

Language Acquisition Spanish 2 Year 4

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)
My Personality and likes	Culture	Meaning Point of View	Identities and Relationships	Culture influences identity and changes the point of view of each individual.	A. i. ii. iii. B. i. ii. iii. D. i. ii. iii.	Thinking- Critical thinking <ul style="list-style-type: none"> draw reasonable conclusions and generalizations Communication <ul style="list-style-type: none"> must read critically and for comprehension. read a variety of sources for information and for pleasure use a variety of speaking techniques to communicate with a variety of audiences use intercultural understanding to interpret communication. write for different purposes 	<ul style="list-style-type: none"> describe my personality when I was younger describe my personality now compare how I used to be with how I am now. ask and answer questions about others and answer questions about myself describe my personality when I was younger describe my personality now compare how I used to be with how I am now. ask and answer questions about others and answer questions about myself
My fears and dreams	Connections	Meaning Purpose	Personal and cultural expression	Daily life is connected to our abstract thinking and reflects personal meanings through dreams, fears, and abstract thinking.	C. i. ii. iii. iv. D. i. ii. iii.	Communication <ul style="list-style-type: none"> use a variety of speaking techniques to communicate with a variety of audiences. collaborate with peers and experts using a variety of digital 	<ul style="list-style-type: none"> describe what I wanted to be when I grew up describe what I want to be when I grow up compare what I wanted to be when I grew up with what I want to be when I grow up

						<p>environments and media.</p> <ul style="list-style-type: none"> students must negotiate ideas and knowledge with peers and teachers. will organize and depict information logically <p>Thinking- Critical thinking skills</p> <ul style="list-style-type: none"> draw reasonable conclusions and generalizations. 	<ul style="list-style-type: none"> ask and answer questions about others and answer questions about myself. describe my fears when I was younger. describe my fears now. compare my fears when I was younger with my fears now. ask and answer questions about others and answer questions about myself.
My community and beyond	Culture	Structure form	Dimensions of time and space People, boundaries, exchange, interaction	Culture influences how people and boundaries are formed within the structure of a community.	A. i. ii. iii. D. i. ii. iii.	<p>Communication</p> <ul style="list-style-type: none"> use intercultural understanding to interpret communication read a variety of sources for information and for pleasure read critically and for comprehension use a variety of speaking techniques to communicate with a variety of audiences take effective notes in class organize and depict information logically 	<ul style="list-style-type: none"> identify places in a community. state where I went and with whom in a community. state where I went and what I did at different places in a community. recommend places with a justification based on interests and needs. ask and answer questions about a community. ask and answer questions about things to do in a community.
Helping our community	Connections	Meaning	Fairness and development	Drawing connections between needs and resources helps us	B. i. ii. iii. D. i. ii. iii.	<p>Communication</p> <ul style="list-style-type: none"> use intercultural understanding to interpret communication. 	<ul style="list-style-type: none"> identify the benefits of service-learning. identify different ways to help a community.

			Imagining a hopeful future	to understand the meaning of our community as we imagine a hopeful future.		<ul style="list-style-type: none"> • read critically and for comprehension. • use a variety of organizers for academic writing tasks • organize and depict information logically • take effective notes in class 	<ul style="list-style-type: none"> • identify types of service-learning I want to do based on my personality and interests. • compare the needs and services of my community to those in a Spanish-speaking community. • ask and answer questions about service-learning.
A healthy life	culture	Audience purpose	Identities and relationships	Culture influences lifestyle choices and is expressed differently based on the audience and purpose of the action.	B. i. ii. iii. D. i. ii. iii	<p>Communication</p> <ul style="list-style-type: none"> • use appropriate forms of writing for different purposes and audiences. • use intercultural understanding to interpret communication • must negotiate ideas and knowledge with peers and teachers. <p>Self-management- organization</p> <ul style="list-style-type: none"> • use appropriate strategies for organizing complex information. <p>Thinking- creative thinking</p> <ul style="list-style-type: none"> • apply existing knowledge to generate new ideas, products, or processes 	<p>describe physical and stress-reducing activities that contribute to a healthier life.</p> <ul style="list-style-type: none"> - identify and explain the benefits of being active compared to the consequences of being sedentary. - describe the physical and stress-reducing activities that are a part of my life. - ask and answer questions about the value of physical and stress-reducing activities. <p>make recommendations about ways to include physical and other anti-</p>

							stress activities for a healthy lifestyle.
Enjoy your meal	Culture	Point of view	Identities and relationships	Cultural norms influence lifestyle choices and point of view.	A. i. ii. iii C. i. iii. iv D. i. ii. iii.	<p>Communication</p> <ul style="list-style-type: none"> • use intercultural understanding to interpret communication. • give and receive meaningful feedback. • negotiate ideas and knowledge with peers and teachers • use a variety of speaking techniques to communicate with a variety of audiences. • make inferences and draw conclusions • organize and depict information logically. <p>Social- Collaboration</p> <ul style="list-style-type: none"> • listen actively to other perspectives and ideas 	<p>identify healthy and unhealthy food choices</p> <p>identify the benefits and consequences of food choices</p> <p>identify the ingredients of a dish/meal and express how it is or isn't healthy</p> <p>ask and answer questions about the importance of healthy food choices</p> <p>identify and describe my healthy and unhealthy food choices</p>
The future	Connections	purpose	Fairness and development	Exploration of human capability and development helps to understand purpose and connections over time.	B. i. ii. iii D. i. ii. iii.	<p>Communication</p> <ul style="list-style-type: none"> • read critically and for comprehension. • must read a variety of sources for information and for pleasure. • use intercultural understanding to 	<ul style="list-style-type: none"> • identify professions of yesterday, today, and the future • explain how and why work has changed in the past, and will change in the future

						<p>interpret communication</p> <ul style="list-style-type: none">• negotiate ideas and knowledge with peers and teachers• organize and depict information logically• write for different purposes	<ul style="list-style-type: none">• ask and answer questions about how changes in society impact professions• identify ways that daily life has changed over the years, and will change in the future• explain how and why daily life has changed over the years, and will change in the future• ask and answer questions about how and why daily life has changed over the years, and will change in the future• explain how my interests and talents connect to the career I would like to pursue in the future.• ask and answer questions about the connections between interests/talents and future professions.• explain how my family members' daily lives were different in the past, and how my daily life will be different in the future.
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