**IBMYP Subject Overview**

**2019-20**

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

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| **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?  What are you like? | B – Comprehending written and/or visual text  **\***read for specific purposes and respond to show understanding  C – Communicating in response to spoken and/or written and/or visual text  **\***speak and write for specific purposes | SII 1-11 | Connections | Message  Word Choices | Personal and Cultural Expression | Making connections between word choice and message helps to interpret others’ philosophies and ways of life. | Creating an online resume to work as a summer camp counselor    Communication Skills | B – Comprehending written and/or visual text    C – Communicating in response to spoken and/or written and/or visual text | Inquirers |
| Oct – 4 weeks | ¿Qué haces en la escuela?  What do you do at school? | A – Comprehending spoken and/or visual text  **\***listen for specific purposes and respond to show understanding  C – Communicating in response to spoken and/or written and/or visual text  **\***speak and write for specific purposes | SII 1-11 | Culture | Purpose | Fairness & Development | A culture establishes authority with the purpose of both security and freedom. | Creating a charter school plan from scratch    Thinking Skills | A – Comprehending spoken and/or visual text  C – Communicating in response to spoken and/or written and/or visual text | Principled |
| Nov – 4 weeks | ¿Qué haces después de la escuela?  What do you do after school? | B – Comprehending written and/or visual text  **\***read for specific purposes and respond to show understanding | SII 1-11 | Culture | Structure | Identities & Relationships | The culture of the community and the structure of a school affect the relationships that will form in that school. | Students will read and answer questions about a new student.    Critical-thinking Skills | B – Comprehending written and/or visual text | Caring |
| Dec, Jan – 5 weeks | ¿Cómo te preparas?  How do you get ready? | B – Comprehending written and/or visual text  **\***read for specific purposes and respond to show understanding | SII 1-11 | Communication | Message | Personal & Cultural Expression | Clothing products and their aesthetics establish the communication of personal messages to any audience. | Students will read and answer questions about clothing styles from the past.    Critical-thinking Skills | B – Comprehending written and/or visual text | Thinkers |
| Feb – March 6 weeks | ¿Qué hiciste ayer?  What did you do yesterday? | D - Using language in spoken and/or written form  **\***interact and communicate in various situations | SII 1-11 | Connections | Structure | Globalization & Sustainability | The structure of a community evolves to most efficiently connect its citizens with economic activities. | Students will write a parent letter explaining why they should get a bigger allowance.      Mi comunidad - a video diary of a week’s worth of errands and adventures    Communication Skills | D - Using language in spoken and/or written form | Knowledgeable |
| Mar - April  6 weeks | ¿Cóm se va…?  How to you get to…? | D - Using language in spoken and/or written form  **\***develop accuracy when speaking and writing in the target language | SII 1-11 | Connections | Patterns | Scientific & Technical Innovation | Connections between products, processes and solutions follow patterns. | 911 call in a Spanish-speaking country    Communication Skills | D - Using language in spoken and/or written form | Principled |
| April - May  6 weeks | Cuando éramos niños    When we were children | B – Comprehending written and/or visual text  **\***read for specific purposes and respond to show understanding  C – Communicating in response to spoken and/or written and/or visual text  **\***speak and write for specific purposes | SII 1-11 | Connections | Patterns | Identities & Relationships | Identity formation occurs based on patterns and connections between the past and the present. | Students will re-create a “photo” from their childhood and explain how it represents who they were then.    Critical-thinking Skills | B – Comprehending written and/or visual text    C – Communicating in response to spoken and/or written and/or visual text | Reflective |

**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.)*** *Students are provided practice with presenting to groups and the entire class. Students are shown ways to break tasks down into smaller steps to make them more manageable and to give a better awareness of time need to complete larger assignments. Students write during the course of each unit to help improve their writing skills which will benefit them later when writing for the Personal Project.*