

## Spanish

| Topic/Unit Title           | Key Concept                             | Related Concept                                      | Global Context/Exploration  | ATL skills                  | Lines/Statement of Inquiry   | Summative Assessments  | Assessment Objectives   |
|----------------------------|---|--|---|-----------------------------|--|--|---|
| All about me               | Responsibility<br>Change<br>Perspective | Values, growth, subjectivity                         | Who We Are<br>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.  | Social Research             | - Our own cultural heritage<br>- Generational changes<br>- Cultural similarities and differences   | <b>Listening:</b> choose the correct answer.<br><b>Speaking:</b> short dialogue with the teacher.<br><b>Reading:</b> choose "true" or "false". <b>Writing:</b> Word cloud with the vocabulary learnt.          | Check their pronunciation, check the progress with worksheets, check their understanding in Seesaw, check the writing and reading with simple tasks   |
| Weather and climate        | Connection<br>Form<br>Responsibility    | Systems, patterns, initiative                        | Sharing the Planet<br>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.                          | Thinking<br>Communication   | - How does weather influence the way people live<br>- What are the elements of weather<br>- How can we influence the climate                     | <b>Listening:</b> complete the dialogue.<br><b>Speaking:</b> respond to teacher's questions.<br><b>Reading:</b> answer the questions about the topic. <b>Writing:</b> 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   |
| Emotions, food and culture | Form<br>Function<br>Change              | Properties, communication and behaviour, adaptations | How We Express Ourselves<br>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<br>Thinking   | - Forms of performing arts<br>- How to create a successful performance<br>- Similarities and differences between the features of Performing Arts | <b>Listening:</b> video with simple questions.<br><b>Speaking:</b> short conversation in pairs.<br><b>Reading:</b> read a comic and complete it.<br><b>Writing:</b> PPT or short text about the topics..       | 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             |
| Directions                 | Form<br>Causation<br>Change             | Patterns, consequences, sequences and adaptation     | Where We Are in Place and Time<br>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 | Research<br>Self-management | - How exploration has taken place over time<br>- Reasons people explore<br>- Explorers and explorations  | <b>Listening:</b> complete the dialogue.<br><b>Speaking:</b> respond to teacher's questions.<br><b>Reading:</b> answer the questions about the topic. <b>Writing:</b> design a map with places and directions. | 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 |



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|------------------------|---|---|--|----------------------------------|--|--|---|
| <b>Transportation</b>  | Function<br>Causation<br>Connection       | Communication,<br>pattern and impact,<br>relationships and<br>interdependence | <b>How the World Works</b><br>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<br>Social               | - Different types of forces and how they work<br>- The relationship between force and motion<br>- How we use our knowledge of forces to invent | <b>Listening:</b> complete the dialogue.<br><b>Speaking:</b> respond to teacher's questions.<br><b>Reading:</b> answer the questions about the topic.<br><b>Writing:</b> short text about the topics | 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             |
| <b>Needs and wants</b> | Perspective<br>Function<br>Responsibility | Subjectivity,<br>communication,<br>initiative and rights                      | <b>How We Organise Ourselves</b><br>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making, economic activities and their impact on humankind and the environment.  | Communication<br>Self-management | - Needs versus wants<br>- Financial systems<br>- How to make a business successful   | <b>Listening:</b> video with simple questions.<br><b>Speaking:</b> short conversation in pairs.<br><b>Reading:</b> read a comic and complete it.<br><b>Writing:</b> infographic or short PPT         | 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.

