

Grade: 10

Course Title: MYP Spanish Phase 4

Course Overview

This course builds off of MYP Spanish 3 and prepares students for DP Spanish. Instruction is primarily in the target language. Students further enhance 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: global economics and the European Union; Latin-American and Hispanic literature; travel and becoming a global citizen; cooking and traditional recipes; traditional Latin-American clothing; asking for and giving opinions related to current world issues; making future plans and describing events in the past.

Unit #1

Title: Beliefs and Values

Key Concept	Related Concept(s)	Global Context
Creativity	Message, Conventions	Cultural and Personal Expression

Conceptual understanding(s): We communicate messages through the creation of texts and conventions.

Statement of Inquiry: Our cultural values are represented in messages that we communicate through the creation of texts and conventions.

PA Academic Standards for World Languages:

- 12.1.S3.A Know details of the sound system and spelling patterns of the target language.
- 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.
- 12.3.S3.D Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects.

Content:

- Definition of culture
- Cultural values
- Myths, Legends, Fairy Tales
- Legends as reflections of culture
- Religious representations and culture

Skills:

- Correctly conjugate verbs in the preterite and imperfect tenses.
- Use the preterite and imperfect tenses correctly based on context.
- Analyze characters in myths, legends and fairy tales and categorize their traits.

- Use connecting words and phrases accurately in sentence form.
- Analyze text conventions of myths, legends and fairy tales.
- Use a wide range of adjectives in spoken and written form.
- Research and present facts and information from reliable sources.
- Engage in spontaneous discussions around images in the target language.
- Identify key information and supporting details in reading and listening texts.

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

- Factual: What are the differences between a myth and a legend? What are the values of my culture?
- Conceptual: What is culture? What role does culture play in written expression?
- Debatable: In what ways are religious demonstrations influenced by culture? What cultural values are most important and why?

Resources:

Salgado, Cristobal Gonzalez, and Encina Alonso Arijia. "Creencias y valores." MYP Spanish Language Acquisition Phases 3 & 4 (Capable), Oxford University Press, 2020 pp. 192-223.

"Folktales in Spanish: Volume 01." *Discovery Education*, Middlebury Interactive Languages, 2013, <https://app.discoveryeducation.com/learn/videos/50b310de-56f5-402e-8790-2b9bdbdf8247>.

"Folktales in Spanish: Volume 02." *Discovery Education*, Middlebury Interactive Languages, 2015, <https://google.discoveryeducation.com/learn/videos/feb976ba-1f4c-43d4-b5fe-81cdef6308be>.

Casa de Los Recuerdos. *Caperucita Roja y El Lobo Feroz Nueva Versión*. Youtube, 15 Sept. 2016, <https://www.youtube.com/watch?v=is0kAT4FIUI>.

Cinescape. *Las Criaturas Mágicas En El Universo de Harry Potter*. Youtube, 30 July 2009, <https://www.youtube.com/watch?v=Hynsz9rnTCU>.

Municipio de Quito Oficial. *Leyendas de Quito - Cantuña y El Atrio de San Francisco*. Youtube, 6 Nov. 2008, <https://www.youtube.com/watch?v=lwdl0AQgi1A>.

Premium Cine. *El Gato Con Botas: El Mágico Cuentacuentos*. Youtube, 14 Aug. 2014, <https://www.youtube.com/watch?v=TZsGDsn64so>.

Premium Cine. *El Sastrecillo Valiente: El Magico Cuentacuentos*. Youtube, 15 July 2015, <https://www.youtube.com/watch?v=-lLmFLVK5YI>.

Premium Cine. *Pulgarcito: El Magico Cuentacuentos*. Youtube, 12 Aug. 2015, https://www.youtube.com/watch?v=qzxX8njL_J4.

Premium Cine. *Ratón de Ciudad y Ratón de Campo: El Magico Cuentacuentos*. Youtube, 18 Aug. 2014, <https://www.youtube.com/watch?v=sKXNP07GMhs>.

Unit #2		Title: Social Media	
Key Concept	Related Concept(s)	Global Context	
Connections	Message, Audience	Scientific and Technical Innovation	
Conceptual understanding(s): We connect with audiences through messages sent and received.			
Statement of Inquiry: The messages we use in social media have the purpose of connecting us with different types of audiences.			
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.D Know information with details in other subject areas influenced by the target culture.			
12.3.S4.A Analyze unfamiliar products, customs and institutions of the target culture.			
Content:			
<ul style="list-style-type: none"> ● Origin of social media/History of Facebook ● Life before and after social media ● Advantages and disadvantages of social media ● Cyberbullying ● Digital footprint ● Self Esteem and internet trolls 			
Skills:			
<ul style="list-style-type: none"> ● Form and use positive and negative commands to give instructions. ● Express hopes for the future in target language. ● Utilize the past and present tense to compare and contrast. ● Comprehend facts and key information within reading and listening texts. ● Identify characteristics of expository texts. ● Use impersonal structures “es bueno/malo/importante/esencial” and subjunctive form to express opinions. ● Compare and contrast commands specific to the country of Argentina (vos form as opposed to tu). 			
Inquiry Questions: <i>(include factual, conceptual, debatable)</i>			
<ul style="list-style-type: none"> ● Factual: What can I do to use social media well? What type of attitudes and people should I avoid on social media? ● Conceptual: How do we connect with messages we send and receive through social media? What do we have to keep in mind when we communicate with different types of audiences? ● Debatable: When using social media to send messages to what extent does the audience play a role in interpreting the message of the sender? Why does this happen? 			

Resources:

Salgado, Cristobal Gonzalez, and Encina Alonso Arija. "Las redes sociales." MYP Spanish Language Acquisition Phases 3 & 4 (Capable), Oxford University Press, 2020 pp. 224-251.

Campus Virtual Intec. *Huella Digital: Construir Una Identidad Digital*. Youtube, 14 Aug. 2017, https://www.youtube.com/watch?v=fLKPsy2_2Og.

Enrique, Julián. *Beneficios de Las Redes Sociales*. Youtube, 29 Feb. 2016, <https://www.youtube.com/watch?v=ldJyG8OEw8E>.

Hola Mujer. *La Triste Realidad de Las Redes Sociales*. Youtube, 20 Mar. 2017, <https://www.youtube.com/watch?v=gVLEA3l8Tcs>.

Lasexta Noticias. *Nidia, Víctima de Acoso Escolar: "Me Pusieron Spray En Los Ojos."* Youtube, 3 Oct. 2016, <https://www.youtube.com/watch?v=Kx6G2xLoNCO>.

Roldan, José Ramón. *Los Riesgos de Las Redes Sociales*. Youtube, 6 Apr. 2017, <https://www.youtube.com/watch?v=inNJbdp1qh8>.

Superintendencia de Industria y Comercio. *Niños... ¡La SIC Les Enseña a Cuidar Sus Datos Personales!* Youtube, 9 Aug. 2016, https://www.youtube.com/watch?v=hy_dmT2oGzU.

Tutovariedades. *Los Riesgos de Las Redes Sociales*. Youtube, 29 Dec. 2015, <https://www.youtube.com/watch?v=4nhjkmkZgg0>.

Unit #3**Title: Navigating Travel Challenges**

Key Concept	Related Concept(s)	Global Context
Connections	Message, Purpose	Orientation in Space and Time

Conceptual understanding(s): We share messages with different purposes to connect with our surroundings.

Statement of Inquiry: We connect with our surroundings when we recount trips by means of messages with different purposes.

PA Academic Standards for World Languages:

- 12.1.S2.C Recognize expanded vocabulary through listening and reading.
- 12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing.
- 12.3.S3.A Explain a variety of services, products and customs of the target culture.

12.5.S2.C Identify global resources for gathering information for practical purposes and personal enjoyment.

12.5.S1.C Know where the target language is spoken in the global community.

Content:

- Study abroad
- Trip Itineraries
- Types of trips
- Clothing and toiletries
- Common travel problems and solutions
- European countries and their attractions
- Challenges facing Spanish speaking communities around the world.

Skills:

- Use *por* and *para* correctly in phrases and sentences.
- Form negative commands correctly and use them to give recommendations.
- Narrate events in the past tense.
- Write and speak about hypothetical problems and solutions in the target language.
- Research tourist attractions and build a written itinerary.
- Give spoken and written recommendations.
- Recognize basic conventions including format, style and purpose.
- Identify facts, main ideas, and supporting details within a variety of types of texts.
- Identify a need within a Spanish-speaking community and design a “service as action” project.

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

- Factual: What types of trips are there? How can we talk about trips? What do we need to travel?
- Conceptual: What can we learn from traveling? What are the purposes of trips?
- Debatable: To what extent is travel necessary?

Resources:

Salgado, Cristobal Gonzalez, and Encina Alonso Arija. “Viajes.” MYP Spanish Language Acquisition Phases 3 & 4 (Capable), Oxford University Press, 2020 pp. 252-283.

FelipeTravel. 5 Recomendaciones Para Viajar a Europa - EuroTrip #1. Youtube, 8 June 2016, <https://www.youtube.com/watch?v=5ESvsIVHIH4>.

Haztelalista. 10 Cosas Que No Puedes Olvidar Meter En La Maleta. Youtube, 17 Aug. 2016, <https://www.youtube.com/watch?v=HsM2-ccUfwE>.

“Hotel Paraíso Playa – un paraíso para su descanso.” [Hotelparaisoplaya.com](http://www.hotelparaisoplaya.com), <http://www.hotelparaisoplaya.com/>. Accessed 16 Feb. 2022.

“Hotel San Francisco – Ronda.” [Hotelsanfrancisco-ronda.com](http://hotelsanfrancisco-ronda.com), <http://hotelsanfrancisco-ronda.com/>. Accessed 16 Feb. 2022.

Mochileros.com. mx. ¿Te Gustaría Viajar Por Europa Con Jóvenes Como Tú? Youtube, 6 Nov. 2017,
<https://www.youtube.com/watch?v=aP7nxZnp8ws>.

Salgado, Cristobal Gonzalez. Viaje a Andalucía (MYP Spanish). Youtube, 11 Nov. 2017,
<https://www.youtube.com/watch?v=tWn21spGUlo>.

Unit #4

Title: The Media

Key Concept	Related Concept(s)	Global Context
Communication	Audience	Personal and Cultural Expression

Conceptual understanding(s): We interpret what we read and listen to in a critical way in order to communicate to different audiences.

Statement of Inquiry: We interpret what we read and listen to in a critical way in order to communicate to different audiences both personally and globally.

PA Academic Standards for World Languages:

- 12.5.S1.C Know where the target language is spoken in the global community
- 12.5.S1.B Know where in the national community the target language and culture are experienced
- 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.

Content:

- Means of communication
- Barriers to communication
- Media manipulation, misinformation and disinformation in target language news sources
- Advertising
 - Icon, graphics, codes
- Formal and informal letter writing
- Freedom of Expression

Skills:

- Conjugate verbs in the future tense.
- Conjugate verbs in the past tense to recall events.
- Use por and para correctly in sentence form.
- Express an opinion.
- Interpret and write news articles.
- Write letters in formal and informal styles.
- Identify key information from news broadcasts and articles.

- Sustain a 3-4 minute conversation in the target language on the importance and dangers of media representation of events.
- Write a 200-250 word letter to an editor.

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

- Factual: What can I do to keep myself informed? How do I determine media’s intent and purpose?
- Conceptual: How important is the recipient in our way of communicating? Does the media help inform us of what is really happening in the world?
- Debatable: How does media bias affect representation and influence personal truth?

Resources:

Salgado, Cristobal Gonzalez, and Encina Alonso Arija. “Medios de Comunicación.” MYP Spanish Language Acquisition Phases 3 & 4 (Capable), Oxford University Press, 2020 pp. 284-313.

Akerman, Micasa. *Comercial Pantene El Mejor Comercial Del Mundo*. Youtube, 20 July 2013, <https://www.youtube.com/watch?v=Dfppr-7Fx7Q>.

Alta Densidad. *Trucos Para Detectar Noticias Falsas En Internet +*. Youtube, 26 May 2017, <https://www.youtube.com/watch?v=5EVMG0qYPxo>.

Aula365 – Los Creadore. *¿Qué Son Los Medios de Comunicación? | Videos Educativos Aula365*. Youtube, 28 July 2016, https://www.youtube.com/watch?v=9-POvA_RubU.

Chikiyosweet. *Los Mejores Comerciales del Mundo 451*. Youtube, 8 Feb. 2011, <https://www.youtube.com/watch?v=0Qj97rLJEvA>.

Dankev. *8 Grandes Engaños en la Publicidad*. Youtube, 15 Apr. 2016, <https://www.youtube.com/watch?v=YpnOSa2v-SY>.

Flippedclassroom. *La Comunicación*. Youtube, 21 Jan. 2014, <https://www.youtube.com/watch?v=j-MtfYfxW9M>.

Proyecto Investic. *Medios de Comunicación Masivos*. Youtube, 6 Sept. 2016, <https://www.youtube.com/watch?v=nx1Xl3I9vS0>.

Unit #5

Title: A Sustainable, Supportive Society

Key Concept	Related Concept(s)	Global Context
Culture	Context	Globalization and Sustainability

Conceptual understanding(s): Our actions contribute to the creation of culture.

Statement of Inquiry: Our actions contribute to the creation of a culture and environment that is sustainable, responsible and supportive.

PA Academic Standards for World Languages:

- 12.1.S4.B Know enhanced vocabulary and idiomatic expressions used in complex oral and written communication
- 12.1.S4.C Recognize enhanced vocabulary used in complex 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.A Analyze unfamiliar products, customs and institutions of the target culture.
- 12.3.S4.D Synthesize cultural information acquired in the target language for use in other subject areas.

Content:

- Community Resources
- Community Service and Action
- Building Solidarity within Communities
- Unity and Solidarity

Skills:

- Write for a variety of purposes.
- Plan and carry out an interview.
- Design and create an effective advertisement.
- Write with a clear point of view using simple and complex grammatical structures.
- Justify and compare and contrast main ideas and facts.
- Analyze survey results and display data in graphics.
- Justify written responses with textual evidence.
- Analyze and interpret content from written and listening texts.

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

- Factual: What is sustainable culture? What countries have sustainable cultures? What are the characteristics of a united society?
- Conceptual: How do responsible actions contribute to the spirit of a society in solidarity? How can we utilize our skills to change the present conditions in our society?
- Debatable: To what extent are sustainable initiatives accessible to all people? How can we use language to summon society to show solidarity?

Resources:

Angel, J. Rafael. “¿Qué nos impide ser una sociedad fraterna, solidaria y sustentable?” Spanish for the IB MYP 1-3 by Concept (Emergent/Phases 1-2) Second Edition, Hodder Education, 2020, pp. 214-239.

Unit #6

Title: Generation Gaps

Key Concept

Related Concept(s)

Global Context

Conceptual understanding(s): Values in cultures and languages exist and connect.

Statement of Inquiry: In all cultures and languages there are connections between the meaning of various values over time.

PA Academic Standards for World Languages:

- 12.1.S4.B Know enhanced vocabulary and idiomatic expressions used in complex oral and written communication.
- 12.1.S3.D Know simple, compound and complex sentence and question structures in order to communicate and comprehend.
- 12.1.S4.C Recognize enhanced vocabulary used in complex listening and reading selections.
- 12.3.S1.C Describe similarities and differences of life skills and social structures in personal interactions between cultures.
- 12.3.S4.C Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.

Content:

- Generational attitudes, opinions, conditions and values
- Impact of advances and changes
- Respect
- Acceptance of different ideas

Skills:

- Conduct a formal interview with an individual of another generation. In target language:
 - Describe attitudes, opinions, and conditions that have changed over generations.
 - Communicate the impact of advances and changes in opinions of people of different generations.
 - Communicate different perspectives and ideas.
- Utilize a variety of verb tenses (present, preterite and imperfect) accurately.
- Identify cause and effect in written texts.
- Summarize and organize a series of events.
- Create and present a chronology.
- Evaluate the ways in which we show respect towards diverse ideas.
- Draw conclusions and make reasonable generalizations.
- Make inferences about texts.
- Obtain and analyze data.

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

- Factual: What conversation topics may cause controversy?
- Conceptual: How is social evolution reflected in changes throughout history? How have ideals been communicated in present and past decades?
- Debatable: What differences are most evident between present day youth and adults? How have people's values and points of view changed? What attitudes and values define our present? What values will we have in the future?

Resources:

Angel, J. Rafael. “¿Qué tan pronunciada es la brecha generacional entre mis padres y yo?” Spanish for the IB MYP 1-3 by Concept (Emergent/Phases 1-2) Second Edition, Hodder Education, 2020, pp. 294-314.