

# Subject Group Overview

## Language Acquisition Spanish 1 Year 4

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
<b>My friends and I</b>	Communication	Meaning Message	Identities and relationships	Meaning and message play an important role in communication when trying to develop and express personal identities.	Criterion C: i. ii. iii. iv. Criterion D: i. ii. iii.	<ul style="list-style-type: none"> <li>* negotiate ideas and knowledge with peers and teachers</li> <li>* give and receive meaningful feedback</li> <li>* collaborate with peers and experts using a variety of digital environments and media</li> <li>* write for different purposes</li> <li>* organize and depict information logically</li> <li>* intercultural understanding to interpret communication</li> </ul>	<ul style="list-style-type: none"> <li>• state my name and something about myself for a purpose (learning style, nickname, prior school, etc.)</li> <li>• provide biographical information about myself (age, birth month, birth order, etc.)</li> <li>• describe my personality</li> <li>• express my basic preferences</li> <li>• identify similarities and differences between myself and a friend (learning style, favorites, preferences, personality, etc.)</li> <li>• ask questions of others and answer questions about myself</li> </ul>
<b>My family and I</b>	Identity	Structure	Identities and relationships	Family structure is a key part of personal identity and relationships.	Criterion B: i. ii. iii. Criterion C: i. ii. iii. iv.	Communication: <ul style="list-style-type: none"> <li>* read critically and for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe my family (size, number of people/pets, name,</li> </ul>

					<p>Criterion D: i.ii.iii.</p> <ul style="list-style-type: none"> <li>* read a variety of sources for information and for pleasure</li> <li>* make inferences and draw conclusions</li> <li>* use a variety of speaking techniques to communicate with a variety of audiences</li> <li>* negotiate ideas and knowledge with peers and teachers</li> <li>* share ideas with multiple audiences using a variety of digital environments and media</li> <li>*organize and depict information logically</li> </ul>	<p>relationship, personality and preferences)</p> <ul style="list-style-type: none"> <li>• describe the physical appearance of myself and my family members</li> <li>• express similarities and differences between myself and my family (preferences, personality and physical traits)</li> <li>• ask questions of others and answer questions about myself and my family</li> </ul>
<b>School</b>	Culture	Function Structure	Identities and relationships	Culture is reflected in the structure and function of every day activities that define our identity, specifically in the daily school routine	<p>Criterion A: i.ii.iii. Criterion D: i. ii. iii.</p> <p>Communication:</p> <ul style="list-style-type: none"> <li>*use intercultural understanding to interpret communication</li> <li>* make inferences and draw conclusions</li> <li>* negotiate ideas and knowledge with peers and teachers</li> <li>* organize and depict information logically</li> </ul>	<ul style="list-style-type: none"> <li>• identify school subjects &amp; supplies needed for these classes</li> <li>• state where classes/rooms are in a school building</li> <li>• state what time classes, school meals, and other activities start and end</li> <li>• describe my school day and daily class schedule</li> </ul>

						<ul style="list-style-type: none"> <li>* use a variety of speaking techniques to communicate with a variety of audiences</li> </ul> <p>Thinking Skills: Transfer Skills:</p> <ul style="list-style-type: none"> <li>* make connections between subject groups and disciplines</li> </ul>	<ul style="list-style-type: none"> <li>• describe what I do in different classes</li> <li>• express my class preferences and explain why</li> <li>• ask questions about classes and school schedules</li> </ul>
<b>School meals</b>	Culture	Purpose	Identities and relationships	Culture impacts food options and food purpose while building a culinary identity that is specific to the culture.	<p>Criterion A: i.ii.iii</p> <p>Criterion B: i.ii.iii</p> <p>Criterion D: i.ii.iii</p>	<p>Thinking. VIII Critical Thinking skills:</p> <ul style="list-style-type: none"> <li>* draw reasonable conclusions and generalizations</li> </ul> <p>Thinking. X. Transfer skills:</p> <ul style="list-style-type: none"> <li>* make connections between subject groups and disciplines</li> </ul> <p>Communication:</p> <ul style="list-style-type: none"> <li>* use a variety of speaking techniques to communicate with a variety of audiences</li> <li>* read critically and for comprehension</li> <li>* read a variety of sources for information and for pleasure</li> <li>* use a variety of organizers for academic writing tasks</li> </ul>	<ul style="list-style-type: none"> <li>• identify what I eat for breakfast and lunch</li> <li>• identify what schools serve for breakfast and lunch</li> <li>• describe how food and drinks taste</li> <li>• express my food preferences and explain why</li> <li>• ask and answer questions about food preferences</li> <li>• identify and describe healthy and unhealthy foods</li> <li>• identify and describe healthy and unhealthy eating habits</li> <li>• compare school meals in different countries</li> <li>• ask and answer questions about school meals</li> </ul>

						* negotiate ideas and knowledge with peers and teachers	
<b>Time to work, time to play. Spend time</b>	Communication	Purpose, function	Scientific and technical innovation	Scientific and technical innovation impact modes of communication which reflect different purposes and functions.	Criterion B: i.ii.iii Criterion D: i.ii.iii	Communication: * read critically and for comprehension * read a variety of sources for information and for pleasure * make inferences and draw conclusions * organize and depict information logically * give and receive meaningful feedback	<ul style="list-style-type: none"> <li>• identify the activities that fill my day and how much time I spend on each</li> <li>• identify and explain what tasks I have to do (responsibilities) and what tasks I want to do (leisure)</li> <li>• ask and answer questions about how I spend my time</li> </ul>
<b>Time to work time to play. Spend money</b>	Communities	Purpose	Personal and cultural expression	Through analysis of personal and cultural expression within our community and in communities of others, we can better understand purpose especially in institutions like schools.	Criterion A: i.ii.iii Criterion B: i.ii.iii Criterion D: i.ii.iii.	Communication * use intercultural understanding to interpret communication * make inferences and draw conclusions * read critically and for comprehension * organize and depict information logically * use a variety of speaking techniques to communicate with a variety of audiences	

						<p>Research Skills VI. Information Literacy Skills</p> <p>*make connections between various sources of information</p>	
<p><b>My community/ being a tourist in Maryland</b></p>	Culture	Message, purpose	Dimensions of time and space	Culture is reflected in message and purpose when analyzing how space is used and boundaries are formed.	<p>Criterion B: i.ii.iii.</p> <p>Criterion D: i.ii.iii.</p>	<p>Communication:</p> <ul style="list-style-type: none"> <li>* Make inferences and draw conclusions</li> <li>* Read critically and for comprehension</li> <li>* Use intercultural understanding to interpret communication</li> <li>* write for different purposes</li> <li>* organize and depict information logically</li> <li>* Use appropriate forms of writing for different purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>• describe my house and where it is located</li> <li>• explain what activities my family and I do in our house and where we do them</li> <li>• identify places in my community and explain what activities happen there</li> <li>• ask and answer questions about my house and places in my community</li> <li>• identify popular tourist destinations in Maryland</li> <li>• suggest locations in Maryland for people to visit</li> <li>• describe what activities people can do in various locations in Maryland</li> <li>• ask and answer questions about tourist destinations in Maryland</li> </ul>