**IBMYP Subject Overview**

**Subject Area:        Language Acquisition               Course:        Spanish 1, Part B               MYP Level: 2         Teacher(s)**:      Schroeder, 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 – Oct  8 weeks | ¿Quién soy yo?  y ¿Adónde voy?  Who am I and where am I going? | D- Using language in spoken and or written form  \*speak and write for specific purposes | SI 1-12 | Connections | Purpose, Structure | Personal & Cultural Expression | The purposes and structures of a society’s products encourage *and*  limit creativity. | School Video Scrapbook    Self-management Skills | D- Using language in spoken and or written form | open minded |
| Nov – Jan  7 weeks | ¿Adónde vas?  Where are you going? | D – Using language in spoken and/or written form  **\***organize thoughts, feelings, ideas, opinions and information in the target language | SI 1-12 | Communication | Message & Purpose | Identities & Relationships | One’s purpose for communicating messages results from lifestyle choices. | Radio Advertisement for a community location    Communication Skills | D – Using language in spoken and/or written form | risk taker |
| Feb – 4 weeks | Una fiesta de cumpleaños  A birthday party | A - Comprehending spoken and visual text  **\***interpret visual text that is presented with spoken text | SI 1-12 | Communication | Context  Meaning | Personal & Cultural Expression | Cultural rituals exist within a context that communicates meaning. | Students will identify people pictured based on what they hear.    Critical-thinking skills | A - Comprehending spoken and visual text | knowledgeable |
| Mar – 4 weeks | ¡Vamos a un restaurante!  Let’s go to a restaurant! | D- Using language in spoken and written form  \*organize thoughts, feelings, ideas, opinions and information in spoken and written form | SI 1-12 | Connections | Purpose, Context | Personal & Cultural Expression | People create with purpose making connections within context. | Students will create a proposal to plan a party for a famous person.    Communication Skills | D- Using language in spoken and written form | reflective |
| Apr - May – 7 weeks | Mi casa es su casa  My house is your house  **Did not get to this unit in 2020-2021** | B - Comprehending written and visual text **\***Read for specific purposes and respond to show understanding    C - Communicating in response to spoken, written and visual text  **\***speak and write for specific purposes    A - Comprehending spoken and visual text  **\***interpret visual text that is presented with spoken text | SI 1-12 | Creativity | Purpose, Structure | Scientific and Technical Innovation | The structure and purpose of a home derive from creative adaptations. | Students will design a bedroom makeover based on what they read.        Students will design and describe a dream house.              Critical thinking skills | B - Comprehending written and visual text              C - Communicating in response to spoken, written and visual text      A - Comprehending spoken and visual text | thinker |

**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 a larger assignment  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.*