

**Grade: 9**

**Course Title: MYP Spanish Phase 3**

**Course Overview**

This course offers students an opportunity to acquire communication skills based on grammar and vocabulary while developing linguistic proficiency. Use of the target language in class is emphasized. It provides instruction in listening, reading, speaking and writing skills. Students study cultural traditions and practices in order to compare them to those of their own culture. Topics include: extending and accepting invitations; cooking and restaurant etiquette; asking for and giving directions; traditional Latin-American clothing; asking for and giving opinions; expressing feelings; making future plans; describing events in the past; and staying fit and healthy.

**Unit #1**

**Title: We are what we do**

Key Concept	Related Concept(s)	Global Context
Connections	Empathy, Conventions	Identities & Relationships

**Conceptual understanding(s):** We connect and empathize with others through the use of textual conventions.

**Statement of Inquiry:** By using textual conventions, we describe our identity and that of others and, at the same time, we connect and empathize with them.

**PA Academic Standards for World Languages:**

- 12.1.S2.C Recognize expanded vocabulary through listening and reading.
- 12.3.S2.B Explain cultural patterns of daily social interaction.
- 12.3.S2.C Explain similarities and differences of daily activities between cultures.
- 12.3.S4.C Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.

**Content:**

- Personal description
  - Physical Appearance
  - Character
- Social groups and etiquette
- Human connection/empathy
- Routines, habits, customs and identity
- Reflexive verbs
- Stem-changing present tense verbs
- Irregular verbs hacer, tener and ser

**Skills:**

- Use correct conjugation of verb types to describe healthy habits.
  - Reflexive verbs
  - Irregular present tense verbs
  - Regular present tense verbs
- Identify positive and negative character traits.
- Identify healthy habits and routines for success.
- Describe individuals using a range of vocabulary and grammatical structures in spoken and written form.
- Identify key information and supporting details in reading and listening texts.
- Analyze connections and conventions in reading and listening texts.

**Inquiry Questions:** *(include factual, conceptual, debatable)*

- Factual: How do we describe people? What habits should we have to be successful?
- Conceptual: How do we connect to others? What importance does empathy have in human relationships?
- Debatable: What is more important, being oneself or fitting in? What role does routine have in being happy?

**Resources:**

Salgado, Cristobal Gonzalez, and Encina Alonso Arija. "Somos Lo Que Hacemos." MYP Spanish Language Acquisition Phases 3 & 4 (Capable), Oxford University Press, 2020 pp. 2-33.

Ark US. *Signs Cortometraje*. Youtube, 3 Jan. 2011, <https://www.youtube.com/watch?v=P-7JJYM-4zQ>.

Barca. *El Mejor Violinista Del Mundo Siendo Ignorado Mientras*. Youtube, 19 Feb. 2012, <https://www.youtube.com/watch?v=C6PKjLEhp58>

Producciones Traslasesquina. *Debate Sobre Tribus Urbanas En Espejo Público* . Youtube, 22 June 2010, [https://www.youtube.com/watch?v=R\\_NVGr95rys](https://www.youtube.com/watch?v=R_NVGr95rys).

Soy Luna Latino. *Soy Luna - Intro*. Youtube, 6 Mar. 2016, <https://www.youtube.com/watch?v=R4IHxjHCJ-c>.

**Additional Approved Resources**

- Avatar Creator: <http://www.crearunavatar.com/>

**Unit #2****Title: What a novelty!**

Key Concept	Related Concept(s)	Global Context
Creativity	Point of View, Message	Scientific and Technical Innovation

**Conceptual understanding(s):** We are creative beings that express messages from our point of view.

**Statement of Inquiry:** Through creativity, we innovate, think, and express messages from our point of view.

**PA Academic Standards for World Languages:**

- 12.1.S4.B Know enhanced vocabulary and idiomatic expressions used in complex oral and written communications.
- 12.1.S4.C Recognize enhanced vocabulary used in complex listening and reading selections.
- 12.1.S4.E Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.
- 12.1.S4.F Research, analyze and describe the target language's influence in different areas of the school curriculum.
- 12.3.S4.D Synthesize cultural information acquired in the target language for use in other subject areas.

**Content:**

- Biographical Data + Resumes
- How creativity impacts the advancement of society
- Inventions that impacted the global community
- Dates and time periods including Roman Numerals
- Learning through games and play

**Skills:**

- Identify key biographical data from reading and listening texts.
- Identify dates and time periods in the target language.
- Conjugate and use irregular verbs in the past tense in sentence form.
- Write and organize biographical data in the target language.
- Research and present information on inventions that impacted the global community
- Create sociograms.
- Work collaboratively
  - Evaluate and rank the importance of inventions.
  - Discuss and come to agreements in teams.
  - Express needs using phrases with the verb *necesitar*.
  - Build a board game.
- Identify types of text.
- Write clear instructions using key words and phrases (*Si, volver, cada jugador*).

**Inquiry Questions:** *(include factual, conceptual, debatable)*

- Factual: What inventions have been important for human development? What are the characteristics of creation?
- Conceptual: What importance does creativity have in society? How can we be more creative?
- Debatable: What activities spark creativity? Why can play be an important method of learning?

**Resources:**

Salgado, Cristobal Gonzalez, and Encina Alonso Arija. "¡Qué novedad!" MYP Spanish Language Acquisition Phases 3 & 4 (Capable), Oxford University Press, 2020, pp. 34-63.

Educarchile. *Los Enemigos de Nuestra Creatividad*. Youtube, 3 Apr. 2013,  
[https://www.youtube.com/watch?v=IXdj\\_0Xphyw](https://www.youtube.com/watch?v=IXdj_0Xphyw).

Hacer, Como. *Como Hacer: Como Jugar al "Juego de La Oca."* Youtube, 19 May 2011,  
<https://www.youtube.com/watch?v=O7qOkLchANM>.

Lautrec, Toulouse. *Si Todo Se Diseña, El Diseño Lo Es Todo "Toulouse Lautrec."* Youtube, 29 May 2014,  
<https://www.youtube.com/watch?v=1APqpleLCvk>.

Supercurioso. *Los 7 Hobbies Que Te Harán Más Inteligente*. Youtube, 11 Sept. 2015,  
<https://www.youtube.com/watch?v=Gu93cMhKV68>.

### Unit #3 Title: School is my life

Key Concept	Related Concept(s)	Global Context
Communication	Audience, Message	Fairness and Development

**Conceptual understanding(s):** Messages about education are communicated to specific audiences.

**Statement of Inquiry:** We communicate messages to a specific audience to achieve an education based on values of solidarity and tolerance.

#### PA Academic Standards for World Languages:

- 12.1.S4.B Know enhanced vocabulary and idiomatic expressions used in complex oral and written communications.
- 12.1.S4.C Recognize enhanced vocabulary used in complex listening and reading selections.
- 12.3.S2.B Explain cultural patterns of daily social interaction.
- 12.3.S3.C Compare and contrast the similarities and differences in social institutions between cultures.
- 12.3.S3.D Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects.

#### Content:

- School Activities
- School bullying
- Advice and recommendations
- Student personality types
- Educational Values
- School mission and vision
- Structure of informal emails
- Imperfect tense
- Linking words and phrases

**Skills:**

- Give recommendations and advice to classmates using phrases with tener, deber, ser and por qué.
- Use new vocabulary in context in spoken form.
  - Compare and contrast student personalities
- Write a minimum of 200 words using good structure and form.
- Write grammatically correct interview questions using the imperfect tense.
- Summarize key information from interviews in the target language.
- Read and listen to understand key information and supporting details.
- Identify and write different types of texts in target language.

**Inquiry Questions:** *(include factual, conceptual, debatable)*

- Factual: What are the values of education? What characteristics does my school have?
- Conceptual: How do we communicate good values? How do the meanings of texts vary depending on the recipient?
- Debatable: How does one receive an excellent education? What importance do languages have in education?

**Resources:**

Salgado, Cristobal Gonzalez, and Encina Alonso Arijia. "El colegio es mi vida" MYP Spanish Language Acquisition Phases 3 & 4 (Capable), Oxford University Press, 2020, pp. 64-91.

Cbi, Cas. *Perfil Del Alumno IB*. Youtube, 10 Sept. 2015, <https://www.youtube.com/watch?v=k5zC68cIWUQ>.

Gaido, Josela. *La Educación de Ayer y Hoy*. Youtube, 1 Sept. 2014, <https://www.youtube.com/watch?v=ulRocMKzW3Q>.

González, Nauzet. *El Cambio de Sara*. Youtube, 12 May 2016, <https://www.youtube.com/watch?v=UmyRLoGaNBw>.

Gonzalo, Paz. *La Escuela de Mis Abuelos*. Youtube, 24 Nov. 2014, <https://www.youtube.com/watch?v=RKGJLu9JJK0>.

Lasexta Noticias. *Jasmine, Víctima de Acoso Escolar: "Ahora No Puedo Entrar Sola a Un Baño Público."* Youtube, 3 Oct. 2016, <https://www.youtube.com/watch?v=kD6EXuraxgl>.

Policía Nacional. *Campaña de La Policía Nacional: Todos Contra el Acoso Escolar*. Youtube, 4 Dec. 2013, <https://www.youtube.com/watch?v=1GV8K6CscBU>.

**Unit #4****Title: My house is your house**

Key Concept	Related Concept(s)	Global Context
Communication	Structure, Conventions	Identities and Relationships

**Conceptual understanding(s):** We use textual conventions and linguistic structures when communicating.

**Statement of Inquiry:** We communicate how to achieve a better coexistence through textual conventions and specific linguistic structures.

**PA Academic Standards for World Languages:**

- 12.3.S4.B Analyze the misconceptions that occur in cross-cultural situations.
- 12.3.S4.C Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.
- 12.3.S1.A Identify fundamental products and customs of the target language.
- 12.1.S4.B Know enhanced vocabulary and idiomatic expressions used in complex oral and written communications.
- 12.1.S4.C Recognize enhanced vocabulary used in complex listening and reading selections.

**Content:**

- Different types of families and family members
- The adolescent brain
- Changes during stages of life
- The home, furniture and home appliances
- Household chores and responsibilities

**Skills:**

- Through conversation in target language, use vocabulary to:
  - express opinion
  - agree and disagree
- Give suggestions and express obligation using forms of the verb deber.
  - Conjugate regular verbs in the present subjunctive and use them in context.
- Ask and respond to questions about students' personal responsibilities in the home.
- Conjugate verbs in the preterite perfect.
- Define select vocabulary words in the target language.
- Identify problems and solutions in listening and reading texts in the target language.
- Use context clues to figure out the meaning of phrases and gain a general understanding of texts.
- Identify and use vocabulary to describe lifestyles and home responsibilities.
- Compare and contrast housing differences/living arrangements between two cultures.
- Produce an informal email in target language using between 200 and 250 words.

**Inquiry Questions:** *(include factual, conceptual, debatable)*

- Factual: What types of families exist? How can I express changes in my life? What work do we do in our daily lives?
- Conceptual: How do socio-cultural conventions influence what we understand about housing and living arrangements? How does communication help coexistence?
- Debatable: What is most important about living arrangements? How can conflicts be resolved?

**Resources:**

Salgado, Cristobal Gonzalez, and Encina Alonso Arijia. "Mi casa es tu casa" MYP Spanish Language Acquisition Phases 3 & 4 (Capable), Oxford University Press, 2020, pp. 92-121.

Alejors. *Campaña UAA Contra el Maltrato Animal*. Youtube, 30 June 2011, <https://www.youtube.com/watch?v=vQZUIB53PBw>.

Bzante. *Anuncios Españoles Para Electrodomésticos 1950-1960*. Youtube, 13 Apr. 2010, [https://www.youtube.com/watch?v=Qfg2OAgV6\\_I](https://www.youtube.com/watch?v=Qfg2OAgV6_I).

ElRefugioTV. *Por Primera Vez Un Perro Abandona a Su Familia*. Youtube, 13 Oct. 2012, <https://www.youtube.com/watch?v=oO6eCvxngOQ>.

Información. "Campaña contra el abandono de mascotas." Información, 16 July 2016, <https://www.informacion.es/alicante/2016/07/16/campana-abandono-mascotas-6115027.html>.

Kembus, Kembus. *Anuncios En Tv Años 1957 Al 67 Tema Aparatos En General*. Youtube, 31 Dec. 2007, <https://www.youtube.com/watch?v=pO4HHNL0nD4>.

Nomoto, Isabel. *Cápsula Taller 3 Resolución de Conflictos En La Familia*. Youtube, 30 Mar. 2016, <https://www.youtube.com/watch?v=SjUEc6y0kFM>.

## Unit #5

## Title: Healthy habits

Key Concept	Related Concept(s)	Global Context
Communication	Purpose, Point of View	Identities and Relationships

**Conceptual understanding(s):** Communication impacts our understanding and point of view on healthy living.

**Statement of Inquiry:** We understand, create texts and give our point of view about healthy living with the aim of leading a happier and more balanced life.

### PA Academic Standards for World Languages:

- 12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing.
- 12.1.S3.C Recognize advanced vocabulary through listening and reading selections.
- 12.1.S4.D Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.
- 12.3.S4.C Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.
- 12.3.S3.D Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects.

### Content:

- Healthy habits

- Diet
- Advantages of physical activity
- Sports and physical therapy
- New technology and the potential for addiction to social media and video games.
- Dates and numerical amounts

**Skills:**

- Give advice and recommendations to classmates using the subjunctive tense and tener que/deber que + infinitive.
- Conjugate verbs in the conditional tense to discuss hypothetical situations and give advice.
- Express opinions clearly in the target language.
- Read and listen to understand key information and supporting details.
- Maintain a 3-4 minute conversation in the target language
- Express opinions and work collaboratively
  - Categorize junk food, healthy food, fast food
- Write a persuasive article using 200-250 words in the target language
  - Identify and use text conventions.

**Inquiry Questions:** *(include factual, conceptual, debatable)*

- Factual: What can I do to lead a healthy life? What unhealthy habits should we avoid?
- Conceptual: How do we justify our perspective on healthy habits? What is the purpose of communicating about health?
- Debatable: Where is the limit between moderation and addiction? What is the role of new technology on health?

**Resources:**

Salgado, Cristobal Gonzalez, and Encina Alonso Arijia. "Hábitos saludables" MYP Spanish Language Acquisition Phases 3 & 4 (Capable), Oxford University Press, 2020, pp. 122-153.

AmericaTeVeCanal. *Vivir Mejor: La Obsesión Por La Comida Sana - América TeVé*. Youtube, 5 July 2016, [https://www.youtube.com/watch?v=2jN5O7vK\\_Lw](https://www.youtube.com/watch?v=2jN5O7vK_Lw).

Científica Creativa. *Campaña Contra La Ciberadicción - Spot de TV*. Youtube, 9 June 2016, <https://www.youtube.com/watch?v=fB2IS4Alpnk>.

Hoy Día. *Un Niño Sin Una Pierna Conmueve a Las Redes Sociales | Un Nuevo Día | Telemundo*. Youtube, 26 May 2016, <https://www.youtube.com/watch?v=Qn16vjlz3EY>.

Global Animation. *Glued- Adicto a los videojuegos*. Youtube, 31 Jan. 2016, <https://www.youtube.com/watch?v=mGpIBTVlicE>.

Sepulveda, Omar. *Sencillos Consejos Para Una Vida Sana*. Youtube, 29 June 2015, <https://www.youtube.com/watch?v=2qFDfppksG8>.



Supervision60CTeles. *Tamara*. Youtube, 31 Aug. 2016, <https://www.youtube.com/watch?v=XEXyMWJf7Do>.

Talking Tom & Friends Español. *Talking Angela - Vida Sana*. Youtube, 24 Aug. 2017, <https://www.youtube.com/watch?v=dwBejw4l0Ys>.

## Unit #6

## Title: Taking Care of our World

Key Concept	Related Concept(s)	Global Context
Connections	Structure, Point of View	Globalization and Sustainability

**Conceptual understanding(s):** We use structured texts to express our point of view and make global connections.

**Statement of Inquiry:** We connect with our world when we express our point of view about problems of sustainability in structured texts.

### PA Academic Standards for World Languages:

- 12.3.S4.D Synthesize cultural information acquired in the target language for use in other subject areas.
- 12.3.S4.C Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.
- 12.1.S4.B Know enhanced vocabulary and idiomatic expressions used in complex oral and written communications.
- 12.1.S4.C Recognize enhanced vocabulary used in complex listening and reading selections.
- 12.1.S4.E Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.
- 12.1.S4.F Research, analyze and describe the target language's influence in different areas of the school's curriculum.

### Content:

- Climate change
- Natural disasters
- Impact of humans on the environment
- Recycling
- City vs. Country Living
- Caring for our neighborhoods
- Reflection on personal opinions/responsibility towards environmental issues

### Skills:

- Communicate predictions using the future imperfect tense.
- Communicate facts and opinions in debate form using phrases with the present indicative and subjunctive (Creo/pienso/considero que + present indicative, No creo/pienso/considero que + subjunctive).

- Compare and contrast texts.
- Speak about likes and preferences using various conjugations of *gustar*, *molestar* and *preferir*.
- Form and use negative commands to give instructions and advice, to beg, and to prohibit actions.
- Utilize different structures to express cause and effect (*Ya que*, *Debido a*, *Como*, *Asi que*, *Por eso*).
- Collect, record and verify data through research.
- Listen actively to other perspectives and ideas.
- Read and listen for comprehension of main points and evidence.
- Write a formal letter that articulates environmental concerns.

**Inquiry Questions:** (*include factual, conceptual, debatable*)

- Factual: What are the differences between life in the country and the city? What can I do to take care of my community?
- Conceptual: How do we connect with the environment in which we live? How important is it that we consider other points of view?
- Debatable: To what extent are human beings responsible for natural disasters?

**Resources:**

Salgado, Cristobal Gonzalez, and Encina Alonso Arijia. “¡Cuidemos nuestro mundo!” MYP Spanish Language Acquisition Phases 3 & 4 (Capable), Oxford University Press, 2020, pp. 154-191.

Aula365 – Los Creadores. *¿Por qué el reciclaje es tan importante?* | *Videos Educativos Aula365*. Youtube, 18 Jan. 2016, <https://www.youtube.com/watch?v=-UFFFUTMICw>.

“Buenos Aires.” *Lonely Planet*, <https://www.lonelyplanet.com/argentina/buenos-aires>. Accessed 14 Feb. 2022.

de Alicante, Ayuntamiento. *Campaña de Medio Ambiente “El Vecino Del 5o.”* Youtube, 3 Mar. 2017, <https://www.youtube.com/watch?v=xZNQW700ey4>.

de la Ciudad de Buenos Aires, *Ente de Turismo del Gobierno*. “Sitio oficial de turismo de la Ciudad de Buenos Aires.” Sitio oficial de turismo de la Ciudad de Buenos Aires, <https://turismo.buenosaires.gob.ar/es>. Accessed 14 Feb. 2022.

García, Sole Marín. *La Ciudad y El Campo-DreamCity*. Youtube, 4 Apr. 2017, [https://www.youtube.com/watch?v=GldSiy\\_69ZM](https://www.youtube.com/watch?v=GldSiy_69ZM).