

**IBMYP Subject Overview  
2015-16**

**Subject Area: Language Acquisition Course: Spanish 2 MYP Level: 3 Teacher(s): Sutkus .**

| Time Frame (Dates) | Unit Title and Topic (*=interdisciplinary connection; @=Action) | MYP Objectives   | State Standards | Key Concept   | Related Concepts       | Global Context                 | Statement of Inquiry  | MYP Assessment Task & ATL Focus  | MYP Criteria   | Learner Profile Focus |
|--------------------|---|--|-----------------|---------------|------------------------|--------------------------------|---|--|--|-----------------------|
| Sept – 4 weeks     | ¿Cómo eres tu?  | read for specific purposes and respond to show understanding | SII 1-11        | Connections   | Conventions, Structure | Identities & Relationships     | Resumés require writers to connect identities with job requirements.        | Electronic Resumé<br><br>Communication Skills  | B – Comprehending written and/or visual text<br>D – Using language in spoken and/or written form                         | Communicator          |
| Oct – 4 weeks      | ¿Qué haces en la escuela?                                       | speak and write for specific purposes                        | SII 1-11        | Communication | Purpose, Audience      | Fairness & Development         | Authority figures best communicate rules with purpose and audience in mind. | Play the role of teacher and create a presentation to improve student achievement<br><br>Media literacy skills | A – Comprehending spoken and/or visual text<br>C – Communicating in response to spoken and/or written and/or visual text | Balanced              |
| Nov – 4 weeks      | ¿Qué haces después de la escuela?                               | read for specific purposes and respond to show understanding | SII 1-11        | Culture       | Structure, Patterns    | Identities & Relationships     | Patterns appear in the cultures of schools.                                 | Students will read and answer questions about a new student.<br><br>Reflective Skills                          | B – Comprehending written and/or visual text   | Reflective            |
| Dec, Jan – 5 weeks | ¿Cómo te preparas?  | read for specific purposes and respond to                    | SII 1-11        | Communication | Message, Function      | Personal & Cultural Expression | Clothing performs a function but also sends                                 | Students will read and answer questions  | B – Comprehending written and/or visual  | Knowledgeable         |

|               |                              |  |          |             |                    |                                   |   |  |   |              |
|---------------|------------------------------|--|----------|-------------|--------------------|-----------------------------------|---|--|---|--------------|
|               |                              | show understanding   |          |             |                    |                                   | messages about personality.   | about clothing styles from the past.<br><br>Information Literacy Skills                  | text  |              |
| Feb – 4 weeks | ¿Qué hiciste ayer?           | express thoughts, feelings, ideas, opinions and information in spoken and written form; develop accuracy when speaking and writing in the target language. | SII 1-11 | Connections | Structure, Context | Globalization & Sustainability    | The structure of market-life throughout the world connects with community goals of “Buying and eating local.” | Students will respond to a picture of an outdoor market.<br><br>Creative-thinking skills | C – Communicating in response to spoken and/or written and/or visual text<br>D – Using language in spoken and/or written form | Thinkers     |
| Mar – 4 weeks | ¿Cómo se va...?              | speak and write for specific purposes interpret visual text that is present with written text  | SII 1-11 | Connections | Audience, Purpose  | Scientific & Technical Innovation | Technology aids with communicating with purpose for a specific audience.                                      | Simulated 911 call of traffic concerns<br><br>Communication Skills                       | D - Using language in spoken and/or written form  | Caring       |
|               |                              |  |          |             |                    |                                   |   |  |   |              |
| April 3 weeks | Cuando éramos niños          | express thoughts, feelings, ideas, opinions and information in spoken and written form   | SII 1-11 | Connections | Meaning, Audience  | Identities & Relationships        | Observers use their own identities to glean meaning from and make connections to photographs.                 | Questions related to the picture of a child<br><br>Reflection Skills                     | A – Comprehending spoken and/or visual text   | Reflective   |
| May – 4 weeks | Celebrando los días festivos | develop accuracy when speaking and writing in the target language  | SII 1-11 | Culture     | Purpose, Context   | Identities & Relationships        | Sentimental items have the purpose of communicating the relationships and the culture of a group.             | Celebration Memory Book / Instagram postings   | D – Using language in spoken and/or written form  | Communicator |

**Support of Personal Project: *(Develop a narrative description of the ways in which your class supports the skills students will need to complete the Personal Project from spring of their freshman year through fall of their sophomore year. Areas to consider include but are not limited to the development of students' autonomy, self-confidence, reflection, perseverance, time-management and organization, and research.)***

The Spanish classroom encourages students to be able to teach themselves new concepts when needed to achieve a goal. To improve effective reflection skills, students use rubrics to evaluate work before finalizing and submitting. Students are encouraged to plan ahead with large and small tasks and assessments so that deadlines can be met. In Spanish, students receive a variety of public speaking experiences to promote confidence when presenting to audiences.