

**Subject Group Overview**

**MYP Language Acquisition: Spanish Phases 1-2  
Grade 6**

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills and Learner Profile	Content and Service Learning	Summative Assessment & MYP Objectives
Unit 1 ¡Vamos!(Let's go!)  6 weeks	Communication	conventionsAccent.	Identities and relationships	The conventions we use the first time we meet somebody change across cultures.	Communication skills - communication	Introducing yourself Getting used to Spanish pronunciation Counting up to 15 Using the verb tener to give your age Counting up to 31 Saying when your birthday is Learning the Spanish alphabet Using the indefinite article un/una Talking about the classroom Understanding the definite article el/la	<b>A, B</b>  Students make a poster with their personal information.
Unit 2 En el instituto (At school)  6 weeks	Culture	conventions, patterns	Personal and Cultural expression	The education and culture that we receive has an impact in the way we function and communicate	Social skills - collaboration	Talking about your school subjects Using the –ar verb estudiar Saying what you do in lessons Understanding regular –ar, -er, and –ir verbs. Talking about your teachers Using adjectives which end in -o/-a Giving opinions and reasons Understanding all adjective agreements Talking about snacks Using comer (to eat) and beber (to drink)	<b>A, B</b>  Students build a model and a poster of their dream school.
Unit 3 Mi familia (My family)  6 weeks	Connections	Form, Word choice	Orientation in space and time	Language helps us organize the world around us.	Self-management skills- Affective skills	Talking about your brothers and sisters Using the possessive adjectives (mi (s), tu (s), su (s)) Counting up to 100 Talking about your family Talking about your pets Making colors agree with nouns Talking about your appearance and character Using the verb ser Talking about eyes and hair Using adjectives after nouns Blog entry	<b>C, D</b>  Students put together a PowerPoint on one important person in their family.
Unit 4 En casa (At home)  6 weeks	Connections	Context and Patterns	Orientation in Space and Time	The place and time where we live form our context, patterns and connections	Communication skills- Communication	Talking about where you live Recognising all forms of vivir Describing where you live Using the verb estar for locations Talking about the rooms in your home Recognising all forms of -ar and -er verbs Describing your bedroom Using prepositions Talking about activities you do in your bedroom Using stem-changing verbs Brochure/Ad Informal letter	<b>C, D</b>  Students make a brochure/advertisement of dream house.

<p>Unit 5</p> <p>Mi tiempo libre (My free time)</p> <p>6 weeks</p>	Creativity	Purpose, patterns	Personal and Cultural Expression	The purpose of personal expression is to establish a connection that often relies on patterns and messages	<p>Communication skills- Communication</p> <p>Social skills- Collaboration skills</p>	<p>Saying what you do in your free time</p> <p>Using salir and hacer</p> <p>Telling the time</p> <p>Using the verb ir</p> <p>Talking about sports</p> <p>Practising pronunciation</p> <p>Saying what you like to do</p> <p>Using me gusta and the infinitive</p> <p>Saying what you are going to do</p> <p>Using ir and the infinitive</p> <p>Interview</p>	<p><b>A, B</b></p> <p>Students put together an interview with a celebrity.</p>
<p>Unit 6</p> <p>En la ciudad</p> <p>6 weeks</p>	Communities	Structures, conventions.	Fairness and development	Cities are organized into different communities depending on cultural values.	<p>Self-management skills- Organization skills</p>	<p>Saying what your town is like</p> <p>Building longer sentences using porque and pero</p> <p>Asking about places in town</p> <p>Using hay to say what there is</p> <p>Making and responding to invitations</p> <p>Using querer</p> <p>Talking about the weather</p> <p>Using cuando to join bits of information</p> <p>Using two tenses together</p> <p>Saying what you do in town</p> <p>Blog entry</p>	<p><b>C, D</b></p> <p>Students make a map of a Spanish speaking city.</p>

**zMYP Language Acquisition: Spanish Phases 1-2**

**Grade 7**

<b>Unit title</b>	<b>Key Concept</b>	<b>Related concept(s)</b>	<b>Global context</b>	<b>Statement of Inquiry</b>	<b>ATL Skills and Learner Profile</b>	<b>Content and Service Learning</b>	<b>Summative Assessment &amp; MYP Objectives</b>
Unit 1 ¡Vamos!(Let's go!)  6 weeks	Communication	conventionsAccent.	Identities and relationships	The conventions we use the first time we meet somebody change across cultures.	Communication skills - communication	Introducing yourself Getting used to Spanish pronunciation Counting up to 15 Using the verb tener to give your age Counting up to 31 Saying when your birthday is Learning the Spanish alphabet Using the indefinite article un/una Talking about the classroom Understanding the definite article el/la	<b>A, B</b>  Students write to their Spanish pen pal introducing themselves.
Unit 2 En el instituto (At school)  6 weeks	Culture	conventions, patterns	Personal and Cultural expression	The education and culture that we receive has an impact in the way we function and communicate	Social skills - collaboration	Talking about your school subjects Using the –ar verb estudiar Saying what you do in lessons Understanding regular –ar, -er, and –ir verbs. Talking about your teachers Using adjectives which end in -o/-a Giving opinions and reasons Understanding all adjective agreements Talking about snacks Using comer (to eat) and beber (to drink)	<b>A, B</b>  Students make a poster on their dream school.
Unit 3 Mi familia (My family)  6 weeks	Connections	Form, Word choice	Orientation in space and time	Language helps us organize the world around us.	Self-management skills- Affective skills	Talking about your brothers and sisters Using the possessive adjectives (mi (s), tu (s), su (s)) Counting up to 100 Talking about your family Talking about your pets Making colors agree with nouns Talking about your appearance and character Using the verb ser Talking about eyes and hair Using adjectives after nouns Blog entry	<b>C, D</b>  Students do a PowerPoint on one important person in their family.
Unit 4 En casa (At home)  6 weeks	Connections	Context and Patterns	Orientation in Space and Time	The place and time where we live form our context, patterns and connections	Communication skills- Communication	Talking about where you live Recognising all forms of vivir Describing where you live Using the verb estar for locations Talking about the rooms in your home Recognising all forms of -ar and -er verbs Describing your bedroom Using prepositions Talking about activities you do in your bedroom Using stem-changing verbs Brochure/Ad Informal letter	<b>C, D</b>  Students make a brochure/advertisement of dream house.

<p>Unit 5</p> <p>Mi tiempo libre (My free time)</p> <p>6 weeks</p>	Creativity	Purpose, patterns	Personal and Cultural Expression	The purpose of personal expression is to establish a connection that often relies on patterns and messages	<p>Communication skills- Communication</p> <p>Social skills- Collaboration skills</p>	<p>Saying what you do in your free time</p> <p>Using salir and hacer</p> <p>Telling the time</p> <p>Using the verb ir</p> <p>Talking about sports</p> <p>Practising pronunciation</p> <p>Saying what you like to do</p> <p>Using me gusta and the infinitive</p> <p>Saying what you are going to do</p> <p>Using ir and the infinitive</p> <p>Interview</p>	<p><b>A, B</b></p> <p>Students put together an interview with a celebrity.</p>
<p>Unit 6</p> <p>En la ciudad</p> <p>6 weeks</p>	Communities	Structures, conventions.	Fairness and development	Cities are organized into different communities depending on cultural values.	<p>Self-management skills- Organization skills</p>	<p>Saying what your town is like</p> <p>Building longer sentences using porque and pero</p> <p>Asking about places in town</p> <p>Using hay to say what there is</p> <p>Making and responding to invitations</p> <p>Using querer</p> <p>Talking about the weather</p> <p>Using cuando to join bits of information</p> <p>Using two tenses together</p> <p>Saying what you do in town</p> <p>Blog entry</p>	<p><b>C, D</b></p> <p>Students make a poster of a Spanish speaking city.</p>

**MYP Language Acquisition: Spanish Phases 1-2**

**Grade 8**

<b>Unit title</b>	<b>Key Concept</b>	<b>Related concept(s)</b>	<b>Global context</b>	<b>Statement of Inquiry</b>	<b>ATL Skills and Learner Profile</b>	<b>Content and Service Learning</b>	<b>Summative Assessment &amp; MYP Objectives</b>
Unit 1 ¡Vamos!(Let's go!)  6 weeks	Communication	conventionsAccent.	Identities and relationships	The conventions we use the first time we meet somebody change across cultures.	Communication skills - communication	Introducing yourself Getting used to Spanish pronunciation Counting up to 15 Using the verb tener to give your age Counting up to 31 Saying when your birthday is Learning the Spanish alphabet Using the indefinite article un/una Talking about the classroom Understanding the definite article el/la	<b>C, D</b>  Students prepare a role play to meet, greet and introduce themselves (names, age, how are you doing ...). Ask and answer questions.
Unit 2 En el instituto (At school)  6 weeks	Culture	conventions, patterns	Personal and Cultural expression	The education and culture that we receive has an impact in the way we function and communicate	Social skills - collaboration	Talking about your school subjects Using the –ar verb estudiar Saying what you do in lessons Understanding regular –ar, -er, and –ir verbs. Talking about your teachers Using adjectives which end in -o/-a Giving opinions and reasons Understanding all adjective agreements Talking about snacks Using comer (to eat) and beber (to drink)	<b>A, B</b>  Students make a poster of their dream school.
Unit 3 Mi familia (My family)  6 weeks	Connections	Form, Word choice	Orientation in space and time	Language helps us organize the world around us.	Self-management skills- Affective skills	Talking about your brothers and sisters Ussing the possessive adjectives (mi (s), tu (s), su (s)) Counting up to 100 Talking about your family Talking about your pets Making colors agree with nouns Talking about your appearance and character Using the verb ser Talking about eyes and hair Using adjectives after nouns Blog entry	<b>C, D</b>  Students put together a PowerPoint about one important person in their family.
Unit 4 En casa (At home)  6 weeks	Connections	Context and Patterns	Orientation in Space and Time	The place and time where we live form our context, patterns and connections	Communication skills- Communication	Talking about where you live Recognising all forms of vivir Describing where you live Using the verb estar for locations Talking about the rooms in your home Recognising all forms of -ar and -er verbs Describing your bedroom Using prepositions Talking about activities you do in your bedroom Using stem-changing verbs Brochure/Ad Informal letter	<b>C, D</b>  Students make an advertisement of their dream house.

<p>Unit 5</p> <p>Mi tiempo libre (My free time)</p> <p>6 weeks</p>	Creativity	Purpose, patterns	Personal and Cultural Expression	The purpose of personal expression is to establish a connection that often relies on patterns and messages	<p>Communication skills- Communication</p> <p>Social skills- Collaboration skills</p>	<p>Saying what you do in your free time</p> <p>Using salir and hacer</p> <p>Telling the time</p> <p>Using the verb ir</p> <p>Talking about sports</p> <p>Practising pronunciation</p> <p>Saying what you like to do</p> <p>Using me gusta and the infinitive</p> <p>Saying what you are going to do</p> <p>Using ir and the infinitive</p> <p>Interview</p>	<p><b>A, B</b></p> <p>Students put together an interview with a celebrity.</p>
<p>Unit 6</p> <p>En la ciudad</p> <p>6 weeks</p>	Communities	Structures, conventions.	Fairness and development	Cities are organized into different communities depending on cultural values.	<p>Self-management skills- Organization skills</p>	<p>Saying what your town is like</p> <p>Building longer sentences using porque and pero</p> <p>Asking about places in town</p> <p>Using hay to say what there is</p> <p>Making and responding to invitations</p> <p>Using querer</p> <p>Talking about the weather</p> <p>Using cuando to join bits of information</p> <p>Using two tenses together</p> <p>Saying what you do in town</p> <p>Blog entry</p>	<p><b>C, D</b></p> <p>Students make a poster of a Spanish speaking city (what there is to see, things to do, festivals etc.)</p>