

SPANISH 2019-2020

GRADE	Grade / Unit Title	Time Frame	SOI	Key concepts Focus on subject specific	Related Concepts	Global Context Exploration Should "help students explore the relevance of inquiry"	ATLs LBCS Agreement Hit all 1x a year Document growth through program (skills hierarchy)	Criterion Assessed All strands of all criteria assessed 2x per year	Content (standards, topics, knowledge, skills)
6	Relationships Phase 1	September 12	Our identities and relationships build through empathy and meaning in our communication with others.	Communication	Empathy and Meaning	Identities and Relationships <ul style="list-style-type: none"> self identity and human relationships including families, friends, communities and cultures 	Communication Communication skills: Exchanging thoughts, messages and information effectively through interaction Social Collaboration skills: Working effectively with others Self-management Affective skills: Managing state of mind	A i, ii, iii, B i, ii, iii, C i, ii, iii, D i, ii, iii	Acquire information, recognize distinctive viewpoints and further their knowledge of personal physical aspects and relationships. <ul style="list-style-type: none"> Review key vocabulary from PYP including numbers, adjectives, nouns and verbs Utilize the present indicative and past imperfect tense of the verbs llamarse when describing self and others Conjugate correctly unit verbs in the present and imperfect tenses. (ser, estar, llevarse) Create a poem demonstrating command of the verb ser in both indicative and imperfect forms Formulate questions and conduct an interview incorporating the imperfect forms of estar and ser
	The 5 Senses Phase 1	January	Word choice and language patterns are influenced by our perspective .	Perspective	Word choice and Patterns	Not required for Phase 1	Thinking Critically Analyzing and evaluating issues and ideas: <ul style="list-style-type: none"> Consider ideas from multiple perspectives Transfer Skills Utilizing skills and knowledge in multiple contexts: <ul style="list-style-type: none"> Apply skills and knowledge in unfamiliar situations Communication skills Reading, writing and using language to gather and communicate information: <ul style="list-style-type: none"> Read critically and for comprehension 	B, i, ii, iii	<ul style="list-style-type: none"> Write a description of something using the modal verb poder and the 5 sense verbs. Differentiate between the verbs sentir and sentirse when discussing emotions, texture and weather. Practice the conjugation in the present and imperfect (sentirse)(tener, poder) forms. Expand descriptive vocabulary to describe how something feels, tastes, smells and sounds. Use target grammar and vocabulary to summarize a written text in at least 5 sentences.
6	The Community Phase 1	March/April	Messages with purpose allow us to engage in a community .	Communities	Message and Purpose	Not required for Phase 1		C i, ii, iii D, i, ii, iii	<ul style="list-style-type: none"> Describe the community and give directions from one location to another using target vocabulary. Name and describe people around town including profession and personality traits. Conjugate target verbs in the present and imperfect tense.(caminar, trabajar, ir, comprar, preferir) Create a culturally appropriate dialogue depicting a clothing purchase scenario. Write and present a descriptive paragraph about people.

									transportation and landmarks around town.
	5 de Mayo	April/May	Cultural awareness is developed by learning about the context of a cultural celebration.	Culture	Context	Not required for Phase 1	Social Collaboration skills: Working effectively with others		<ul style="list-style-type: none"> Read and view material on the Mexican heritage celebration; the reasons for celebrating in the USA. Celebrating through the reenactment of the Battle of Puebla Students will showcase their knowledge to an audience
6	The Seasons Phase 1	May	Culturally based and structured storytelling connects us to our audience.	Connections	Structure and Audience	Not required for Phase 1	Creative Thinking Create original works and ideas; use existing works and ideas in new ways	A C D	<ul style="list-style-type: none"> Describe the four seasons, integrating thematic vocabulary (clothing, weather, transportation) and grammar. Review of -ar, -er and -ir verbs. Correctly conjugate the verbs in the present and imperfect tense. (querer, quitarse/ponerse, ir a) Read and answer oral and written questions about a seasonal story. Demonstrate near-native pronunciation while incorporating target vocabulary and grammar. Create, develop and present a short seasonal story that includes: place, characters, problem, and solution.
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7	Spanish Speaking Countries & Travel Phase 2	September	People use language with intention to create meaningful connections .	Connections	Purpose Function	Not required for Phase 2	Communication Research	A i, ii, iii B i, ii, iii C i, ii, iii, iv D i, ii, iii	<p>Acquire information, recognize distinctive viewpoints and further their knowledge of Spanish Speaking countries</p> <ul style="list-style-type: none"> Name and Identify the Spanish speaking countries of the world and their capitals. Map reading, cardinal points, and directional commands. Costa Rica's ecotourism and its flora and fauna. Read and answer written and oral questions about a story. Conjugate target verbs in the present and preterite tenses. (hacer, pedir, conocer) Understand the difference between conocer and conocer + a. Create, develop and present a project incorporating thematic vocabulary and grammar.
7	Cultural Traditions and Festivals (Festivals of Spain) Phase 2	January	Culture influences meaning and accent .	Culture	Meaning Accent	Not required Phase 2	Communication skills: Exchanging thoughts, messages and information effectively through interaction Communication skills: Reading, writing and using	C, D	<p>Acquire information, recognize distinctive viewpoints and further their knowledge of Spain.</p> <ul style="list-style-type: none"> Read a story and answer oral and written questions using the target vocabulary and grammar. Research Spain and its unique regions. Research the distinctive festivals held in each region. Conjugate correctly unit verbs in the present and preterite tenses. (saber, creer que, correr)

							language to gather and communicate information Research Information literacy skills: Finding, interpreting, judging and creating information		<ul style="list-style-type: none"> Formulate oral and written questions in Spanish. Create, develop and present a "restaurant" skit incorporating thematic vocabulary and grammar.s
7	Spanish Holidays	2 weeks							
	Pen Pals	2 weeks							
7	The World of Sports Phase 2	March	In progress	Creativity	Patterns Context	Not required Phase 2	In progress		
7	The Marketplace Phase 2	April/May	In progress	Communication	Function Meaning	Not required Phase 2	In progress	A i, ii, iii B i, ii, iii C D	
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8	Geography That Connects Us Phase 2 & 3	September	In order to communicate globally we must understand our physical world .	Global Interactions	Function Purpose	Globalization and Sustainability	Organization skills: Managing time and tasks effectively Communication skills: Exchanging thoughts, messages and information effectively through interaction Information literacy skills: Finding, interpreting, judging and creating information	Phase 3 A i, ii, iii, B i, ii, iii, C i, ii, iii, iv D i, ii, iii	Acquire information, recognize distinctive viewpoints and further their knowledge of the seven continents with a focus on countries, climate and currency. <ul style="list-style-type: none"> Describe a country including location, geographic landmarks, lifestyle and climate. Conjugate the verbs buscar, vivir and llegar, saber vs. conocer in the present, imperfect and preterit tense. Conjugate the irregular verb "ir" in the present, preterit, future tense (ir +a+ infinitive) and imperfect tense (ir+a+ir) Understand the difference between conocer/ conocer + a. Respond in oral and written form to questions about the seven continents of the world. Prepare an oral presentation using the grammar and thematic vocabulary of the unit. Demonstrate near-native pronunciation through dialogue, question and answer and oral presentation.

