

**Grade: 10**

**Course Title: High School Spanish Phase 2**

**Course Overview**

This course is designed for students new to IB without the experience of a foundation in Spanish Language learning. It helps students further develop linguistic proficiency and cultural awareness. It provides learning experiences that enhance speaking, listening, reading and writing skills, and provides research opportunities on a variety of cultural practices. Topics include: describing self and others in more detail; describing relationships; recounting events in the past; describing objects such as food, clothing, and homes; expressing and responding to commands; making recommendations; and becoming familiar with the differing cultures of countries where Spanish is spoken.

**Unit #1**

**Title: My Healthy Life**

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

**Conceptual understanding(s):** Textual conventions and language structures are used when communicating.

**Statement of Inquiry:** We communicate how our lifestyles influence our health by using textual conventions and specific language structures.

**PA Academic Standards for World Languages:**

- 12.1.S2.A Refine knowledge of the sound system and spelling patterns of the target language.
- 12.1.S2.C Recognize expanded vocabulary through listening and reading.
- 12.3.S2.B Explain cultural patterns of daily social interaction.
- 12.1.S2.B Know expanded vocabulary forms and structures used in basic speaking and writing.

**Content:**

- The human body
- Function of organs
- The verb *doler*
  - Feelings and sensations
- Healthy lifestyle habits
- Characteristics of balanced lifestyles
- Consequences of unhealthy lifestyle habits
- Affirmative commands
- Expressions of mood

**Skills:**

- Use vocabulary orally and in writing to:
  - Express feelings and sensations using the verb *doler*.
  - Form positive commands accurately to give advice and recommendations.
- Correctly conjugate verb *doler* in the present tense to communicate aches and pains.
- Communicate solutions to problems using Spanish vocabulary clearly in spoken and written form.
- Compare and contrast lifestyles.
  - Define and express the meaning of a healthy lifestyle in the target language.
  - Identify possible consequences of poor nutrition and unhealthy lifestyles.
- Read critically and for comprehension.
- Identify key information, including text conventions, in reading and listening texts.
- Make personal connections to reading texts.

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

- Factual: How does our style of life influence our health? How do we communicate information related to health?
- Conceptual: Why do social conventions related to health exist?
- Debatable: To what extent am I responsible for my bad habits and wellbeing and why?

**Resources:**

Salgado, Cristobal Gonzalez, and Tere de Vries. "La Vida Sana" *MYP Spanish Language Acquisition Phases 1 & 2 (Emergent)*, Oxford University Press, 2021, pp. 146-171.

Checarnal. *Obesidad Infantil*. Youtube, 18 June 2012, [https://www.youtube.com/watch?v=R9z7\\_3122Lg](https://www.youtube.com/watch?v=R9z7_3122Lg).

Rojas, Cristian. Cuento "La Competencia de La Buena Salud." Youtube, 28 July 2020, <https://www.youtube.com/watch?v=Rj70PBjpVV8>.

Zamba, Mundo. *El Cerebro - Excursión al Cuerpo Humano*. Youtube, 24 July 2013, [https://www.youtube.com/watch?v=hJLP\\_gTL4B4](https://www.youtube.com/watch?v=hJLP_gTL4B4).

**Additional Approved Online Resources:**

Vocabulary Practice

- [www.quizlet.com](http://www.quizlet.com)
- [www.gimkit.com](http://www.gimkit.com)
- Online dictionary: [www.wordreference.com](http://www.wordreference.com)

**Unit #2****Title: The languages of my life**

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

**Conceptual understanding(s):** Our audience determines the ways in which we communicate.

**Statement of Inquiry:** In communication, the way we express ourselves and talk changes according to the audience we address.

**PA Academic Standards for World Languages:**

- 12.1.S3.A Know details of the sound system and spelling patterns of the target language.
- 12.3.S4.C Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.
- 12.1.S2.B Know expanded vocabulary forms and structures used in basic speaking and writing.
- 12.1.S2.C Recognize expanded vocabulary through listening and reading.

**Content:**

- Variations of the Spanish language/Linguistic Diversity
- Numbers 100 - 2 million
- Origin of Castellano (Spanish spoken in Spain)
- Origin, forms and uses of the 2nd person (Tú, Usted, Vos)
- Cliches and prejudices about language
- False cognates (Words that have similar spelling in two language but different meanings)

**Skills:**

- Use the various forms of you (informal and formal) appropriately in context.
- Use comparatives and superlatives to compare people and things.
- Interpret graphs and charts in the target language.
- Write informal letters and emails.
- Recognize audiovisual text conventions.
- Comprehend simple reading and listening texts.
- Recognize and pronounce the most prevalent sounds in Spanish and Latin America.
- Pronounce tongue twisters in Spanish.

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

- Factual: What accents are there in the Spanish language? What are the differences in the Spanish of different countries and regions?
- Conceptual: How does communication change in different languages? Why do we change our register according to our audience?
- Debatable: Where is the “best” Spanish spoken?

**Resources:**

Salgado, Cristobal Gonzalez, and Tere de Vries. “ Las lenguas de mi Vida” *MYP Spanish Language Acquisition Phases 1 & 2 (Emergent)*, Oxford University Press, 2021, pp. 172-199.

BBC News Mundo. *Latinoamericanos Intentan Pronunciar La Z y La C Como En España*. Youtube, 29 Aug. 2016, <https://www.youtube.com/watch?v=i5v5RGhC67U>.

Colombia, Señal. *Puesto 1 - Usted, Vos, Tú*. Youtube, 12 Mar. 2013, <https://www.youtube.com/watch?v=B800mi385mw>.

Gonzalo, Profe. *¿Por Qué hablamos diferentes idiomas?* Youtube, 19 Aug. 2020,  
<https://www.youtube.com/watch?v=NjNUCHIVO64>.

Los Simpson Latino. *Doblaje Latino vs. Español - Los Simpson*. Youtube, 24 Oct. 2015,  
<https://www.youtube.com/watch?v=aHDFcUSD3MQ>.

SergiMartinSpanish. *Diferencias Del Español. Comida*. Youtube, 18 Jan. 2016,  
<https://www.youtube.com/watch?v=fQ7cWJApFhc>.

SergiMartinSpanish. *Diferencias Del Español. Ropa*. Youtube, 1 Feb. 2016,  
<https://www.youtube.com/watch?v=jC33c3FPKv0>.

Televisa, C. E. A. *¿Sabías Por Qué Es Importante Hablar Neutro?* Youtube, 19 Feb. 2015,  
<https://www.youtube.com/watch?v=USYZwi2F72I>.

TopMax. *Los 10 Idiomas Más Difíciles De Aprender*. Youtube, 27 Oct. 2016,  
<https://www.youtube.com/watch?v=rjc3PU5WIBw>.

### Unit #3

### Title: My neighborhood and my community

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

**Conceptual understanding(s):** We convey purposeful messages about the things we are most connected to.

**Statement of Inquiry:** We communicate messages for different purposes about the place where we live and with which we are connected.

#### PA Academic Standards for World Languages:

- 12.1.S2.B Know expanded vocabulary forms and structures used in basic speaking and writing.
- 12.1.S1.D Know simple sentence and question structures in order to communicate.
- 12.1.S2.C Recognize expanded vocabulary through listening and reading.
- 12.3.S2.A Describe the products and customs of the target culture.
- 12.3.S1.B Know typical expressions and gestures for basic social interactions in the target culture.

#### Content:

- Places in a neighborhood
- Characteristics of Communities
- Verbs ser, hay, estar
- Professions
- Names of businesses and tourist attractions

- Asking and giving directions
- Que vs. Qué (That vs What)

**Skills:**

- Write using correct grammatical structures and form.
- Conjugate verbs ser, hay and estar and use in sentence form.
- Compare and contrast communities in target language orally and in writing.
- Use descriptive language in sentence form in writing and oral conversation.
  - Design and present an ideal city using Spanish vocabulary.
- Investigate and describe a community in a Spanish-speaking country in written form.
- Choose the best text types to meet the needs of the task.
- Identify key information and supporting details in listening and reading texts.

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

- Factual: What is my neighborhood like? What are the advantages and disadvantages to living where I live?
- Conceptual: How do we connect with people from different communities? What are the conventions of our community?
- Debatable: Where is the ideal place to live? Why is one neighborhood better than another to live in?

**Resources:**

Salgado, Cristobal Gonzalez, and Tere de Vries. " Mi barrio y mi comunidad" *MYP Spanish Language Acquisition Phases 1 & 2 (Emergent)*, Oxford University Press, 2021, pp. 200-225.

Bambini | El Canal Infantil del Hospital Italiano. *Encuentra Las 5 Diferencias - Ciudad*. Youtube, 6 Aug. 2014, <https://www.youtube.com/watch?v=sy8yOiRw75E>.

Contreras, Fanny. *Ventana a Mi Comunidad / Tseltales - Mi Entorno*. Youtube, 27 Apr. 2007, [https://www.youtube.com/watch?v=lHp0Zaib\\_Gc](https://www.youtube.com/watch?v=lHp0Zaib_Gc).

Enterprise Producción y Marketing. *IBAGUÉ, Ciudad Musical de Colombia*. Youtube, 7 Nov. 2019, <https://www.youtube.com/watch?v=txMGntHza3M>.

Espinoza, Emilio Chávez. *Songdo: La Ciudad Surcoreana Que Quiere Ser La Más Inteligente*. Youtube, 3 Sept. 2013, [https://www.youtube.com/watch?v=l\\_POCOQ2ZXk](https://www.youtube.com/watch?v=l_POCOQ2ZXk).

Gutierrez, Benhur. *Songdo Ciudad Inteligente*. Youtube, 28 Sept. 2014, <https://www.youtube.com/watch?v=q6LjiANDB2U>.

Lunacreciente. *Las Profesiones - Barney El Camion - Canciones Infantiles - Video Para Niños*. Youtube, 15 Sept. 2014, <https://www.youtube.com/watch?v=GaD7abMU9i4&list=RD7tswWUOSjLk&index=2>.

Observador, El. *Barrios de Montevideo: Ciudad Vieja*. Youtube, 11 May 2015, [https://www.youtube.com/watch?v=hti\\_0v\\_MISU](https://www.youtube.com/watch?v=hti_0v_MISU).

Sgel Ele Español Extranjeros. *NEEM 1/NEEM Básico - Unidad 6 Un Paseo Por Mi Ciudad - Subtitulado*. Youtube, 10 Feb. 2014, <https://www.youtube.com/watch?v=lvMh0OrcttM>.

Sig Pardo Oficial. *Mi Barrio- Colectivo Buga Rap*. Youtube, 7 Dec. 2015, <https://www.youtube.com/watch?v=0y0kL4wYZKM>.

VideoEle. *En Mi Barrio Hay... Nivel A1*. Youtube, 12 Feb. 2013, <https://www.youtube.com/watch?v=RBbPffA3YIA>.

## Unit #4

## Title: “WWW”, a tool to learn”

Key Concept	Related Concept(s)	Global Context
Communication	Function, Audience	Scientific and Technical Innovation

**Conceptual understanding(s):** We communicate with different audiences and to learn.

**Statement of Inquiry:** New technologies help us to communicate with different audiences and to learn.

### PA Academic Standards for World Languages:

- 12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing.
- 12.1.S4.A Know and compare distinct regional accents of the sound system of the target language.
- 12.1.S3.A Know details of the sound system and spelling patterns of the target language.
- 12.3.S3.A Explain a variety of services, products and customs in the target culture.
- 12.5.S2.D Identify comparisons and connections about resources in the local, national and global communities where the target language is used and resources where English is spoken or written in those same communities.

### Content:

- Vocabulary related to the Internet and new technology
- Methods of communication
- The present perfect tense
- Spelling and accents in written Spanish with respect to mode of communication and new technology
- The impact of new technology on communication

### Skills:

- Analyze and evaluate online tools for language learning.
- Conjugate verbs accurately in the present perfect tense.
- Comprehend main ideas of informal dialogues through text messages and other new technology.
- Compare and contrast new and old methods of communication.
- Read and listen for basic comprehension.
- Summarize key information from paragraphs in the target language and present findings to peers.
- Form and express a clear argument in the target language.

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

- Factual: What online tools can I use to learn language? What can I learn from using the Internet?
- Conceptual: What function does the Internet have in communication? How has the Internet influenced learning? Is language use the same for audiences both on and offline?
- Debatable: How do we best learn, with or without the Internet?

**Resources:**

Salgado, Cristobal Gonzalez, and Tere de Vries. " WWW, una herramienta para aprender" *MYP Spanish Language Acquisition Phases 1 & 2 (Emergent)*, Oxford University Press, 2021, pp. 226-255.

Canal33tvelsalvador. *Reportaje Especial: El Atropello al Lenguaje En Las Redes Sociales*. Youtube, 9 Apr. 2015, <https://www.youtube.com/watch?v=6u1NTxAgfDM>.

IngMorrison. *Cómo Aprender Inglés Gratis Por Internet*. Youtube, 10 June 2013, <https://www.youtube.com/watch?v=pQ6QZa6AC1w>.

Teleramaec. *Lenguaje de Redes Sociales*. Youtube, 28 Aug. 2013, <https://www.youtube.com/watch?v=YE83mjK7Oj4>.

"Part Four: Present Perfect Tense." *Discovery Education, Cerebellum*, 2002, <https://google.discoveryeducation.com/learn/videos/ebb414e8-c3f9-4397-a171-94068d76042c>.

**Language learning sites to use for evaluation**

<http://www.spanicity.com>, <http://studyspanish.com>, <https://espanol.lingolia.com/es/gramatica>, <http://verbmaps.com/es/>, <http://www.spanish.cl/>, <https://babadum.com/>, <http://www.videoele.com/>, <http://spaniardsinlondon.com/>, <http://es.maryglasgowplus.com/videos>, <http://www.laits.utexas.edu/spe/int08.html>, <https://rockalingua.com/>, <https://es.lyricstraining.com/es>, <https://www.playposit.com/curriculum/browse/spanish> <https://edpuzzle.com/>, <http://www.practicaespanol.com/>, <http://babelnet.sbg.ac.at/carlitos/>, <http://aprenderespanol.org/index.html>, <http://www.bbc.co.uk/languages/spanish/>

**Unit #5**

**Title: We're going on a trip**

Key Concept	Related Concept(s)	Global Context
Creativity	Context, Meaning	Orientation in Space and Time

**Conceptual understanding(s):** Information created has meaning that varies in different contexts.

**Statement of Inquiry:** The information that we create and communicate about traveling has a meaning that varies in different contexts.

**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.S3.D Know simple, compound and complex sentence and question structures in order to communicate and comprehend.
- 12.3.S2.B Explain cultural patterns of daily social interaction.
- 12.3.S2.A Describe the products and customs of the target culture.

**Content:**

- Forms of transportation
- Preterite tense
- Connecting words
- Spanish Blog posts as a genre
- Travel versus Vacation
- Essential language for shopping at stores and traditional markets

**Skills:**

- Use transition words to organize and improve flow of writing.
- Identify characteristics of a blog and write in the style of a travel blog.
- Conjugate regular and select irregular verbs (ir, ser, hacer, decir) in the past tense (preterite tense).
- Recite simple poems with correct pronunciation and intonation.
- Ask about and provide information about trips.
  - Maintain a brief conversation about a trip with a classmate in the target language.
- Identify key information from listening texts.

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

- Factual: What information can I communicate about trips? What activities can I do while I travel?
- Conceptual: What is the meaning behind a trip? In what contexts can we be creative?
- Debatable: Why should we travel versus take a vacation? What is the most important thing you can do and see when traveling?

**Resources:**

Salgado, Cristobal Gonzalez, and Tere de Vries. "Nos vamos de viaje" *MYP Spanish Language Acquisition Phases 1 & 2 (Emergent)*, Oxford University Press, 2021, pp. 256-283.

Alanxelmundo. *Carta a Mí Mismo Cuando Tenía 20 Años*. Youtube, 23 Dec. 2015, <https://www.youtube.com/watch?v=ggIVj3MZop4>.

Buen Viaje. *¿Quieres Conocer Cusco Con Bajo Presupuesto?* Youtube, 4 Jan. 2016, <https://www.youtube.com/watch?v=Rs4mCnXL9xU>.

Disney Latinoamérica. *Toy Story Toons: Vacaciones en Hawaii*. Youtube, 19 Nov. 2015, <https://www.youtube.com/watch?v=PNiTB4tmt78>.



Extranjeros, Sgel Ele Español. *NEEM 1/NEEM Básico - Unidad 6 Un Paseo Por Mi Ciudad - Subtitulado*. Youtube, 10 Feb. 2014, <https://www.youtube.com/watch?v=lvMh0OrcttM>.

Extranjeros, Sgel Ele Español. *NEEM 1/ NEEM Básico - Unidad 9 ¿Qué Meto En La Maleta? - Subtitulado*. Youtube, 10 Feb. 2014, [https://www.youtube.com/watch?v=X\\_gV8\\_GiRyl](https://www.youtube.com/watch?v=X_gV8_GiRyl).

Mundo Top. *Las Rutas Más Peligrosas Para Ir a La Escuela*. Youtube, 7 July 2016, [https://www.youtube.com/watch?v=hFrJ\\_UsGSPE](https://www.youtube.com/watch?v=hFrJ_UsGSPE).

SPAN. *¿Qué Hiciste Ayer? El Pretérito En Español*. Youtube, 6 Sept. 2020, <https://www.youtube.com/watch?v=bIIAk91WOEg>.

“Mi diario Londinense 1: Una nueva aventura.” *Discovery Education*, Discovery Education Europe Ltd., 2016, <https://google.discoveryeducation.com/learn/videos/c952d65d-4bf4-4b44-9b1b-a7e17449cbab>.

“Preterite Tense.” *Discovery Education*, Middlebury Interactive Languages, 2013, <https://google.discoveryeducation.com/learn/videos/d485a577-1502-49c3-b075-1fe6b2cd91a8>.

## Unit #6

## Title: Cultural and Geographical Diversity of the Spanish-speaking world

Key Concept	Related Concept(s)	Global Context
Connections	Word Choice, Structure	Globalization and Sustainability

**Conceptual understanding(s):** We connect with and structure texts through the careful choice of words.

**Statement of Inquiry:** We connect with the nature and culture of a place when, through language, we understand texts and we choose words to structure text.

### PA Academic Standards for World Languages:

- 12.1.S3.D Know simple, compound and complex sentence and question structures in order to communicate and comprehend.
- 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.A Explain a variety of services, products and customs of the target culture.
- 12.3.S4.A Analyze unfamiliar products, customs and institutions of the target culture.

### Content:

- Geographical features and landscapes
- Phrases with “que”
- Superlatives
- Interrogative words
- Typical objects and products

- Characteristics of national parks
- Geographical dates

**Skills:**

- Read and locate places on a map.
- Use Spanish superlatives in sentence form to compare geographical features.
- Ask and respond to questions in the target language.
- Describe images of locations using detailed, advanced vocabulary in the target language in written and spoken form.
- Conjugate the verb *estar* and use it in sentence form to identify locations.
- Identify key and supporting details in reading and listening texts.

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

- Factual: How do we describe the geography of a place? What are the geographical characteristics of a country?
- Conceptual: How can we connect with nature? How can language help us to appreciate the natural environment? In what way is culture related to the natural environment?
- Debatable: Why couldn't we live without nature? How can we visit natural parks in sustainable ways?

**Resources:**

Salgado, Cristobal Gonzalez, and Tere de Vries. "La diversidad geográfica y cultural del mundo hispano" *MYP Spanish Language Acquisition Phases 1 & 2 (Emergent)*, Oxford University Press, 2021, pp. 284-307.

Discovery Travel Costa Rica. *Costa Rica En Español- Discovery Travel Costa Rica*. Youtube, 26 Feb. 2013, <https://www.youtube.com/watch?v=zne3uLcYRpU>.

Infantil, Cntv. *Isaac Un Niño Aymara | Serie Pichintún*. Youtube, 29 Apr. 2016, <https://www.youtube.com/watch?v=zQOfj62V0q4>.

Javitour. *Los 5 Parques Nacionales más Espectaculares de los Estados Unidos*. Youtube, 18 Dec. 2015, <https://www.youtube.com/watch?v=XZU4thgomcA>.

Vivanicaragua. *Mercados Están Listos Para La Purísima Abarrotados Con Productos Tradicionales*. Youtube, 15 Nov. 2016, <https://www.youtube.com/watch?v=PKPw8G4Ut0A>.

"Spanish-Speaking Countries: Interesting Facts." Discovery Education, NAU, 1998, <https://google.discoveryeducation.com/learn/videos/157a7fcf-64b4-4631-8505-01e9e63e477f>.

"Geography and Weather." Discovery Education, Language Tree, 2011, <https://google.discoveryeducation.com/learn/videos/53a5a282-9581-4686-9cd6-1872e5cc24de>.