

Language Acquisition - Year 2	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Unit Title</b>	Break the Ice	Art Connects Us	Design & Build	Mi Casa es Tu Casa	School Tours	Your Voice, Your Vote
<b>Key Concepts</b>	<b>Culture</b>	<b>Connections</b>	<b>Creativity</b>	<b>Culture</b>	<b>Communication</b>	<b>Communication</b>
<b>Related Concepts</b>	<b>Patterns Idiom</b>	<b>Audience Empathy</b>	<b>Message Meaning</b>	<b>Function Form</b>	<b>Point of View Structure</b>	<b>Audience Word Choice</b>
<b>Global Context &amp; Exploration</b>	<u>Scientific and Technical Innovation</u> Students will explore the natural world in which we live.  <u>Explorations:</u> • <b>The impact of environment human activity</b>	<u>Globalization and Sustainability</u> Students will explore interconnectedness of human-made systems and communities;  <u>Explorations:</u> • <b>Commonality, diversity and interconnectedness</b>	<u>Personal and Cultural Expression</u> Students will explore the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.  <u>Explorations:</u> • <b>Philosophies and ways of life; belief systems; ritual and play</b>	<u>Identities and Relationships</u> Students will explore identity; beliefs and values;  <u>Explorations:</u> • <b>Competition and cooperation; teams, affiliation and leadership</b> • <b>Identity formation, self-esteem, status, roles and role models</b>	<u>Personal and Cultural Expression</u> Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;  <u>Explorations:</u> • <b>Products, systems and institutions</b> • <b>Social constructions of reality; philosophies and ways of life; belief systems; ritual and play</b>	<u>Identities and Relationships</u> Students will explore what it means to be human.  <u>Explorations:</u> • <b>Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life</b> • <b>Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind</b>
<b>Statement of Inquiry</b>	Patterns in culture produce idioms in response to the impact of the environment on human activity.	Both commonality and diversity create connections and build empathy in the audience.	Creativity expresses messages about our way of life and creates meaning for our habits (rituals) and interests (play).	Communicating with a specific form and function in language impacts one's connections through one's desire to belong to a group or team.	Reflecting on the structure and the point of view influences communication in different settings and different societies.	Word choice has the power to impact an audience to promote communication about agency, judgment, and human dignity.
<b>MYP Objectives</b>	<b>A Listening</b> i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts ii. analyze conventions iii. analyze connections  <b>B. Reading</b> i. identify explicit and	<b>A Listening</b> i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts ii. analyze conventions iii. analyze connections  <b>B. Reading</b> i. identify explicit and	<b>B. Reading</b> i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts ii. analyze conventions iii. analyze connections  <b>C. Speaking</b> i. use a wide range of	<b>C. Speaking</b> i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. use clear pronunciation and intonation in a comprehensible manner	<b>A Listening</b> i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts ii. analyze conventions iii. analyze connections	<b>A Listening</b> i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts ii. analyze conventions iii. analyze connections  <b>B. Reading</b> i. identify explicit and

	<p>implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</p> <p>ii. analyze conventions</p> <p>iii. Analyze connections</p> <p><b>C. Speaking</b></p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. use clear pronunciation and intonation in a comprehensible manner</p> <p>iv. communicate all or almost all the required information clearly and effectively</p>	<p>implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</p> <p>ii. analyze conventions</p> <p>iii. analyze connections</p> <p><b>D. Writing</b></p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</p> <p>iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</p>	<p>vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. use clear pronunciation and intonation in a comprehensible manner</p> <p>iv. communicate all or almost all the required information clearly and effectively</p> <p><b>D. Writing</b></p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</p> <p>iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</p>	<p>iv. communicate all or almost all the required information clearly and effectively</p> <p><b>D. Writing</b></p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</p> <p>iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</p>	<p><b>B. Reading</b></p> <p>i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</p> <p>ii. analyze conventions</p> <p>iii. analyze connections</p> <p><b>D. Writing</b></p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</p> <p>iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</p>	<p>implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</p> <p>ii. analyze conventions</p> <p>iii. analyze connections</p> <p><b>C. Speaking</b></p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. use clear pronunciation and intonation in a comprehensible manner</p> <p>iv. communicate all or almost all the required information clearly and effectively</p> <p><b>D. Writing</b></p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</p> <p>iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</p>
<b>Approaches to Learning Skills</b>		<p><b>Self-Management Organization Skills:</b></p> <ul style="list-style-type: none"> <li>• Keep an organized and logical system of information files/notebooks</li> </ul> <p><b>Social Collaboration Skills</b></p> <p><i>Working effectively with others</i></p> <ul style="list-style-type: none"> <li>• Listen actively to other perspectives and ideas</li> </ul>	<p><b>Research Information Literacy Skills:</b></p> <p><i>Finding, interpreting, judging and creating information</i></p> <ul style="list-style-type: none"> <li>• Access information to be informed and inform others</li> <li>• Make connections between various sources of information</li> </ul>	<p><b>Social Collaboration Skills:</b></p> <p><i>Working effectively with others</i></p> <ul style="list-style-type: none"> <li>• Practice empathy</li> <li>• Delegate and share responsibility for decision-making</li> <li>• Help others to succeed</li> </ul>	<p><b>Research Information Literacy Skills:</b></p> <p><i>Reading, writing and using language to gather and communicate information</i></p> <ul style="list-style-type: none"> <li>• Read critically and for comprehension</li> <li>• Make inferences and draw conclusions</li> <li>• Paraphrase</li> </ul>	<p><b>Social Collaboration Skills:</b> <i>Working effectively with others</i></p> <ul style="list-style-type: none"> <li>• Listen actively to other perspectives and ideas</li> <li>• Exercise leadership and take on a variety of roles within groups</li> <li>• Advocate for one's own rights and needs</li> </ul>

		<ul style="list-style-type: none"> <li>• Advocate for one's own rights and needs</li> </ul> <p><b>Thinking</b> <b>Creative Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>• Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>• Create original works and ideas, use existing works and ideas in new ways.</li> </ul>			accurately and concisely	
<b>Content (Topics, Knowledge, Standards)</b>	<p><b>Culture Focus: North America &amp; Central America</b></p> <p><b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1- Weather</li> <li>2 - Review verbs</li> <li>3 - Review time, months, days, calendar</li> </ol> <p><b>Communication:</b></p> <ol style="list-style-type: none"> <li>1 - Express likes and dislikes</li> <li>2 - Express music preferences</li> <li>3 - Describe characteristics and personality of pets and animals</li> <li>4 - Describe someone's personality</li> </ol> <p><b>Culture:</b></p> <p>Puerto Rico</p> <ol style="list-style-type: none"> <li>1 - Identify origins of the word <i>boricua</i></li> <li>2 - Identify sports in Puerto Rico</li> <li>3 - Identify music in Puerto Rico</li> <li>4 - Identify animals of Puerto Rico</li> <li>5 - Identify and describe La Boriqúena - a Puerto Rican superhero</li> <li>6 - Explore the Taino</li> </ol>	<p><b>Culture Focus: North America &amp; Central America</b></p> <ol style="list-style-type: none"> <li>1 - Identify Spanish greetings and farewells in different countries</li> <li>2 - Introduce your family and your host family</li> <li>3- Describe weather conditions</li> <li>3 - Create a travel itinerary for a Spanish speaking country</li> </ol> <p><b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1- Weather</li> <li>2 - Review verbs</li> <li>3 - Review time, months, days, calendar</li> </ol> <p><b>Communication:</b></p> <ol style="list-style-type: none"> <li>1 - Talk about family and people close to you</li> <li>2 - Ask and give information about family relationships</li> <li>3 - Describe someone's physical appearance</li> </ol> <p><b>Culture:</b></p> <p>Puerto Rico</p> <ol style="list-style-type: none"> <li>1 - Explain the role of family and the importance of godparents in Puerto Rico</li> <li>2 - Learn about family</li> </ol>	<p><b>Communication:</b></p> <ol style="list-style-type: none"> <li>1 - Give basic information about a home</li> <li>2 - Name rooms and objects in the house</li> <li>3 - Name and locate objects in a house</li> <li>4 - Describe a room and identify characteristics of Mexican style and decoration</li> </ol> <p><b>Culture:</b></p> <ol style="list-style-type: none"> <li>1 - Describe the architecture of the Quetzalcóatl</li> <li>2 - Describe traditional Mexican homes</li> <li>3 - Create and describe <b>los alebrijes</b></li> <li>4 - Describe la Casa Luis Barragán</li> <li>5 - Describe la Casa Azul de Frida Kahlo</li> </ol> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>1 - Express existence with <b>hay</b></li> <li>2 - Express location with <b>estar</b></li> <li>3 - Use prepositions of place</li> </ol> <p><b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1 - Homes</li> <li>2 - Parts of a house</li> <li>3 - Furniture</li> </ol>	<p><b>Communication:</b></p> <ol style="list-style-type: none"> <li>1 - Identify customs and traditions in a Chicano home</li> <li>2 - Talk about chores and express obligation and frequency</li> <li>3 - Talk about sharing responsibilities</li> </ol> <p><b>Culture:</b></p> <ol style="list-style-type: none"> <li>1 - View and describe art by Chicano artist, Carmen Lomas Garza such as La Quincinera, La Tamalada, Una Tarde</li> <li>2 - Compare and contrast household chores in Spanish speaking countries and the United States</li> <li>3 - Describe volunteering in a Spanish speaking country</li> <li>4 - Compare and contrast bedrooms around the world</li> </ol> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>1 - Use the verbs <b>ser</b> and <b>estar</b> to describe</li> <li>2 - Express obligation with <b>tener que + infinitive</b></li> <li>3 - Use adverbs of</li> </ol>	<p><b>Communication:</b></p> <ol style="list-style-type: none"> <li>1 - Name and locate areas in a school</li> <li>2 - Talk about school subjects and describe schedules</li> <li>3 - Describe school uniforms and talk about dress code</li> <li>4 - Talk about school rules</li> </ol> <p><b>Culture:</b></p> <ol style="list-style-type: none"> <li>1 - Describe the education system in Colombia and other countries</li> <li>2 - Describe uniforms and regulations in Colombian schools and other schools around the world.</li> <li>3 - Read the work of writer Yolanda Reyes</li> <li>4 - Describe a Colombian education project promoted by Shakira</li> </ol> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>1 - Use verbs and expressions to tell <b>time</b></li> <li>2 - Use the stem-changing verbs <b>empezar</b> and <b>poder</b></li> </ol>	<p><b>Communication:</b></p> <ol style="list-style-type: none"> <li>1 - Describe how you feel</li> <li>2 - Compare and contrast different school systems</li> <li>3 - Describe someone's personality and qualities</li> <li>4 - Talk about school campaigns</li> </ol> <p><b>Culture:</b></p> <ol style="list-style-type: none"> <li>1 - Describe students' roles in Colombia</li> <li>2 - Compare and contrast schedules, holidays, and homework in Spanish speaking countries and the United States</li> <li>3 - Compare and contrast Teachers' Day in Colombia and other countries</li> <li>4 - Analyze a school campaign and create their own school campaign</li> </ol> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>1 - Use <b>estar</b> to describe feelings and moods</li> <li>2 - Use comparatives to express superiority and inferiority</li> <li>3 - Use superlatives</li> </ol> <p><b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1 - Feelings and moods</li> <li>2 - Elections and school life</li> <li>3 - Qualities and personality</li> </ol>

<p>culture</p> <p><b>Grammar:</b> 1 - Use the verb <b>gustar</b> with nouns and infinitive verbs 2 - Uses phrases to agree and disagree 3 - Use quantifiers 4 - Use adjective-noun agreement</p> <p><b>Vocabulary:</b> 1 - Activities 2 - Music 3 - Music Genres 4 - Animals and Pets 5 - Personality Traits</p> <p><b>Standards:</b> <b>Communication Standard 1 Interpretive</b> WL.CM1.N Demonstrate understanding of the general meaning and some basic information on very familiar common daily topics. Recognize memorized words, phrases, and simple sentences in authentic texts that are spoken, written, or signed.</p> <p><b>Communication Standard 1 Interpersonal</b> WL.CM2.N Participate in real-world, spoken, written, or signed conversations on very familiar topics. Use memorized words, phrases, and simple sentences, and questions in highly predictable common daily settings.</p> <p><b>Communication Standard 3 Presentational</b> WL.CM3.N Present</p>	<p>names in Spanish-speaking countries 3 - Explore street art in Puerto Rico 4 - Use the meter for length 5 - Describe Arturo Schomburg, a Puerto Rican historian and activist</p> <p><b>Grammar:</b> 1 - Express possession</p> <p><b>Vocabulary:</b> 1 - Family relationships 2 - Physical traits 3 - Parts of the body</p> <p><b>Standards:</b> <b>Communication Standard 1 Interpretive</b> WL.CM1.N Demonstrate understanding of the general meaning and some basic information on very familiar common daily topics. Recognize memorized words, phrases, and simple sentences in authentic texts that are spoken, written, or signed.</p> <p><b>Communication Standard 1 Interpersonal</b> WL.CM2.N Participate in real-world, spoken, written, or signed conversations on very familiar topics. Use memorized words, phrases, and simple sentences, and questions in highly predictable common daily settings.</p> <p><b>Communication Standard 3 Presentational</b> WL.CM3.N Present information in culturally appropriate ways on very familiar common daily topics using memorized words, phrases, and simple sentences through spoken, written, or signed language. Use the most suitable media and technologies to present and publish.</p> <p><b>Communication Standard 6 Productive</b> WL.CM6.N Communicate</p>	<p>4 - Decoration 5 - Materials 6 - Colors 7 - Describing space</p> <p><b>Standards:</b> <b>Communication Standard 1 Interpretive</b> WL.CM1.N Demonstrate understanding of the general meaning and some basic information on very familiar common daily topics. Recognize memorized words, phrases, and simple sentences in authentic texts that are spoken, written, or signed.</p> <p><b>Communication Standard 1 Interpersonal</b> WL.CM2.N Participate in real-world, spoken, written, or signed conversations on very familiar topics. Use memorized words, phrases, and simple sentences, and questions in highly predictable common daily settings.</p> <p><b>Communication Standard 3 Presentational</b> WL.CM3.N Present information in culturally appropriate ways on very familiar common daily topics using memorized words, phrases, and simple</p>	<p>frequency 4 - Use the irregular yo form in the present for <b>hacer</b> and <b>poner</b></p> <p><b>Vocabulary:</b> 1 - Household chores 2 - Describing a room 3 - Family living</p> <p><b>Standards:</b> <b>Communication Standard 1 Interpretive</b> WL.CM1.N Demonstrate understanding of the general meaning and some basic information on very familiar common daily topics. Recognize memorized words, phrases, and simple sentences in authentic texts that are spoken, written, or signed.</p> <p><b>Communication Standard 1 Interpersonal</b> WL.CM2.N Participate in real-world, spoken, written, or signed conversations on very familiar topics. Use memorized words, phrases, and simple sentences, and questions in highly predictable common daily settings.</p> <p><b>Communication Standard 3 Presentational</b> WL.CM3.N Present information in culturally appropriate ways on very familiar common daily topics using memorized words, phrases, and</p>	<p><b>Vocabulary:</b> 1 - Areas of school 2 - School schedule 3 - Subjects 4 - Clothes 5 - Permission 6 - Prohibition</p> <p><b>Standards:</b> <b>Communication Standard 1 Interpretive</b> WL.CM1.N Demonstrate understanding of the general meaning and some basic information on very familiar common daily topics. 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	<p>information in culturally appropriate ways on very familiar common daily topics using memorized words, phrases, and simple sentences through spoken, written, or signed language. Use the most suitable media and technologies to present and publish.</p> <p><b>Communication Standard 6 Productive</b> WL.CM6.N Communicate about very familiar common daily topics using words and phrases (signs and fingerspelling in ASL), and simple sentences. Use orthography, phonology or ASL parameters, and very basic sentence-level elements (morphology and/or syntax).</p> <p><b>Connections Standard 2</b> WL.CN2.N Recognize diverse perspectives and distinctive viewpoints on very familiar common daily topics, primarily in the target language, from age-appropriate authentic materials from the target cultures.</p>	<p><b>Presentational</b> WL.CM3.N Present information in culturally appropriate ways on very familiar common daily topics using memorized words, phrases, and simple sentences through spoken, written, or signed language. Use the most suitable media and technologies to present and publish.</p> <p><b>Communication Standard 5 Receptive</b> WL.CM5.N Demonstrate understanding of words, phrases (signs and fingerspelling in ASL), and simple sentences on very familiar common daily topics. Use orthography, phonology, ASL parameters, and very basic sentence-level elements (morphology and/or syntax).</p> <p><b>Culture Standard 1</b> WL.CL1.N Use age-appropriate gestures and expressions in very familiar, common daily settings.</p> <p><b>Culture Standard 2</b> WL.CL2.N Experience, recognize, and explore the relationships among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in very familiar common daily settings.</p>	<p>about very familiar common daily topics using words and phrases (signs and fingerspelling in ASL), and simple sentences. Use orthography, phonology or ASL parameters, and very basic sentence-level elements (morphology and/or syntax).</p> <p><b>Connections Standard 1</b> WL.CN1.N Acquire, exchange, and present information primarily in the target language about very familiar common daily elements of life and age-appropriate academic content across disciplines.</p>	<p>sentences through spoken, written, or signed language. Use the most suitable media and technologies to present and publish.</p> <p><b>Communication Standard 6 Productive</b> WL.CM6.N Communicate about very familiar common daily topics using words and phrases (signs and fingerspelling in ASL), and simple sentences. Use orthography, phonology or ASL parameters, and very basic sentence-level elements (morphology and/or syntax).</p> <p><b>Connections Standard 1</b> WL.CN1.N Acquire, exchange, and present information primarily in the target language about very familiar common daily elements of life and age-appropriate academic content across disciplines.</p>	<p>simple sentences through spoken, written, or signed language. Use the most suitable media and technologies to present and publish.</p> <p><b>Communication Standard 6 Productive</b> WL.CM6.N Communicate about very familiar common daily topics using words and phrases (signs and fingerspelling in ASL), and simple sentences. Use orthography, phonology or ASL parameters, and very basic sentence-level elements (morphology and/or syntax).</p> <p><b>Connections Standard 2</b> WL.CN2.N Recognize diverse perspectives and distinctive viewpoints on very familiar common daily topics, primarily in the target language, from age-appropriate authentic materials from the target cultures.</p>	<p>and/or syntax).</p> <p><b>Connections Standard 2</b> WL.CN2.N Recognize diverse perspectives and distinctive viewpoints on very familiar common daily topics, primarily in the target language, from age-appropriate authentic materials from the target cultures.</p>
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