

Spanish

| Topic/Unit Title | Key Concept | Related Concept | Global Context/Exploration | ATL skills | Lines/Statement of Inquiry | Summative Assessments | Assessment Objectives |
|------------------------------|--|--|--|--|---|---|---|
| My identity | Causation Responsibility Perspective | Impact, initiative and values, subjectivity and belief | Sharing the Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution. | Self-management Social | Cause of conflict (local and global) Strategies used to resolve conflict Impact of resolutions | Listening: complete the dialogue. Speaking: respond to teacher's questions. Reading: answer the questions about the topic. Writing: short text about the topics | Check their pronunciation, check the progress with worksheets, check their understanding in Seesaw, check the writing and reading with simple tasks |
| City and directions | Form Patterns and systems Perspective Function | | How the World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles;the impact of scientific and technological advances on society and on the environment. | Thinking Research Self-management | Renewable and non-renewable resources How energy is converted and transformed People's perspectives on energy use | | Check their progress in writing and reading in Seesaw |
| Cultural celebrations | Causation Perspective Connection | Pattern and impact, belief, relationships | How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | Communication Self-management Thinking | How art provides insight and information How art connects to culture Personal preferences in appreciation of arts | Listening: complete the dialogue. Speaking: respond to teacher's questions. Reading: answer the questions about the topic. Writing: design a map with places and directions. | Flash cards to check their understanding and connections, check their pronunciation, check the progress with worksheets, check their understanding in Seesaw, check the writing and reading with simple tasks |



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| Body parts | Function Causation Form | Communication, pattern, similarities | Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. | Research Communication | Body systems How body systems work Maintaining a healthy body | Listening: video with simple questions. Speaking: short presentation about them. Reading: read a comic and complete it. Writing: PPT or short text about the topic. | Pictures and flash cards to check their understanding and connections, check their pronunciation, check the progress with worksheets, check their understanding in Seesaw, check the writing and reading with simple tasks |
| Daily routine | Function Responsibility Change | Pattern, initiative, cycles and sequences | How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making, economic activities and their impact on humankind and the environment. | Social Communication Thinking | How government systems work How government systems deal with crisis How citizens can monitor and influence actions of their government | Listening: watch and listen a video with quizzes. Speaking: answer teacher's questions about their routines. Reading: complete the text. Writing: PPT or short presentations about themselves. | Flash cards to check their understanding and connections, check their pronunciation, check the progress with worksheets, check their understanding in Seesaw, check the writing and reading with simple tasks |
| Home | Form Connection Change | Structure, interdependence, adaptation | Where We Are in Place and Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. | Thinking Communication | Similarities and differences of past civilizations Development of systems and technology Connections between artifacts and civilizations | Listening: video with simple questions. Speaking: dialogue in pairs. Reading: answer the questions. Writing: describe and draw your home | Pictures and flashcards to check their understanding and connections, check their pronunciation, check the progress with worksheets, check their understanding in Seesaw, check the writing and reading with simple tasks |

Taking Action

Taking action is one of the five essential elements of the PYP and an intricate part of the inquiry cycle which could be interpreted as a “conclusion” to learning. When taking action, students make connections to new knowledge they have acquired and apply their skills in everyday life.

