

**Course outline MYP 1 - 5 / Language B (Spanish)**

Term 1	MYP 1	MYP 2	MYP 3
<b>Content</b>	STARTING SPANISH	MY FAMILY AND MY HOUSE	FOOD AND DRINK
<b>Unit Question</b>	How do we start to learn a new language?	What is to learn a second language?	How important is a language to express my needs?
<b>Significant Concept</b>	Students understand the importance of learning sounds properly and being able to pronounce the new language	Students review grammatical structure. Learn new vocabulary related to the family and house. Review concepts of affirmative and negative	Students review past lessons and immerse themselves in Food and Drink vocabulary to be able to use is in real life situations.
<b>Areas Of Interactions</b>	Approaches to learning	Human ingenuity	Health and social education
<b>Approaches To Learning</b>	Organization: how can I best organize to learn a new language	Organization: what aspects of my organization do I need to develop to study a second language more efficiently?	Organization: how can I best organize to remember structures that I will use in real life situation.
<b>Subject content</b>	Students will explore how to learn a new language through looking at different sounds in Spanish language. They will learn about Nationalities and countries and will begin to speak about themselves and describe their appearance.	Students will review grammatical structures. They will use the revised grammar to describe the place around them. What they like and prefer and what they don't.	Students will review grammatical structures and learn how to speak in Past Tense. They will express in real life situations through role play using the vocabulary of the unit.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Students understand and reproduce sounds. They are able to read. Are able to communicate through simple written and oral grammatical structure.</li> </ul> <p>CRITERION A/C</p>	<ul style="list-style-type: none"> <li>Students should be able to communicate and organized relevant ideas providing information.</li> </ul> <p>CRITERION A/C/D</p>	<ul style="list-style-type: none"> <li>Students should be able to listen and to understand small conversations using the vocabulary of the unit.</li> <li>Students should be able to request food and drinks.</li> <li>Students should be able to get and give information about food and drinks.</li> </ul> <p>CRITERION A/B/C/E</p>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>Dictation.</li> <li>Spelling.</li> <li>Written exercises.</li> <li>Reading exercises</li> </ul>	<ul style="list-style-type: none"> <li>Written exercises.</li> <li>Fill in the blanks.</li> <li>Matching exercises.</li> </ul>	<ul style="list-style-type: none"> <li>Written exercises</li> <li>Matching exercises</li> <li>Reading exercises</li> <li>Listening exercises</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>Written project on self and family.</li> </ul>	<ul style="list-style-type: none"> <li>Interview: Introducing who lives in my house. Written and oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Written project organizing a restaurant menu.</li> <li>Oral exercise : My favourite recipe. (students prepare a video)</li> </ul>
<b>Links</b>			Biology
<b>Term 2</b>			
<b>Content</b>	THE WORLD AROUND US: SCHOOL LIFE	HOW IS MY DAILY ROUTINE	TRIPS AND LEISURE
<b>Unit Question</b>	How does language B influence the school environment?	How do a language impact on society?	How language impact each other?
<b>Significant Concept</b>	Comprehension of new vocabulary and Grammar structure.Students learn to form basic sentences and describe their surrounding.	Students learn how to control the communication, describe a daily routine and speak about intentions and objectives	Students learn how to communicate in real life situations of a trip. They communicate ideas and ask for information related to the Unit topic

<b>Areas Of Interaction</b>	Environment	Health and social education	Human ingenuity
<b>Approaches To Learning</b>	Collaboration: working in group for the final project of the Unit	Communication: working with communication tools and making the communication possible	Transfer: applying skills and knowledge in unfamiliar situation
<b>Subject content</b>	<ul style="list-style-type: none"> <li>Vocabulary related to the school. Regular verbs. Descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary related to the daily routine. Reflexive verbs. Possesive adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>Future plans for holidays. Vocabulary related to activities. Information about sports and activities.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Students should be able to read and understand vocabulary studied.</li> <li>They should be able to write about their friends and school life.</li> <li>They should be able to ask simple questions and give answers</li> </ul> <p>CRITERION B/D/E</p>	<ul style="list-style-type: none"> <li>Students should be able to identify habitual actions.</li> <li>They should be able to describe daily routine.</li> <li>Use correctly a range of grammatical structures and vocabulary orally and written</li> </ul> <p>CRITERION A/C/D/</p>	<ul style="list-style-type: none"> <li>Students should be able to write information on trips and activities.</li> <li>Students should be able to use correctly a range of grammatical structures and vocabulary of the Unit.</li> <li>Students should be able to inquire and answer questions related to the Unit</li> <li>Students should be able to analyze written material and get information</li> </ul> <p>CRITERION A/B/C/D/E</p>
<b>Formative Assessments</b>	Complete sentences. Conjugate verbs in the correct form. Recognition of vocabulary.	Complete sentences with the verb conjugated in the correct form. Create dialogues working in group. Picture description	Complete sentences with related information. Create dialogues working in groups Picture description Write articles Comprehension exercises
<b>Summative Assessment</b>	Presentation in form of a booklet describing the school, subjects and people.	Create a story book	Write a guide on holiday information and activities in a country of students choice. Oral presentation: I invite you to.....
<b>Links</b>			Geography
<b>Term 3</b>			
<b>Content</b>	MY TOWN	MY SOCIAL LIFE	BIOGRAFIES
<b>Unit Question</b>	How can I contribute to the community?	How can I help others?	What does it mean to be bilingual?
<b>Significant Concept</b>	Comprehension of new vocabulary related to the town. Grammar structure becomes more complex..	Express and ask. Request. Accept and reject.	Speak relating to the past. Grammar structures become more complex requiring several tenses
<b>Areas Of Interaction</b>	Community and service	Community and service	Approaches to learning
<b>APPROACHES TO LEARNING</b>	Communication: How can I communicate with people who speak Spanish having a basic vocabulary?	Thinking:generating ideas Inquiring: questioning and challenging information and arguments	Information literacy: access, select and organize information
<b>Subject content</b>	Vocabulary related to the town. Revision of regular verbs, reflexive verbs Students learn to use regular verbs with all the Personal pronouns.	Vocabulary related to social life. Leisure. Parties and get together	Contrast between different Past tenses in Spanish language. Temporal devices.

<b>Objectives</b>	<ul style="list-style-type: none"> <li>Students should talk about school subjects</li> <li>Students should be able to express likes and dislikes</li> <li>Students should be able to express in affirmative and negative form.</li> </ul> <p>CRITERION B/C/D/E</p>	<ul style="list-style-type: none"> <li>Students should communicate effectively using a wide range of vocabulary related to the topic</li> <li>Students should write relevant ideas .</li> <li>Students should identify information</li> </ul> <p>CRITERION B/C/E</p>	<ul style="list-style-type: none"> <li>Students should be able to refer to past acciones, explain situations in the past.</li> <li>Students should express knowing and not knowing of particular situations.</li> <li>Students should be able to speak about historical people using a wide range of vocabulary/</li> </ul> <p>CRITERION A/B/C/D</p>
<b>Formative Assessments</b>	Complete sentences Conjugate verbs in the correct form Use of the new vocabulary	<ul style="list-style-type: none"> <li>Written excersice.</li> <li>Volabulary excersices both written and oral.</li> </ul>	<ul style="list-style-type: none"> <li>Complete sentences with the proper information.</li> <li>Comprehension excersices.</li> <li>Listening excersices.</li> <li>Write articles</li> </ul>
<b>Summative Assessment</b>	Written (power point) and Oral presentation.	<ul style="list-style-type: none"> <li>Students organize a party</li> </ul>	<ul style="list-style-type: none"> <li>Students should write a biography and make an oral presentation</li> </ul>
<b>Links</b>			History

Term 1	MYP 4	MYP 5
<b>Title</b>	THE INDIVIDUAL	TRAVELLING THE WORLD
<b>Guiding Question</b>	In which what ways does language B allow to express myself?	How can improve communication in different places knowing a second language?
<b>Significant Concept</b>	Speak about oneself and familiar surrounding. Questions and requests.	Expressing oneself travelling around the world. Being able to understand situations and cultures.
<b>AREAS OF INTERACTION</b>	Health and social education	Community and service
<b>APPROACHES TO LEARNING</b>	Thinking: generating ideas. Brainstorming to recap our previous knowledge of the language	Communication: being informed and informing through a second language
<b>Subject content</b>	Revision of structures. Describing personalities and giving opinions about people. Describe areas /towns/places.	Information on activities and touristic visits. Express intentions and objectives. Give information related to the unit vocabulary. Oral and written reviews
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Students should be able to communicate written and oral ideas about people.</li> <li>Students should be able to understand extracts of spoken language.</li> <li>Students should be able to understand narratives and extracts</li> </ul> <p>CRITERIA A/B/C/D/E</p>	<ul style="list-style-type: none"> <li>Students should be able to communicate written an oral ideas about places, countries, food, hotels and excursions.</li> <li>Students should be able to understand extracts of spoken language from an original source.</li> <li>Students should be able to understand articles from original sources.</li> </ul> <p>CRITERIA A/B/C/D/E</p>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>Complete sentences with proper information.</li> <li>Oral and written comprehension excersices.</li> <li>Write articles and letters</li> </ul>	<ul style="list-style-type: none"> <li>Questionaires</li> <li>Oral and written comprehension excersices.</li> <li>Write articles and formal letters.</li> <li>Oral presentations</li> </ul>

<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>Interview a native speaker and write an article about that particular person</li> </ul>	<ul style="list-style-type: none"> <li>Students should write an article on a particular country following the pattern of a travel guide.</li> <li>Students should make a video of 10 minutes of a city of their choice covering touristic attractions, food, accommodation, transportation means and any other relevant information</li> </ul>
<b>Links</b>		Geography
<b>Term 2</b>		
<b>Title</b>	THE ENVIRONMENT	HEALTH AND EMERGENCY SITUATIONS
<b>Unit Question</b>	How can language B help to communicate environmental issues	Do I see health and social issues differently if I view them through another language?
<b>Significant Concept</b>	Communicate relevant ideas using a vast range of vocabulary . Use of oral and written language to send out messages.	Communicate ideas related to the unit topic.
<b>AREAS OF INTERACTION</b>	Environment	Health and social education
<b>APPROACHES TO LEARNING</b>	Reflexion: self-awareness	Involvement through service in term of: personal involvement. Respond to the needs of others. Coming up with solutions to actively resolve issues within communities.
<b>Subject content</b>	Specific vocabulary related to the unit. Weather forecast. It is necessary Should and should not. Present continuous	Specific vocabulary related to the unit. Emergency reports. Questions and answers in case of medical emergencies. Workers at risk. Prevention of diseases.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use the relevant topic vocabulary in written and oral work.</li> <li>Students should be able to identify and note main points and specific details while listening a range of sources and while reading from a range of sources.</li> </ul> <p>CRITERION A/B/C/D/E</p>	<ul style="list-style-type: none"> <li>Students should be able to use relevant vocabulary on the topic in written and oral work.</li> <li>Students should be able to write about health and social issues.</li> <li>Students should be able to communicate in emergency situations</li> </ul> <p>CRITERION A/B/C/D/E</p>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>Written and oral comprehension exercises</li> <li>Writing articles and formal letters</li> <li>Listening comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Written and oral comprehension exercises</li> <li>Written response following an article</li> <li>Listening comprehension</li> <li>Writing articles</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>Write a diary on every day issues that affect the environment around us.</li> <li>Make a short movie of 5 to 10 minutes speaking about environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>Students should write an article on how to prevent the stress</li> <li>Students should make an oral presentation speaking about the workers at risk in their countries.</li> </ul>
<b>Links</b>	Geography	Biology
<b>Term 3</b>		
<b>Title</b>	THE WORLD OF EDUCATION AND WORK	HOW TO HELP THE ENVIRONMENT IN MY CITY
<b>Unit Question</b>	How a language develops and influence in my life	What power can language B give us to communicate environmental issues to

		the world?
<b>Significant Concept</b>	Communication as a door to know people and places. Through a second language people can work and study in different places of the world and learn about cultures	A language is important to communicate ideas on daily issues that can affect the environment.
<b>AREAS OF INTERACTION</b>	Human Ingenuity	Environments
<b>APPROACHES TO LEARNING</b>	Reflection: self awareness reflecting on the area of second languages	Community awareness and understanding of : the needs and issues with different communities and organizations within the communities
<b>Subject content</b>	Express and requests. Options to study and develop a career. Different kinds of jobs and responsibilities.	Express ideas. Make general requests in public to a large audience. Propose solutions to general issues.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Students should be able to recognize and use the relevant vocabulary learnt in the unit.</li> <li>Students should be able to write formal letters requesting a job.</li> <li>Students should be able to identify relevant ideas in a text.</li> <li>Students should be able to get and give information related to careers.</li> </ul> <p>CRITERION A/B/C/D/E</p>	<ul style="list-style-type: none"> <li>Students should be able to use a vast range of vocabulary related to the topic.</li> <li>Students should be able to write and present a speech.</li> <li>Students should be able to identify ideas in a text.</li> <li>Students should be able to answer questions and give a justification</li> </ul> <p>CRITERION A/B/C/D/E</p>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>Questionnaires. Oral and written comprehension excercises. Letters. Articles. Oral presentations.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire. Oral and written comprehension excercises. Letters. Articles. Listening excercises</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>Students create a catalogue of a primary and secondary school that is opening and make a presentation of it to 'parents' (peers and teacher) that will be followed by questions and answers.</li> </ul>	<ul style="list-style-type: none"> <li>Write a speech on how to solve a particular environmental situation in a selected country or city.</li> <li>Interactive questions and answers not prepared.</li> </ul>
<b>Links</b>		Geography