

## IB Subject Group Overview

Content: Spanish

Grade 6<sup>th</sup> and 7<sup>th</sup> grades

Unit Title	MYP Key Concept	MYP Related Concepts	MYP Global Context	Statement of Inquiry	MYP Objectives	ATL Skills	Content (topics, knowledge, skills, and outcomes)	Assessment
Unit 1 My Personal Life: Who am I?	Communication	Word Choice and meaning	Personal & Cultural Expression	Word Choice and intended meaning impact communication	Phase 1 Criteria Criterion C ii, iii, iv Criterion D i, iii	Communication skills: Use intercultural understanding to interpret communication. Social skills: Give and receive meaningful feedback. Critical Thinking: Identify obstacles and challenges.	Greet people and say goodbye, exchange phone numbers, describe the weather, say where you are from.	Project Written test
Unit 2 My Personal Life: How do I see myself?	Identity	Accent and Patterns	Identities and Relationships: Role	Through our roles in our family and within our social group, we develop patterns in how we communicate, which give us a sense of identity and belonging.	Criterion A: ii, iii; Criterion C: I, ii, iii, iv Criterion D: I, ii, iii	Communication skills: Use intercultural understanding to interpret communications. Negotiate ideas and knowledge with peers and teachers. Critical Thinking Skills: Draw reasonable conclusions and generalizations.	Articles and nouns, Words with ga, go, gu, and gue, gui, ge, gi, and güe and güi) "Gustar" verb.	Students watch the story and answer the comprehensive questions. Design a calavera (skull), write a paragraph about it and make an oral presentation.
Unit 3 School and Entertainment: My school life.	Connections	Context	Identities & Relationships: Transitions	Transitions create connections and provide context.	Criterion A: v, Criterion B: i, iii	Communication skills: Use a variety of speaking techniques to	Adjectives, verb "ser", agreement among article,	-Poster: "La escuela" -Foldable "Partes de la

				(At school – 6th and 7th graders coming from elementary school / learning a new language.	Criterion C: i, ii, iii, iv, Criterion D: i, iii	communicate with a variety of audiences. Read critically and for comprehension. Collaboration skills: Help others to succeed, work collaboratively in teams. Organization skills: Keep an organized and logical system of information files/notebooks. Bring necessary equipment and supplies to class. Reflection skills: Develop new skills, techniques and strategies for effective learning. Critical-thinking skills: Gather and organize relevant information to formulate an argument. Transfer skills: Compare conceptual understanding across multiple subject groups and disciplines.	noun, adjective, and verb. - Time and numbers. -Verb “tener”	Oración” -Grammar quiz -Benn Diagram Comparing two schools in different countries.
Unit 4 School and Entertainment: Leisure activities and	Creativity	Form and purpose	Personal & Cultural Expression: Play	Creativity and play together help to perform your best day in a purpose way.	Criterion A: iv, v, vi, Criterion B: I, iii, Criterion	Communication skills: Give and receive meaningful feedback. Interpret and use effectively modes	-Personal pronouns, --- Regular –ar, -er, -ir verbs, -Other verbs:	Grammar quiz, Create a new game: •Poster •Write rules

sports.					D: i, ii, iii	<p>of non-verbal communication.  Organizational skills: Set goal that are challenging and realistic. Bring necessary equipment and supplies to class.  Affective skills: Practice dealing with disappointment and unmet expectations.  Access information to be informed and inform others.  Critical Thinking skills: Evaluate evidence and argument.  Creative Thinking skills: Use brainstorming and visual diagrams to generate new ideas and inquiries.  Transfer skills: Apply skills and knowledge in unfamiliar situations.</p>	<p>“jugar, ir, hacer, poder, tener, estar”.  -Question words.  -Comparisons</p>	<p>•Oral presentation</p>
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Unit 5 My family	Connections	Message, and Structure	Identities & Relationships: Roles	Each community has different roles which can be identified through structured messages that help them to make connections.	Criterion A: iv, vi, Criterion B: I, ii, Criterion C: i, ii, iii, iv, Criterion D: I, ii, iii.	Communication skills: Give and receive meaningful feedback. Use appropriate forms of writing for different purposes and audiences. Make effective summary notes for studying. Collaboration skills: Make fair and equitable decisions. Take responsibility for one's actions. Organizational skills: Keep an organized and logical system of information files/notebooks. Affective skills: Practice analyzing and attributing causes for failure. Media Literacy skills: Make informed choices about personal viewing experiences. Critical Thinking skills: Recognize unstated assumption and bias.	Tener vs. Tener que, Possessive adjectives and pronouns, Stem Changing verbs:e-ie	Grammar quiz, Encuesta: La familia Genealogic Tree: <ul style="list-style-type: none"> <li>• Creation and originality,</li> <li>• Oral presentation</li> </ul> .
Unit 6 My family and Home	Creativity	Function and Meaning	Globalization and Sustainability:	Creativity in a living space is important in the	Criterion A: i, iv, Criterion	Communication skills: Use a variety of media to communicate	Demonstrative adjectives and pronouns,	Students create a poster with two different

			Interconnections	function and meaning of the spaces and in the interconnections between the users.	B: ii, iii, Criterion C: iii, iv D: i, ii	with a range of audiences. Collaboration skills: Negotiate effectively. Encourage other to contribute. Affective skills: Practice focus and concentration. Demonstrate persistence and perseverance. Critical Thinking skills: Consider ideas from multiple perspectives.	Direct object pronouns, Indirect object pronouns. Stem- Changing verbs e-i, and o-u	houses here in USA according to two different incomes. Also, they will give some solutions to the inequality of the design.
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