

*** The Language Acquisition/Spanish team received a new curriculum for the 2019-20 school year. The vertical alignment of this curriculum will occur over the next three years. All three years of the programme will be using the same units in the 2019-20 school year, documented below. This will remain as the Year 1 curriculum with Year 2 units being developed during the 2020-21 school year, to be used by Year 2 and 3 students. Finally, the 2021-22 school year will lead to the development of the Year 3 curriculum, rounding out our full three year programme for Language Acquisition. All units over the three years have been sequenced in our Subject Group Overview, but only units being taught in the first year of implementation are currently being developed and documented.

Merrill MYP Vertical Alignment Map Subject Area: Spanish

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		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 1	Unit Title	Dice	El encierro de toros	Cierra la puerta	Quiero ser	La corrida de toros	Novel Study
	Topics	Personal and Public Identities - Gender and Sexuality - Language and Identity Families and Community - Age and Class	Contemporary Life -Holidays and celebrations -Leisure and Sports	Personal and Public Identities -Beliefs and Values	Contemporary Life -Education and Professions	Contemporary Life -Leisure and Sports Families and Communities -Customs and Celebrations Personal and Public Identities -Beliefs and Values Science and Technology -Ethical Questions	Personal and Public Identities - Self-image Global Challenges - Environmental issues
	Key & Related Concepts	Key: Identity Related: Message	Key: Culture Related: Message	Key: Communities Related: Patterns	Key: Development Related: Purpose	Key: Culture Related: Meaning, Audience	Key: Global interaction Related: Function
	Global Context & Exploration	Identities and Relationships -Identity formation, self-esteem, status	Personal and Cultural Expression - ritual and play	Identities and Relationships - lifestyle choices	Identities and Relationships - Personal efficacy and agency	Personal and Cultural Expression - ritual and play	Globalization and Sustainability - consumption, conservation, natural resources and public goods
	Statement of Inquiry	Identity is expressed to others through one's effective messages.	A message's underlying theme or idea can help deepen the understanding of a cultural ritual.	Patterns within a community and language reflect one's lifestyle choices.	The purposeful development of self leads to personal efficacy and agency.	Cultural rituals can have intended or implicated meanings to different audiences.	The function of one's communication and awareness of global interaction can increase conservation and natural resources.
	Inquiry Questions	F: What is identity? C: How is identity communicated? D: Can you control the message you send about your identity?	F: How do you effectively communicate a message? C: How can a theme be developed within a message? D: Should everyone participate in a	F: What patterns do we see in language? C: How do lifestyle choices impact a community? D: Should all individuals in a community make the same lifestyle choices?	F: What is personal efficacy and agency? C: How do you develop yourself in order to reach personal efficacy/agency? D: At what age is one prepared to make	F: What are cultural rituals? In my culture? In others? C: Why might rituals have different meanings to different audiences? How do rituals enrich a culture of people?	F: What are natural resources in communities around the world? C: How can awareness of global interaction increase conservation efforts?

			culture's rituals? Why or why not?		decisions about personal agency?	D: Should cultures continue rituals that are controversial?	D: Should communication be used to influence use of natural resources? Why or why not?
	Approaches to Learning	Affective Skills: Perseverance-demonstrate persistence and perseverance, Self – motivation-practice positive thinking	Communication Skills: Write for different purposes Creative Thinking Skills: create original works and ideas using existing works and ideas in new ways	Reflection Skills: consider ethical, cultural and environmental implications Critical Thinking Skills: formulate factual, topical, conceptual and debatable questions	Organization Skills: set goals that are challenging and realistic Reflection Skills: identify strengths and weaknesses in personal learning strategies	Information Literacy Skills: access information to be informed and inform others Critical Thinking Skills: consider ideas from multiple perspectives	Communication Skills: organize and depict information logically Information Literacy Skills: make connections between various sources of information
	Culminating Task	Self-identity snapshot	Encierro de toros IPA	Toc-Toc alternate ending	Quiero Ser Narrative	Bull Fight position paper	Rainforest infographic
	MYP Criteria	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D
Year 2		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Unit Title	Sientate	Los castellas de Tarragona	La comida Latina	El Cucuy	Como agua para chocolate	Los deportes
	Topics						
	Key & Related Concepts						
	Global Context & Exploration						
	Statement of Inquiry						
	Inquiry Questions						
	Approaches to Learning						
	Culminating Task						
	MYP Criteria						

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 3	Unit Title	El cortejo	El chico del apartamento 512	Los ninos prisioneros de Bolivia	La Guerra Sucia	El Gaucho	La inmigracion indocumentada
	Topics						
	Key & Related Concepts						
	Global Context & Exploration						
	Statement of Inquiry						
	Inquiry Questions						
	Approaches to Learning						
	Culminating Task						
	MYP Criteria						