

Language acquisition Year 5 Spanish 4

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)
Getting to know each other	Communication	Meaning Message	Identities and relationships Exploration: identity formation	Communication can be used to express identity formation through meaning and message.	B. i. ii. iii. D. i. ii. iii.	Communication <ul style="list-style-type: none"> • give and receive meaningful feedback • write for different purposes • use a variety of speaking techniques to communicate with a variety of audiences • use appropriate forms of writing for different purposes and audiences • use a variety of organizers for academic writing tasks. 	<p>I can express aspects of my identity in different ways.</p> <p>I can describe one's identity changes over time.</p> <p>I can express one's interests and activity choices reflect one's personality.</p> <p>I can ask and answer questions.</p> <p>I can express likes and dislikes.</p> <p>I can describe and compare.</p> <p>I can describe themselves and compare themselves to others.</p> <p>I can talk about pastimes.</p> <p>I can establish connections between themselves and others.</p>
Heroes and historical figures	Connections	Purpose Point of view	Identities and relationships	Point of view of a person can help to understand	C. i. ii. iii. iv. D. i. ii. iii.	Communication <ul style="list-style-type: none"> • give and receive 	<p>I can explain the concept of what it is to be a hero.</p> <p>I can identify the differences between heroes and</p>

			Exploratio n: Roles and role models	connections between ourselves and our role models.		<p>meaningful feedback</p> <ul style="list-style-type: none"> • write for different purposes • make inferences and draw conclusion • use appropriat e forms of writing for different purposes and audiences • use a variety of organizers for academic writing tasks <p>Thinking- critical thinking</p> <ul style="list-style-type: none"> • gather and organize relevant informatio n to formulate an argument • evaluate evidence and arguments 	<p>leaders. I can discuss how different cultures perceive heroes. I can describe the characteristics of notable or outstanding people. I can express feelings and opinions about heroes and leaders. I can compare heroes and leaders.</p>
Our world	Culture	Point of view Bias	Personal and	Culture may impact the point of view and bias	A. i. ii. iii. D. i. ii. iii.	<p>Thinking: Critical thinking</p> <ul style="list-style-type: none"> • gather and organize 	I can reflect on what it means to find a new home, possibly in a new country.

			cultural expression Exploration: Belief systems	revealed in belief systems.		relevant information to formulate and argument <ul style="list-style-type: none"> • recognize unstated assumptions and bias • develop contrary or opposing arguments Communication <ul style="list-style-type: none"> • write for different purposes • use appropriate forms of writing for different purposes and audiences • make inferences and draw conclusion 	I can identify patterns in changes of the demographics of the Hispanic population in the United States. I can explain the contributions of immigrants to the cultural diversity of a country. I can identify motives for leaving a country of origin. I can reflect on the challenges faced by immigrants upon arriving to the United States and establishing a home there.
Beauty and Aesthetics	Creativity	Meaning Message	Personal and Cultural Expression Exploration: Artistry	Creativity impacts the meaning and message in artistry.	C. i. ii. iii. iv. D. i. ii. iii.	Thinking- critical thinking <ul style="list-style-type: none"> • gather and organize relevant information 	I can describe perceptions of beauty and creativity differ from individual to individual. I can express ideals of beauty and aesthetics influence one's daily life.

						<p>n to formulate and argument.</p> <ul style="list-style-type: none"> • evaluate evidence and arguments • develop contrary or opposing arguments <p>Communication</p> <ul style="list-style-type: none"> • make inferences and draw conclusion • write for different purposes • use appropriate forms of writing for different purposes and audiences • use a variety of organizers for academic writing tasks 	<p>I can understand that the arts are both a challenge to and reflection of cultural perspectives.</p> <p>I can describe artists depict historical events and political views through their art.</p> <p>I can compare works of art.</p> <p>I can analyze works of art from different historic time periods and geographic zones of the Hispanic world.</p> <p>I can explain how performing arts, such as dance, reflect the culture of a country</p>
--	--	--	--	--	--	---	--

Legends and stories	Connections	Theme Point of View	Identities and relationships Exploration: identity formation	Point of view in legends connect identities through theme and point of view.	B. i. ii. iii. D. i. ii. iii.	Thinking- Critical thinking <ul style="list-style-type: none"> • must gather and organize relevant information to formulate and argument • evaluate evidence and arguments • develop contrary or opposing arguments Communication <ul style="list-style-type: none"> • write for different purposes • make inferences and draw conclusion • must use appropriate forms of writing for different purposes and audiences • use a variety of organizers for 	I can understand legends exist in many cultures. I can understand legends and stories explain natural phenomena. I can understand literature plays an important role in everyday life. I can understand language and literature reflect the cultural perspectives of a community I can make predictions. I can compare the importance of literature in their culture with other cultures. I can explain a natural phenomenon through literature. I can identify features of various literary texts. I can investigate the geography of the setting of various literary texts. I can create a presentation about an indigenous culture.
---------------------	-------------	--------------------------------------	---	--	----------------------------------	---	---

						academic writing tasks.	
The environment	Connections	Meaning	Globalization and sustainability Exploration: human impact on the environment	Human impact on the environment is influenced by our connections and how we find meaning in environmental efforts.	A. i. ii. iii. D. i. ii. iii.	<p>Thinking critical thinking</p> <ul style="list-style-type: none"> gather and organize relevant information to formulate and argument evaluate evidence and arguments develop contrary or opposing arguments <p>Communication</p> <ul style="list-style-type: none"> use appropriate forms of writing for different purposes and audiences write for different purposes make inferences and draw conclusion 	<p>I can understand that environmental issues pose challenges to societies throughout the world.</p> <p>I can understand that environmental challenges have a variety of origins.</p> <p>I can understand that there are many possible solutions to environmental challenges.</p> <p>I can understand that many communities desire a sustainable environment.</p> <p>I can understand that technological advances pose challenges to the environment.</p> <p>I can understand that a sustainable environment is necessary for future generations.</p> <p>I can express opinions about environmental issues in both oral and written communication.</p> <p>I can compare environmental issues in their own communities with communities around the world.</p>

						<ul style="list-style-type: none"> use a variety of organizers for academic writing tasks 	<p>I can propose solutions to environmental problems.</p> <p>I can use graphs and charts to analyze environmental problems.</p> <p>I can draw conclusions about the affects of big business on environmental issues.</p> <p>I can make predictions about the future of our planet based on our current behaviors.</p>
Technology and youth perspectives	Communication	Culture message	Scientific and technical innovation Exploration: adaptation, ingenuity and progress	Adaptation, ingenuity and progress over time has impacted how cultures communicate messages.	B. i. ii. iii. D. i. ii. iii.	Thinking-critical thinking <ul style="list-style-type: none"> evaluate evidence and arguments gather and organize relevant information to formulate and argument 	<p>I can understand different stages in life have unique privileges, challenges, and responsibilities.</p> <p>I can understand technology and social networks have an impact on students' communities.</p> <p>I can understand cultural perspectives are reflected in pastimes and entertainment.</p> <p>I can understand being a teenager today poses many challenges.</p> <p>I can communicate about what they like and what they do not like regarding technology.</p> <p>I can evaluate their usage of technology and social media.</p>

							<p>I can develop a logical argument about pros and cons regarding ads directed towards the youth of today.</p> <p>I can identify direct and indirect messages in advertising.</p> <p>I can analyze the impact of technology on the purchasing choices of their communities and communities of the world.</p>
--	--	--	--	--	--	--	--