

Exploratory Beginning Spanish

Subject Group Overview

Unit title	Key concept	Related Concept(s)	Global context & Exploration	Statement of inquiry	MYP subject specific objectives and strands	Content (topics, knowledge, skills)
Preliminary Unit	Communication	Message	Identities and Relationships Identity Formation	Through a message I can communicate different aspects of my identity.	C: all strands	Why study a foreign language? Basic classroom expressions True and False Cognates Spanish alphabet Interrogative words Body parts Informal and formal greetings and other expressions Expressions of courtesy. i.e. Por favor, gracias, por nada, de nada, no hay de qué Numbers 1-100 / finding out prices (¿Cuánto cuesta/n?) Telling time Calendar / Dates / Months of the year / Days of the week / Seasons of the year Weather expressions. i.e. ¿Qué tiempo hace?,

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Unit 1: Como Somos	Connections	Conventions Message	Identities and Relationships Identity Formation	Through their personal introduction to others in Spanish, students will explore their own identity and inspire others to open up and make connections.	A, B, C, D: All strands	<p>Will use physical descriptions and personality traits in context.</p> <p>Will create an interview and/or a role play about my friends, my teacher and myself .</p> <p>Will create a foldable for the conjugation of SER.</p> <p>Will complete a research about Spanish-speaking countries, writing contest, collages.</p> <p>Will practice grammar using the conjugation wheel.</p> <p>Describe where someone is from</p> <p>Describe and talk about subjects/classes</p>
Unit 2: La Familia y la casa	Connections	Meaning Word choice	Identities and Relationships Roles and role models	Human relationships including family, friends and communities influence meaning and word choice.	A: All strands B: All strands	<p>Will use family vocabulary in context.</p> <p>Will use rooms and furniture vocabulary in context, drawing and presenting the floor plan of your house or dream house, and the furniture in each room.</p> <p>Will draw a family tree and</p>

						<p>describe relationships.</p> <p>Will develop a biography on family members.</p> <p>Will write a paragraph or make a power point presenting your family and describing appearance, personalities, ages, birthdays, etc.</p> <p>Will write an e-mail to a pen-pal and describe your family.</p> <p>Will present a role-play between a realtor and a buyer, selling a house.</p> <p>Conjugation of TENER</p> <p>Possessive adjectives</p>
Unit 3: En clase y despues	Culture	Meaning Patterns	Identities and Relationships Lifestyle choices	Culture impacts the unique patterns and meaning which will affect and inspire lifestyle choices.	C, D: All strands	<p>Will use classroom and school supplies vocabulary in context.</p> <p>Will participate in a scavenger hunt to find out different places around my school.</p> <p>Will create a "pictionary" illustrating school subjects and the supplies needed; and I will write simple sentences for each school subject.</p>

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						<p>Will create and present a role-playing finding out what your friends are doing in school and after school.</p> <p>Interview and write a report about an exchange or a new student in your school; invite your best friend to go with you somewhere after school.</p> <p>Talk about school activities</p> <p>Identify school clothes and school supplies</p> <p>Talk about what you do with your friends after school</p> <p>Present tense of AR verbs</p> <p>Verbs: IR, DAR and ESTAR</p>
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