

**WHS Subject –Group Overview**

**Subject:** Language Acquisition: Spanish 1 (Phase 1)

**Year:** 4

Unit Title	Key Concept	Related Concept (s)	Global Context	Statement of Inquiry	MYP Subject-group objectives	ATL Skills	Content (topics, knowledge, skills)
Un día en la escuela/One day in school.	Communication	Function Structure Accent	Personal and cultural expressions.	Students communicate in a variety of ways to express personal and cultures perspectives.	B and D	Reflection skills, develop new skills, techniques, and strategies for effective learning.	The verb gustar Subject and verb agreement How to post questions Vocabulary Presentations Reading
Los pasatiempos	Culture	Form Conventions	Identities an relationships	We explore our identity through hobbies and extra-curricular activities	C and D	Collaboration Communication	Subject pronouns Present tense verbs: ser and estar Nouns: singular and plurals Ir present Questions Ir a + infinitive
Fiesta en familia	Connections	Word choice Patterns	Fairness and development	Family ties strengthen Communities.	A and B	Research Information in literary skills. Self-management Reflective skills.	Present tense: tener, venir, ser Positive activities
¿Cómo es la casa?	Creativity	Context Message	Orientation of space and time.	People create homes to ensure their place in society.	A and C	Social Give and receive meaningful feedback	Superlatives Comparisons Present progressive

**WHS Subject –Group Overview**

**Subject:** Language Acquisition: Spanish for Spanish Speakers 1 (Phase 4)

**Year:** 4

Unit Title	Key Concept	Related Concept (s)	Global Context	Statement of Inquiry	MYP Subject-group objectives	ATL Skills	Content (topics, knowledge, skills)
Compartiendo el mundo con el reino animal	Connections	Empathy Message	Scientific & Technical Innovation	The connection between animals and humans play an important role in our society.	B D	Communication: Give and receive meaningful Feedback  Thinking: Consider ideas from multiple perspectives	Review Present Preterit Future  Accents  Informative/explanatory
Viva la juventud!	Creativity	Structure Audience	Identities & Relationships	People express their beliefs and values through creative writing.	A C	Creative Thinking Skills: Use Brainstorming and visual diagrams to generate new ideas Creative Thinking Skills: Use Brainstorming and visual diagrams	Subjunctive Poetry  Accents  Adjectives

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						to generate new ideas and inquiries Affective Skills: Practice positive thinking	
Dentro del corazon	Communication	Context Point of view	Personal & Cultural expression	Our culture influences our actions and how we communicate with others leading to positive or negative consequences.	B D	Communication: Give and Receive meaningful feedback  Self-Management Plan short-and long-term assignments: meet deadlines	Subjunctive  Present Progressive  Accents Argumentative
Caminos	Culture	Point of view Meaning	Orientation in space and time	Traveling enables us to learn about other cultures and perceive life from a different point of view.	A C	Social: Help others to succeed  Research: Collect, record and verify data	Persuasive  Subjunctive  Conditional

WHS Subject –Group Overview

Subject: Language Acquisition: Mandarin 1 (Phase 1)

Year: 4

Unit Title	Key Concept	Related Concept (s)	Global Context	Statement of Inquiry	MYP Subject-group objectives	ATL Skills	Content (topics, knowledge, skills)
Greetings	Connections	Accent Function	Identities and Relationships	Introduce oneself and connect with others, locations, and objects within his or her academic environment, via correct pronunciations and functions.	A B	<p><i>Communication:</i> Use and interpret a range of discipline-specific terms and symbols</p> <p><i>Self-Management:</i> Bring necessary equipment and supplies to class</p> <p>Keep an organized and logical system of notebooks.</p>	<p>Students will introduce themselves to others within their learning environment at school via the use of certain vocabularies. They will continue to find out more about those individuals, locations, and objects within this environment. They will use information learned in the classroom and that available on the internet to perform further research.</p> <p>-Use vocabularies related to greetings, introducing self, others, locations, and objects within sight at school.</p> <p>-Use short and simple sentences in the target language that consist of simple subjects, verbs, and objects.</p> <p>-Verbally expressing the target language to find out the individuals, locations, and objects in school.</p> <p>-Obtain and bring the necessary items for group project presentations in class.</p>
Hanging Out with My Family and Friends	Communication	Context Form	Identities and Relationships	Communicate and interact with immediate family members, relatives, friends, as well as the home and community	C D	<p><i>Communication:</i> Use intercultural understandings to interpret communication</p>	<p>Students collectively learn how to distinguish family members and relatives in the target language, in comparison with that of the cultures in the West where such distinctions do not exist in the verbal and written language.</p> <p>-Use vocabularies related to various titles for family and relatives,</p>

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				environments via simple contexts and forms.		<i>Social:</i> Encourage others to contribute	activities with family members and friends, locations, and objects within the neighborhood and community.  -Use short and simple sentences in the target language that consist of simple subjects, verbs, and objects.  -Verbally express in the target language to communicate with family members, relatives, and friends to participate in certain healthy activities within the neighborhood and community.
Health and Foods	Creativity	Audience Message	Scientific and Technical Innovation	Know the meaning of health, how to control diet, and briefly convey the message of health to others.	A B D	<i>Research:</i> Access information to be informed and inform others  <i>Thinking:</i> Use brainstorming and visuals to generate new ideas and inquiries	Students collectively as a group brainstorm and come up with ways and means to maintain health via eating healthy foods. They are to convey the message of eating healthy to others via a group project.  -Use and convey vocabularies related to foods and health.  -Use short and simple sentences in the target language to convey health and healthy foods to others.  -Verbally express in the target language to others on how to eat healthy and maintain health.

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Unit Title	Key Concept	Related Concept (s)	Global Context	Statement of Inquiry	MYP Subject-group objectives	ATL Skills	Content (topics, knowledge, skills)
Teenagers and Electronics	Culture	Meaning Purpose	Personal and Cultural Expression	Persuade students on when to use and not to use electronics in our society.	A C D	<p><i>Self-Management:</i> Practice strategies to overcome distractions</p> <p><i>Thinking:</i> Practice observing carefully in order to recognize problems.</p>	<p>Students collectively as a group brainstorm and come up with ways and means to promote correct usage of electronics in life. They are to convey the message of when to use and not to use electronics via a group project.</p> <p>-Use and convey vocabularies related to electronic usage.</p> <p>-Use short and simple sentence structures in the target language to convey proper and ethical usage of electronics to others.</p> <p>-Verbally express in the target language to convey to others on how to use electronics ethically and properly.</p>

**WHS Subject –Group Overview**

**Subject:** Language Acquisition: Spanish 2 (Phase 2)

**Year:** 4/5

Unit Title	Key Concept	Related Concept (s)	Global Context	Statement of Inquiry	MYP Subject-group objectives	ATL Skills	Content (topics, knowledge, skills)
¿Qué haces en la escuela?/ What do you do in school?	Connection	Structure, Conventions	Identities and relationships	The relation between school activities and school experiences help us shape our identity	C and D	Social: Help Others to succeed. Listen actively to other perspectives and ideas.	Review present tense, ser and estar Regular verbs ar, er, ir. Stem-changing verbs: saber y conocer.
Eventos especiales/ Special Events	Communication	Culture, Meaning, Patterns	Orientation in Space and Time	We express our life and culture through our celebrations and events.	A and B	Communication: Use appropriate forms of writing for different purposes and audiences.	Reflexive verbs Preterite Irregular verbs, ser, ir, hacer, tener, estar, poder. Affirmative/negative words: alguno, ninguno. Direct object pronouns Present progressive.
Recuerdos del pasado/Memories of the Past	Communication Context Message	Personal and cultural experiences.	Orientation in Space and Time	Past events and experiences impact one's life.	C and D	Critical thinking skills Creative thinking skills	Imperfect tense Reciprocal actions Prefixes
Noticias de último momento/Breaking News	Connections	Meaning Inference	Orientation in Space and Time	Global and local events impact our families and the world we live in.	A and B	Communication: using a variety of media, social collaboration, work collaboratively.	Imperfect tense Verbs oír, leer y creer.

**WHS Subject –Group Overview**

**Subject:** Language Acquisition: Spanish 3 (Phase 3)

**Year:** 5

<b>Unit Title</b>	<b>Key Concept</b>	<b>Related Concept (s)</b>	<b>Global Context</b>	<b>Statement of Inquiry</b>	<b>MYP Subject-group objectives</b>	<b>ATL Skills</b>	<b>Content (topics, knowledge, skills)</b>
Viajes inolvidables	Connections	Meaning Message	Identities & relationships	Quality time amongst family, friends, and mother nature strengthen our connections thus making one's outings unforgettable.	B D	Communication:  Give and receive meaningful feedback  Thinking:  Gather and organize relevant information to formulate an argument.	Review Present & Preterite Tenses  Imperfect Tense  Regular & Irregular Verbs  Vocabulary Acquisition
Como te expresas?	Connections	Meaning Message	Personal & cultural expressions	Art enables us to communicate our emotions and express empathy for others.	A C	Social: Practice empathy  Self-management: Understand and use sensory learning preferences	Direct & indirect object pronouns  Affirmative & negative commands



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Trabajo y comunidad	Culture	Word Choice Function	Globalization & sustainability	Bilingualism enriches our cultures and creates job opportunities in a global society.	B C	Research: Collect, record and verify data  Self-Management Plan short-and long-term assignments; meet deadlines	Stem-changing verbs  Subjunctive  Possessive pronouns
Que nos traera el futuro?	Communication	Conventions Purpose	Orientation in space and time	Our communication skills with humankind will have an impact in the future.	A D	Affective: Practice positive thinking  Research: Make connections between various sources of information	Future Tense  Subjunctive

**WHS Subject –Group Overview**

**Subject:** Language Acquisition: Spanish for Spanish Speakers 2 (Phase 5)

**Year:** 5

Unit Title	Key Concept	Related Concept (s)	Global Context	Statement of Inquiry	MYP Subject-group objectives	ATL Skills	Content (topics, knowledge, skills)
Unit 1-Auto biografía de un esclavo	connections	Identity, Purpose and Message	Identities and Relationships Social constructions of reality; philosophies and ways of life; belief systems; ritual and play	Storytelling/ Personal Narrative is a way of exploring our cultural identity and share who we are.	C D	Communication: Use appropriate forms of writing for different purposes and audiences.  Creative thinking skills: Generation novel ideas and considering new perspectives	Identify the elements of a personal narrative. Purpose, sensory descriptions, audience.
Unit 2- El frágil medio ambiente	Perspective	Message Point of View Purpose	Scientific and Technical Innovation	El desarrollo de las innovaciones tecnológicas tienen impacto en el agotamiento de los recursos naturales	B D	Communication:  Exchanging thoughts, messages and information effectively through interaction  <i>Reading, writing and using language to gather and communicate information</i>	Write informative/explanatory texts to examine a topic  Relevant facts, definitions, concrete details, quotations, or other information and examples.  Passive vs. Active voice Diphthongs and hiatuses Explaining point of view. Use precise and specific vocabulary to inform about or explain the topic.

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Unit 3 - Mitos	Culture	Inference Context purpose	Personal and cultural expression	A través de La tradición oral podemos preservar la historia y los valores de nuestra cultura.	A  C	Reflection skills consider content  Information literacy skills Make connections between various sources of information	Write informative/explanatory texts to examine a topic  Use precise and specific vocabulary to inform about or explain the topic.  Relative clauses Subjunctive
Unit 4 - Pruebas	Change	Purpose structure	Fairness and development	Nuestras decisiones tienen no solo nos afectan a nosotros mismos también afectan a la sociedad en que vivimos.	A  B	Collaboration skills Practice empathy Manage and resolve conflict and work collaboratively in teams  Information literacy skills Access information to be informed and inform others	Analyze and draw conclusions from information, main ideas and supporting details in social and some academic  Relative clauses  Argument

**WHS Subject –Group Overview**

Subject: Language Acquisition: Mandarin 2 (Phase 2)

Year: 5

Unit Title	Key Concept	Related Concept (s)	Global Context	Statement of Inquiry	MYP Subject-group objectives	ATL Skills	Content (topics, knowledge, skills)
Time, Date, and Year	Connections	Audience Function	Orientation in Space and Time	Relate with others in academic and social environments via the use of time and dates.	A B D	<i>Social:</i> Take responsibility for one's own actions  <i>Self-management:</i> What can I do to become a more efficient and effective learner?	Students are to understand and convey the importance of being prompt at meetings with others and other time-sensitive events. They are to know that time and dates are part of the important factors in getting assignments done timely. Socially and academically, being prompt will help students become successful individuals in the society.
Money, Apparels, Foods, and Colors	Communication	Context Message	Globalization and Sustainability	Learn the necessary life skills in obtaining the essential items, such as foods and clothing.	A C D	<i>Communication:</i> Negotiate ideas and knowledge with peers and teachers  <i>Social:</i> Negotiate effectively.	Students will be familiarized with certain social skills where they are to know the essentials in life such as foods and apparels, as well as colors, and how to obtain these items via the use of monetary instruments. They are to work in groups and negotiate and/or bargain collaboratively on obtaining these essential items. They are to use the target language to conduct the negotiation and/or bargaining.

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Health and Exercise	Culture	Meaning Purpose	Personal and Cultural Expression	Know how to maintain physical health to prepare for more responsibilities in life.	A C D	<i>Research:</i> Access information to be informed and inform others.  <i>Thinking:</i> Make guesses, ask "what if" questions and generate testable hypotheses.	Students are to understand the importance of maintaining good physical health because it is the prerequisite to everything else in life. Without good physical health, they are unable to take on the responsibilities in life, whether academically (in college) or vocationally (at work).
Hobbies	Creativity	Patterns Structure	Identities and Relationships	Know how to use hobbies to relieve stress and rebound to continue a productive life.	A B C D	<i>Social:</i> Listen actively to other perspectives and ideas.  <i>Self-management:</i> Practice strategies to reduce stress and anxiety.	Students are to develop healthy hobbies to relief stress from learning or work. They will learn how to make good use of their free time to practice certain healthy hobbies. Various sports, music, art, and other forms of healthy hobbies can provide such relief. They are to use the target language to express their desire for certain hobbies.