Use of present tense verbs</p>





Subject-group Overview Vertical/Horizontal Planner
Subject Area: Language Acquisition (Spanish) MYP Level: 4 (Phase 3)

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	Summative assessment task	ATL skills/skill indicators	Content (topics, knowledge, skills)
1. Hogar, dulce hogar Home, sweet home	Creativity	Message Audience	Identities and relationships	We can use language to create messages related to our home that are aimed at specific audience.	C: Communicating in response to visual text D: Using language in spoken form	Design and describe your ideal house	Communication skills Reflective skills Creative thinking skills	How do we describe our house? How does culture affect in the design of a house? -Parts of the house -Objects of the house -Prepositions of place -Members of the family -Description of objects -Description of different types of houses -Use of comparatives
2. Mi ciudad My city	Connections	Structure Purpose	Orientation in time and space	We can use language to communicate	A: Comprehend a	Students watch a video about a city	Research skills	<ul style="list-style-type: none"> • We are part of a community • How does the place



				with purpose about the structure of the place where we live and which we are connected to.	spoken and visual text B: Comprehend a written text	from a Spanish speaking country and write about it	Communication skills	where we live define us? -Names of the places in the city -Prepositions -Descriptive adjectives (size, color, opinion...) -Verb 'hay'
3. ¿Qué te gusta hacer? What are your hobbies?	Culture	Form Purpose	Personal and cultural expressions	Our culture forms our identity, what we do and the way in which we interact and we behave in society.	C: Communicating in response to visual text D: Using language in spoken form	C: Students create a presentation about their favorite hobby D: Students deliver their presentation using the Spanish language	Thinking skills Communication skills	<ul style="list-style-type: none"> •What makes up our daily lives? •How do we balance school and hobbies; how is it similar or different in other countries? • What do you enjoy the most and the least in your daily life? • Does what I do reflect who I am? -Names of activities and hobbies -Names of sports -Positive and negative adjectives -Adverbs of frequency





4. Comida deliciosa Delicious food	Culture	Context Meaning	Personal and cultural expressions	The context in which we live influences our eating culture	A, B	A: Comprehend a spoken and visual text B: Comprehend a written text	Research skills Communication skills	-Names of food -Traditional recipes -Verbs 'comer, beber, gustar, preferir' -Expressing likes and dislikes
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Subject-group Overview Vertical/Horizontal Planner
Subject Area: Language Acquisition (Spanish) MYP Level: 5 (Phase-4)

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	Summative assessment task	ATL skills/skill indicators	Content (topics, knowledge, skills)
1. Deportes y vida sana Sports and healthy life	Communication	Conventions Structure	Identities and relationships	We communicate how our lifestyles influence on health using conventions textual and structures certain linguistics	C, D	C: Communicating in response to spoken text D: Using language in written form	Research skills Self-management skills	-Sports related vocabulary -Human body -Good habits for health -Food -Moods -Use of the imperative -Communicate instructions
2. Nos vamos de viaje Let's go on a trip	Connections	Message Purpose	Orientation in time and space	We connect with our environment by relating trips through messages with	A: Comprehend a spoken and visual text	Students write a blog post about a place where they would like to travel and how they would do it	Communication skills Social skills	How can I move around? Why do we travel? Does everyone have the need to travel?



				different purposes	B: Comprehend a written text			<ul style="list-style-type: none"> -Means of transportation -Spanish speaking countries -Using text connectors -Activities when traveling -How to interact in different places -Questions: asking for places
3. La vida es un carnaval Life's a carnival	Culture	Context Form	Personal and cultural expressions	The forms in which people celebrate traditions vary in different contexts and cultures	C, D	C: Communicating in response to spoken text D: Using language in written form	Communication skills	<ul style="list-style-type: none"> -Carnival related vocabulary -Los disfraces -Verbs 'llevar, tener'
4. ¿Qué haces? Las profesiones What do you do? Professions	Communication	Function Purpose	Personal and cultural expressions	Through communication, we can discover our function in society and	A, B	A: Comprehend a spoken and visual text B: Comprehend a written text	Communication skills Social skills Reflective skills	Education and careers around the world Are professions stereotyped? -Names of professions -Names of workplaces



				what our future purpose is				-How to interview people -Verb 'querer' -Express desire and give reasons
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