

LANGUAGE ACQUISITION									
SLOVAK LANGUAGE ACQUISITION									
pMYP - Year 1									
Unit title	Key concept	Related concepts	Global context	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content	Nr. of lessons (voluntary)
Welcome to Slovakia	Communication	Meaning; Patterns	Personal and cultural expression	By demonstration of patterns of slovak language we can better understand the way of communicating in this language.	A- i; B - i; C - i; D - i;		Communication Self-management	Slovak alphabet, typical slovak phrases, diacritic marks	
The sounds in language, vybrané slová	Connections	Function pronunciation	Personal and cultural expression	There is an important base of	A- i; B - i; C - i; D - i;		Communication Social Self management Thinking Research	Students will learn phonics and difference between spoken and written language,	
Program begins	Creativity	Function Structure	Identities and relationships	There is a demonstration of patterns of communication in Slovak language	A- i ii; B - i ,ii; C - i, ii; D - i, ii;		Communication Thinking Self-management research Social	Students will learn consonant group, pronouns, quantity, information about Slovakia	
MYP 1 - Year 2									
Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content	
Traveling is an adventure	Connections Culture	Meaning Patterns Word choice	Globalization and sustainability	We want from our students to evelop understanding of how traveling can help us better understand world. Students will get through it by suitable caption.	A- ii, iii; B- ii, iii; C- iii, iii; D- iii, iii;		Communication Thinking Research Social Self-management	Students will learn about adjectives, work with words preto vs lebo, compare adverbs, but also learn new words (traveling, airport, station).	
Christmas at home	Culture	Conventions; Message	Orientation in space and time	We want from students to understand part of slovak grammar by using christmas captions about family and at the end students will know not just grammar, but both, the core of the slovak christmas and grammar.	A- ii, iii; B- ii, iii; C- iii, iii; D- iii, iii;		Communication Thinking Research Social Self-management	Students will learn comparison of adjectives, verbs with dative, words mať rád vs páčiť sa, family, christmas at Slovakia.	
Medical examination	Communication	Context, Form	Scientific and technical innovation	We want from our students to develop understanding of slovak grammar (Genitiv - nouns, pronouns, prepositions), by using captions, words from medical department, so that students also learn new words and get understanding „how it works“ in Slovakia at this territory.	A- ii, iii; B- ii, iii; C- iii, iii; D- iii, iii;		Communication Thinking Research Social Self-management	Students will learn about making and using of genitive (nouns) and connections with prepositions, verbs and pronouns. On the other hand, students will learn new words from medical department and using of this words, but also how they can make connections between grammar and words from this territory.	
MYP2 - Year 3									
Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content	
Call me later, please!	Communication	Message; Word choice	Personal and cultural expression	We want from our students to understand that understanding of grammar and principles of communication can help them to communicate better and because of that they will be able to make positive relationships.	A- i; B- i; C- i, ii; D- i, ii		Communication Thinking Self-management Social Research	Students will learn imperative, indirect speech, word order with accusative, dative and ways of communication (calling, correspondence).	
Trip around the Slovakia	Culture; Time, place and space	Context, Conventions	Orientation in space and time	We want our students understand slovak grammar (future tense, words ist' vs chodiť, aspect) via captions based on trips around the Slovakia.	A- i; B- i; C- i, ii; D- i, ii		Communication Thinking Self-management Social Research	Students will learn future tense, aspect, but they will also learn about Slovakia and work with words ist' vs chodiť.	
Festival of blouse	Culture, Aesthetics	Audience, Function	Personal and cultural expression	We want from our students to develop understanding of grammar (conditional sentences, verbs), which will be involved in captions.	A- i, ii; B- i, ii; C- i, ii; D- i, ii		Communication Thinking Self-management Social Research	Students will learn conditional sentences, verbs, information about festival of blouse.	
MYP3 - Year 4									
Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content	

Romantic dinner	Connections, Identity, relationships	Empathy	Identities and relationships	We want our students understand slovak grammar (passive, inactive and active participle) by sing suitable exercises and to use this grammar in practical way, so that they can better understand captions with topic: „romantic“.	A - ii, iii; B- ii, iii; C- iii, iii; D- iii, iii		Communication Thinking Self-management Social Research	Students will learn inactive and active participles, passive sentences, masculine gender of nouns, captions about relationships between women and men.
Gertruda	Culture, Relationships	Function, Meaning	Identities and relationships	We want from our students to develop understanding of small joy and to appreciate people around us	A - ii, iii; B- ii, iii; C- iii, iii; D- iii, iii		Communication Thinking Self-management Social Research	Students will learn about party and celebrations in Slovakia, small joy, horoscope and crisis in family.
Joy and worries of graduation	Communication Identity Global interactions	Context Purpose	Identities and relationships	Development of understanding of slovak grammar - particles, conjunctions, nominative vs accusative - via various types of captions based on the main topic of the unit.	A - ii, iii; B- ii, iii; C- iii, iii; D- iii, iii		Communication Thinking Self-management Social Research	Students will learn conjunctions, particles, nominative vs accusative, aspect and get some information about graduation and getting job.

#### MYP4 - Year 5

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content
Living based on priorities	Creativity Culture Development	Point of view Theme	Fairness and development	We want from our students to understand how important development in our society is.	A - i, B - i, C - i, ii D - i, ii		Communication Thinking Self-management Social Research	Learning about houses, architects, estate agency, but they will also try to compare village with town and accusative with local.
Yesterday and today	Connections Change	Purpose	Orientation in space and time	Development of understanding that changes are part of our lives and we need them to develop our society.	A - ii, iii B - ii, iii C - iii, iii D - iii, iii		Communication Thinking Self-management Social Research	In this unit, students will learn about changes around us, generatormn problems, rules of behaviour. They will also work with words sa/ si and try to compare instrumental case with accusative.
My living is the same as me	Connections Culture	Context Empathy	Globaliyation and sustainability	We want from our students to understand slovak grammar via captions.	A - i, ii, B - i, ii, C - i, ii, D - i, ii		Communication Thinking Self-management Social Research	

#### MYP5 - Year 6

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content
Vacation	Communication Culture	Context	Globalization and sustainability	Importance of travelling - because of getting new ideas, friends, visiting new places.	A - ii, iii; B - ii, iii; C - iii, iii; D - iii, iii		Communication Thinking Self-management Social research	Students will learn about vacation, estate agency, travel agency, reclamation.
Professions and services	Communication Systems	Context Purpose	Scientific and technical innovation	We want from our students to understand how services and professions work in Slovakia.	A - ii, iii; B - ii, iii; C - iii, iii; D - iii, iii		Communication Thinking Self-management Social research	Learning about shopping in shopping center and via internet, professions, services, business, prepositions.
Culture	Creativity Culture Aesthetics	Point of view Stylistic choices	Personal and cultural expression	It is very important to teach students about culture - theatre, photography, galleries- to show them connections between our culture and culture abroad. On the other hand, We must lead students to respect every culture.	A - ii, iii; B - ii, iii; C - iii, iii; D - iii, iii		Communication Thinking Self-management Social research	Learning about slovak culture from many points of view (cinema, theatre, gallery, photography, fashion), but also about personal pronouns.

#### ENGLISH LANGUAGE ACQUISITION

#### pMYP - Year 1

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content
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1 How can I connect with others?	Connections	Context • Message	Identities and relationships	The way of connections with others often depends on context and sometimes to adapt the message to demonstrate the identities and relationships is needed.	<p>Phase 3-4 (Capable)</p> <ul style="list-style-type: none"> <li>Objective A: Listening <ul style="list-style-type: none"> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts</li> <li>— analyse connections in a wide variety of simple and some complex authentic texts</li> </ul> </li> <li>Objective B: Reading <ul style="list-style-type: none"> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts</li> <li>— analyse connections in a wide variety of simple and some complex authentic texts</li> </ul> </li> <li>Objective C: Speaking <ul style="list-style-type: none"> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>— communicate all or almost all the required information clearly and effectively</li> </ul> </li> <li>Objective D: Writing <ul style="list-style-type: none"> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices</li> <li>— communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</li> </ul> </li> </ul>	<p>Communication skills</p> <ul style="list-style-type: none"> <li>• Exchanging thoughts, messages and information effectively through interaction</li> <li>— Give and receive meaningful feedback</li> <li>• Reading, writing and using language to gather and communicate information</li> <li>— Write for different purposes</li> <li>— Structure information in summaries, essays and reports</li> <li>• Collaboration skills</li> <li>• Working effectively with others</li> <li>— Practise empathy</li> <li>— Take responsibility for one's own actions</li> <li>— Listen actively to other perspectives and ideas</li> <li>— Advocate for one's own rights and needs</li> <li>• Self-management</li> <li>• Affective skills</li> <li>• Mindfulness awareness</li> <li>— Practise being aware of body–mind connections</li> <li>• Resilience</li> <li>— Practise "bouncing back" after adversity, mistakes and failures</li> <li>— Practise dealing with disappointment and unmet expectations</li> <li>• Reflection skills</li> <li>• (Re)considering the process of learning; choosing and using ATL skills</li> <li>— Develop new skills, techniques and strategies for effective learning</li> <li>— Demonstrate flexibility in the selection and use of learning strategies</li> <li>Thinking</li> <li>• Critical-thinking skills</li> <li>• Analysing and evaluating issues and ideas</li> <li>— Draw reasonable conclusions and generalizations</li> </ul>	<p>Why good friends are important? What is friendship? What personality traits do I possess? Do you know who your real friends are? How we communicate today? Why do people use emoticons and emojis? Present continuous: affirmative, negative, questions On the phone: listening Making plans over the phone A report on a survey Extra curriculum: Sign language</p>
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2 Where would we be without family?	Connections	<ul style="list-style-type: none"> <li>• Meaning</li> <li>• Purpose</li> </ul>	Identities and relationships	Our personal and extended family connections give meaning and a sense of purpose to our unique identities and relationships.	A: Listening B: Reading C: Speaking D: Writing		Communication skills <ul style="list-style-type: none"> <li>• Exchanging thoughts, messages and information effectively through interaction</li> </ul> <hr/> Use a variety of speaking techniques to communicate with a variety of audiences <ul style="list-style-type: none"> <li>• Reading, writing and using language to gather and communicate information</li> </ul> <hr/> Read critically and for comprehension <hr/> Make inferences and draw conclusions <hr/> Paraphrase accurately and concisely <hr/> Preview and skim texts to build understanding <hr/> Take effective notes in class <hr/> Structure information in summaries, essays and reports Collaboration skills <ul style="list-style-type: none"> <li>• Working effectively with others</li> </ul> <hr/> Listen actively to other perspectives and ideas Self-management Reflection skills <ul style="list-style-type: none"> <li>• (Re)considering the process of learning; choosing and using ATL skills</li> </ul> <hr/> Develop new skills, techniques and strategies for effective learning <hr/> Focus on the process of creating by imitating the work of others Research Information literacy skills <ul style="list-style-type: none"> <li>• Finding, interpreting, judging and creating information</li> </ul> <hr/> Understand and use technology systems Thinking Critical-thinking skills <ul style="list-style-type: none"> <li>• Analysing and evaluating issues and ideas</li> </ul> <hr/> Formulate factual, topical, conceptual and	
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<p>3 Eat to live, or live to eat?</p>	<p>Culture</p>	<ul style="list-style-type: none"> <li>• Context</li> <li>• Message</li> </ul>	<p>Personal and cultural expression</p>	<p>Choices we make by our culture and the context in which we live, and might send messages about who we are about what we eat are influenced</p>	<p>A: Listening B: Reading C: Speaking D: Writing</p>	<p>Communication skills</p> <ul style="list-style-type: none"> <li>• Exchanging thoughts, messages and information effectively through interaction</li> <li>—</li> <li>Use appropriate forms of writing for different purposes and audiences</li> <li>• Reading, writing and using language to gather and communicate information</li> <li>—</li> <li>Read critically and for comprehension</li> <li>—</li> <li>Make inferences and draw conclusions</li> <li>Social Collaboration skills</li> <li>• Working effectively with others</li> <li>—</li> <li>Listen actively to other perspectives and ideas</li> <li>Self-management</li> <li>Affective skills</li> <li>• Mindfulness awareness</li> <li>—</li> <li>Practise being aware of body–mind connections</li> <li>Research</li> <li>Information literacy skills</li> <li>• Finding, interpreting, judging and creating information</li> <li>—</li> <li>Collect, record and verify data</li> <li>—</li> <li>Access information to be informed and inform others</li> <li>Thinking</li> <li>Critical-thinking skills</li> <li>• Analysing and evaluating issues and ideas</li> <li>—</li> <li>Evaluate evidence and arguments</li> <li>—</li> <li>Draw reasonable conclusions and generalizations</li> <li>Creative-thinking skills</li> <li>• Generating novel ideas and considering new perspectives</li> <li>—</li> <li>Create original works and ideas; use existing works and ideas in new ways</li> </ul>	<p>-where our food comes from and how it is produced -how food is eaten and enjoyed around the world -how can we take small steps to help tackle world hunger</p>	
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4 In the past	Connections	Phases 3–4 • Empathy • Point of view	Personal and cultural expression	To know some connections between historical events can help to understand the cultural and personal expressions	A: Listening B: Reading C: Speaking D: Writing		Communication Communication skills • Exchanging thoughts, messages and information effectively through interaction — Use intercultural understanding to interpret communication — Use appropriate forms of writing for different purposes and audiences • Reading, writing and using language to gather and communicate information — Read critically and for comprehension — Read a variety of sources for information and for pleasure — Structure information in summaries, essays and reports Social Collaboration skills • Working effectively with others — Take responsibility for one's own actions Self-management Organization skills • Managing time and tasks effectively — Create plans to prepare for summative assessments (examinations and performances) Affective skills • Self-motivation — Practise managing self-talk Research Information literacy skills • Finding, interpreting, judging and creating information — Make connections between various sources of information Thinking Critical-thinking skills • Analysing and evaluating issues and ideas — Formulate factual, topical, conceptual and debatable questions	Vocabulary: People and places, students will be able to express what they like and dislike Reading: Seeing history, students will be able to use photos to help them to understand a text Grammar: was/were, there was, there were, past simple affirmative, negative, questions, regular and irregular verbs, students will be able to write about significant events in the past. Listening: Common verbs, students will be able to describe a journey Speaking: Your weekend, students will be able to give their opinions on past events Writing: a special events, students will be able to order events in the past using sequencing words Review Project work Culture: Thanksgiving, students will be able to talk about a festivals in their and foreign countries
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MYP1 - Year 2								
Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content

<p>How can we find our way?</p>	<p>Connections</p>	<p>Context</p>	<p>Orientation in space and time</p>	<p>Exploration allows us to better understand our orientation in space and time, and make connections to others through experiencing the context of their lives.</p>	<p>•Objective A: Listening—identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts— analyse conventions in a wide variety of simple and some complex authentic texts— analyse connections in a wide variety of simple and some complex authentic texts•Objective B: Reading—identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts— analyse conventions in a wide variety of simple and some complex authentic texts— analyse connections in a wide variety of simple and some complex authentic texts•Objective C: Speaking—use a wide range of vocabulary— use a wide range of grammatical structures generally accurately— use clear pronunciation and intonation in a comprehensible manner—communicate all or almost all the required information clearly and effectively•Objective D: Writing—use a wide range of vocabulary— use a wide range of grammatical structures generally accurately— organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices—communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</p>		<p>Communication skills, Affective skills, Information literacy skills, Critical-thinking skills, Creative-thinking skills</p>	<p>We explore the skills and knowledge we need in order to find our way back home if we were ever to get lost. This chapter supports better understanding of our orientation in space and time. It helps us to be better explorers .</p>	
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<p>What would be life in a world without letters?</p>	<p>Communication</p>	<p>Audience, Purpose, Conventions</p>	<p>Identities and relationships</p>	<p>A carefully written letter can communicate a message to an audience that can help strengthen our identities and relationships.</p>	<p>•Objective A: Listening—identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts— analyse conventions in a wide variety of simple and some complex authentic texts— analyse connections in a wide variety of simple and some complex authentic texts•Objective B: Reading—identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts— analyse conventions in a wide variety of simple and some complex authentic texts— analyse connections in a wide variety of simple and some complex authentic texts•Objective C: Speaking—use a wide range of vocabulary— use a wide range of grammatical structures generally accurately— use clear pronunciation and intonation in a comprehensible manner—communicate all or almost all the required information clearly and effectively•Objective D: Writing—use a wide range of vocabulary— use a wide range of grammatical structures generally accurately— organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices—communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</p>		<p>Communication skills, Collaboration skills, Reflection skills, Information literacy skills, Critical-thinking skills, Creative-thinking skills</p>	<p>-how to write letters for different purposes -how letter writing has changed over time .take action to revive the art of letter writing and reach out to others by becoming a pen pal.</p>	
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<p>What is poetry?</p>	<p>Creativity</p>	<p>Audience, Conventions, Stylistic Choices</p>	<p>Personal and cultural expression</p>	<p>Poetry is a uniquely creative form of personal and cultural expression that leaves much room for an audience to interpret meaning.</p>	<p>•Objective A: Listening—identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts—analyse conventions in a wide variety of simple and some complex authentic texts—analyse connections in a wide variety of simple and some complex authentic texts•Objective B: Reading—identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts—analyse conventions in a wide variety of simple and some complex authentic texts—analyse connections in a wide variety of simple and some complex authentic texts•Objective C: Speaking—use a wide range of vocabulary—use a wide range of grammatical structures generally accurately—use clear pronunciation and intonation in a comprehensible manner—communicate all or almost all the required information clearly and effectively•Objective D: Writing—use a wide range of vocabulary—use a wide range of grammatical structures generally accurately—organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices—communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</p>		<p>Communication skills, Reflection skills, Critical-thinking skills, Creative-thinking skills, Transfer skills,</p>	<p>-what poetry is and how to write your own poems -how we can use poetry as a way to express ourselves -take action to demonstrate how poetry is as relevant as ever in today's world</p>	
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<p>Racism</p>	<p>Communities</p>	<p>•Empathy•Point of view</p>	<p>Fairness and development</p>	<p>Living in various types of communities teaches empathy and perceiving others from various points of view encourages personal fairness and development.</p>	<p>•Objective A: Listening—identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts—analyse conventions in a wide variety of simple and some complex authentic texts—analyse connections in a wide variety of simple and some complex authentic texts•Objective B: Reading—identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts—analyse conventions in a wide variety of simple and some complex authentic texts—analyse connections in a wide variety of simple and some complex authentic texts•Objective C: Speaking—use a wide range of vocabulary—use a wide range of grammatical structures generally accurately—use clear pronunciation and intonation in a comprehensible manner—communicate all or almost all the required information clearly and effectively•Objective D: Writing—use a wide range of vocabulary—use a wide range of grammatical structures generally accurately—organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices—communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</p>		<p>Communication skills, Collaboration skills, Affective skills, Information literacy skills, Critical-thinking skills,</p>	<p>Poster Ppt presentation Video Rosa Parks – reading comprehension Book reading – Noughts and Crosses</p>	
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Education	Systems	Audience, Conventions	Orientation in space and time	Understanding school systems in various cultures, the conventions ruling them, helps learning about schools in the past and on different places in the world and communicating about them with a sense of audience.	<p>•Objective A: Listening—identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts— analyse conventions in a wide variety of simple and some complex authentic texts— analyse connections in a wide variety of simple and some complex authentic texts•Objective B: Reading—identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts— analyse conventions in a wide variety of simple and some complex authentic texts— analyse connections in a wide variety of simple and some complex authentic texts•Objective C: Speaking—use a wide range of vocabulary— use a wide range of grammatical structures generally accurately— use clear pronunciation and intonation in a comprehensible manner—communicate all or almost all the required information clearly and effectively•Objective D: Writing—use a wide range of vocabulary— use a wide range of grammatical structures generally accurately— organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices—communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</p>	Communication skills, Collaboration skills, Creative-thinking skills	Presentations: educational systems in different countries Critical thinking in education Debate School uniforms project Reading comprehension – school systems in other countries Pictures to analyse
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**MYP2 - Year 3**

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content	
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Travel	Connections	•Point of view•Purpose	Orientation in space and time	Applying concepts of time, space and place to purpose of travelling and reflecting one's point of view in orientation in space and time in creating their dreamplace for holiday.	<p>•Objective A: Listening—identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts— analyse conventions in a wide variety of simple and some complex authentic texts— analyse connections in a wide variety of simple and some complex authentic texts•Objective B: Reading—identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts— analyse conventions in a wide variety of simple and some complex authentic texts— analyse connections in a wide variety of simple and some complex authentic texts•Objective C: Speaking—use a wide range of vocabulary— use a wide range of grammatical structures generally accurately— use clear pronunciation and intonation in a comprehensible manner—communicate all or almost all the required information clearly and effectively•Objective D: Writing—use a wide range of vocabulary— use a wide range of grammatical structures generally accurately— organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices—communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</p>		Communication skills, Collaboration skills, Affective skills, Information literacy skills, Creative-thinking skills	Resort booklet Travel vocabulary Radio interview Famous travellers Video (Walter Mitty)	
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Relationships	Connections	•Empathy•Idiom	Identities and relationships	Finding connections in interpersonal relationships leads to developing empathy and tolerance, while familiarization with idiomatic vocabulary helps expressing one's own identity in the context of humanity.	<p>•Objective A: Listening—identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts— analyse conventions in a wide variety of simple and some complex authentic texts— analyse connections in a wide variety of simple and some complex authentic texts•Objective B: Reading—identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts— analyse conventions in a wide variety of simple and some complex authentic texts— analyse connections in a wide variety of simple and some complex authentic texts•Objective C: Speaking—use a wide range of vocabulary— use a wide range of grammatical structures generally accurately— use clear pronunciation and intonation in a comprehensible manner—communicate all or almost all the required information clearly and effectively•Objective D: Writing—use a wide range of vocabulary— use a wide range of grammatical structures generally accurately— organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices—communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</p>		Communication skills, Affective skills, Critical-thinking skills	<p>Debate Family and friends idioms Giving advice Generations apart Role play Prejudice in relationships Video (The Holiday) Puberty and relationships</p>	
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Technology	Creativity	•Function•Meaning	Scientific and technical innovation	Through exploring creativity behind newest inventions, students learn to appreciate the function of technology in our everyday lives and determine meaning of scientific and technical innovation for humankind.	<p>•Objective A: Listening—identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts— analyse conventions in a wide variety of simple and some complex authentic texts— analyse connections in a wide variety of simple and some complex authentic texts•Objective B: Reading—identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts— analyse conventions in a wide variety of simple and some complex authentic texts— analyse connections in a wide variety of simple and some complex authentic texts•Objective C: Speaking—use a wide range of vocabulary— use a wide range of grammatical structures generally accurately— use clear pronunciation and intonation in a comprehensible manner—communicate all or almost all the required information clearly and effectively•Objective D: Writing—use a wide range of vocabulary— use a wide range of grammatical structures generally accurately— organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices—communicate all or almost all the required informati</p>		Information literacy skills, Media literacy skills	<p>Technology vocabulary The history of a technological invention A newly invented gadget Poster analysis Technology and humanity presentation</p>	
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Jobs	Culture	•Conventions•Purpose	Fairness and development	By exploring the background of their culture in the context of conventions, students unveil the purpose of their school effort when finding their dream job while understanding how fairness is important in their work development.	<p>•Objective A: Listening—identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts— analyse conventions in a wide variety of simple and some complex authentic texts— analyse connections in a wide variety of simple and some complex authentic texts•Objective B: Reading—identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts— analyse conventions in a wide variety of simple and some complex authentic texts— analyse connections in a wide variety of simple and some complex authentic texts•Objective C: Speaking—use a wide range of vocabulary— use a wide range of grammatical structures generally accurately— use clear pronunciation and intonation in a comprehensible manner—communicate all or almost all the required information clearly and effectively•Objective D: Writing—use a wide range of vocabulary— use a wide range of grammatical structures generally accurately— organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices—communicate all or almost all the required inf</p>		Communication skills, Organization skills, Transfer skills	CV A letter of application Dangerous jobs Equality for all applicants Equal opportunity employers Using skills acquired at school in your dream job	
<b>MYP3 - Year 4</b>									

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content
Happiness and fulfillment	Creativity	Purpose	Identities and relationships	Texts about identities often share common themes, but writers use their creativity to give their texts different purposes.	A: Listening B: Reading C: Speaking D: Writing		Creative thinking skills	ATL focus: Creative thinking skills Inquiry 1: What creative skills have the writers used to discuss the topic "What makes teenagers happy?" Focus on communication skills: Roleplays and explaining cause and effect Inquiry 2: What's the purpose of Howard Gardners theory of multiple intelligences? Synthesis: Key and related concepts - Creativity and Purpose Inquiry 3: How important is the theme of happiness to teenagers? Reflection: Listening skills and debatable questions Summative assessments: Listening, Speaking, Reading and Writing Theory to practice: Action and service
Migrations	Culture	Context	Orientation in space and time	It is often easier to empathize with people from other cultures, times and places when we understand the context in which they have lived.	A: Listening B: Reading C: Speaking D: Writing		Critical thinking skills	ATL focus: Critical thinking skills Inquiry 1: What happens when you take children away from their own culture? Focus on communication skills: Interviews and opinion pieces Inquiry 2: What was the historical context for the children's migration across Western Australia? Synthesis: Key and related concepts - Culture and Context Inquiry 3: Why do we feel empathy for the narrator of the House on Mango Street and people like her? Reflection: Listening skills and debatable questions Summative Assessment: Listening, Speaking, Reading and Writing
Bilingualism and multilingu	Communication	Idiom	Personal and cultural expression	Individuals and cultures create their own idioms in order to communicate in their own voice.	A: Listening B: Reading C: Speaking D: Writing		Communication skills	ATL focus: Communication skills Inquiry 1: Where and when do I communicate in my different languages Focus on communication skills: Presentations and magazine articles Inquiry 2: Do we use different idioms when we communicate in different languages? Synthesis: Key and related concept - communication and Idioms Inquiry 3: How can different voices communicate messages about learning English in different ways? Reflection: Listening skills and debatable questions Summative assessment: Listening, Speaking, Reading and Writing
Human rights	Connections	Stylistic choices	Fairness and development	Our ability to express our ideas	A: Listening B: Reading C: Speaking D: Writing		Research skills	ATL focus: Research skills Inquiry 1: What are the connections between children's rights and human rights? Focus on communication skills: Speaking: Speeches, Writing: Formal correspondence Inquiry 2: What stylistic choices can we make to communicate ideas about human rights? Synthesis: Key and related concepts - Connections and Stylistic choices Inquiry 3: How do well-organised arguments help us to persuade our audiences? Reflection: Listening skills and debatable questions Summative assessment: Listening, Speaking, Reading, Writing

Life on Mars	Creativity	Point of view	Scientific and technical innovation		A: Listening B: Reading C: Speaking D: Writing		Social skills	ATL focus: social skills Inquiry 1: What is the connection between space exploration and creativity? Inquiry 2: How does the writer's point of view influence our ideas about space travel? Focus on communication: Debates and reviews Synthesis: Key and related concept - Creativity and point of view Inquiry 3: How can we detect bias in a text? Reflection: Listening skills and debatable questions Summative assessment: Listening, Reading, Speaking, Writing
Global citizenship	Culture	Audience	Globalisation and sustainability	Writer's use their creativity and In a world with diverse audiences and cultures, we need to infer received ideas in order to create shared understanding.	A: Listening B: Reading C: Speaking D: Writing		Self management skills	ATL focus: Self-management skills Inquiry 1: What is the culture of global citizenship? Focus on communication skills: Negotiating and essays Inquiry 2: How can we make audiences aware of the topic of global citizenship? Synthesis: Key and related concepts - Culture and Audience Inquiry 3: How can inference improve our understanding of an intercultural text? Reflection: Listening skills and debatable questions Summative assessment

**MYP4 - Year 5**

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content
Where do I belong?	Connections	Context	Identities and relationships		A: Listening B: Reading C: Speaking D: Writing		Communication skills Collaboration skills Organization skills Reflection skills Information literacy skills Media literacy skills Critical-thinking skills Transfer skills	Where do I belong? What does it mean to belong? (Wordwheel) Where do I belong? (Who am I?, Quilt writing, My top ten playlist) What is identity? (Identity factors) What makes us unique? (How do you see yourself?) How do we become who we are? (You don't know me - until now) What is the relationship between identity and belonging? (What is Britishness? The European Union) Summative assessment Reflection
Is my identity my brand?	Communication	Message	Scientific and technical innovations	Messages received through social media and social networking facilitate the communication of identity as a brand and not only shape future forms of self-expression, but also influence technical innovation.	A: Listening B: Reading C: Speaking D: Writing		Communication skills Organization skills Information literacy skills Media literacy skills Critical-thinking skills Creative - thinking skills Transfer skills	Is my identity my brand? How is social networking redefining identity? (Brands and logos, creating an oline profile) Girl online How do we present ourselves via social media? - digital footprint, online rights How much is too much information on social media? a survey To what extent does social networking connect us or set us apart? - mobile phones and texting What are the consequences of conducting so many social interactions online? Reading activity - Shakespeare, The New Rude Summative assessment Reflection
What determines health?	Culture	Point of view	Identities and relationships	Points of view on health and well-being are influenced by our identities and relationships with each other, and the messages we find in the media, on social networks and in our cultural environment.	A: Listening B: Reading C: Speaking D: Writing		Communication skills Organization skills Information literacy skills Media literacy skills Critical-thinking skills Creative - thinking skills Transfer skills	What determines health? What is health? What is well-being? - The secrets to a long life - evaluating sources, websites; Taking a closer look at adverts. What does wee-being mean to you? - food revolution Writing a report. Why is sleep important? What determines health? Can you identify some healthy habits? Is your chair killing you? What does emotional health mean to you? - mindfulness Why is health important in order to be happy? - life skills Summative assessment Reflection



Food and drinking. Shopping	Culture	Function Purpose	Orientation in space nad time	German and Slovak culture is eating habits	A- i,ii, iii B- i,ii C- i,ii,iii D- i, ii		Research	Students will know to describe their eating habits, they can say what they like and what they don t like, where do they eat, they can say what is healthy and unhealthy, they can use negation with kein, numerals, plural of nouns, personal pronauns	
In the city	Communication	Context function meaning	Orientation in space nad time	Orientation in a new place requires communication and cultural understanding	A- i,ii, iii B- i,ii,iii C- i,ii,iii D- i, ii,iii		Communication	The students will know how to ask for infromation and give advice, vocabulary related to sightseeing, transportation and travelling, prepostions, time conjunctions, impersonal pronoun "man"	
Travelling and global issues	Culture	Context function	Orientation in space nad time	Individuals in different cultural contexts, function of language in orientation and interaction	A- i,ii B- i,ii,iii C- i,ii,iii D,i,ii,iii		Communication	student will know : vocabulary connected with travelling, holiday activities, weather, writing a postcard, modal verbs, prepositions	A- i,ii
Media and information	Communication	Audience message	Scientific and technical innovation	Development of a critical mindset towards media messages to their audiences, their role and function in understanding information and the global world	A-i,ii,iii B- i,ii,iii C- i,ii,iii D- i,ii		Thinking	Students will learn vocabulary connected with media, expressing opinions and debating different points of view, giving advice, " Präteritum" of modal verbs, possessive pronouns, conjunction "sondern"	
Celebration and traditiones	Culture	Audience Meaning	Personal and cultural expression	Celebrations and traditions of each country depend on their cultural background	A- i,ii,iii B-i,ii,iii C-i,ii,iii D-i,ii,iii		Research	Students will describe traditions and habits in their country and compare them to those in German speaking countries. Word order structures, Pronouns in "Akkusativ" , ordinal numbers , dates, reflexive verbs,	
<b>MYP2 - Year 3</b>									
<b>Unit title</b>	<b>Key concept</b>	<b>Related concepts</b>	<b>Global contexts</b>	<b>Inquiry statement</b>	<b>MYP Subject groups Objectives</b>		<b>ATL Skills</b>	<b>Content</b>	
At home	Connections	Patterns structure	Identities and relationships	We are all connected with the place where we live and grow up	A-i,ii B- i,ii,iii C-i,ii,iii D-i, ii,iii		Self-management	Students will know vocabulary connected with the topic, they can describe their own houses and flats, their rooms , advantages, disadvatages , equipment of their rooms, they will use prepositions with Akkusativ and Dativ , prepostions of place	
Health and my body	Connections	Function Meaning	Fairness and development	To understand our body means to lead a healthy life	A-i,ii,iii B-i,ii,iii C- i,ii,iii D- i,ii,iii		Social	Students will know vocabulary connected with our body and various illnesses , they will use personal pronauns with Dativ, verb wehtun, conjunction deshalb, possessive adjectives	
Jobs and worklife	Connections	Form meaning	Fairness and development	Jobs contribute to our identity and give our lives meaning and provide opportunity for personal and professional growth.	A- i,ii,iii B- i,ii C- i,ii,iii D- i,ii,iii		Thinking	Active use of new vocabulary related to the topic. Decription of professions, education and jobs, searching for jobs, advantages, disadvantages, prepositions, pronauns, conjunction weil, past tense "perfekt" , word order	
My year abroad	Communication	Audience message	Identities and relationships	Give a message about yourself to the world and develop relationships with people around you	A- i,ii, B- i,ii,iii C- i,ii,iii D- i,ii,iii		Communication	The students will talk and write about situations in the past using past tense regular and irregular verbs "Perfekt" and "Präteritum" of verbs haben and sein , conjunction weil, prepostions von, bei, story writing conventions	
<b>MYP3 - Year 4</b>									
<b>Unit title</b>	<b>Key concept</b>	<b>Related concepts</b>	<b>Global contexts</b>	<b>Inquiry statement</b>	<b>MYP Subject groups Objectives</b>		<b>ATL Skills</b>	<b>Content</b>	
German is easy. my family	Communication	Form Meaning pronunciation	Identities and relationships	Good form and pronouncation can help communicate who we are and understand the meaning of communication.	A - i,ii B- i C- i, D- i,ii		Communication Research Thinking Self-management Social	How do we communicate - Greetings - Hobbies and leissure activities- likes - dislikes - my family, - Numbers 1-20, season, school subjects, - How do you do ? - speaking about the mood, sports, - spelling - Grammar : Konjugation regular Verbs in Present. - Pronunciation - Training of german consonants und vocals activities :	

Hobbies und Schule	Connections	Purpose point of view	Identities and relationships	There are connections between hobbies and school which can express personal ideas of an individual.	A - i B- i C-i D- i		Communication	In this unit students learn to speak about Hobbies, agree or disagree with some statements, to interpret their interest, introduce yourself and other people, welcome someone, name someone, something, ask for personal information, after something, ask for something. Grammar: Konjugation of regular Verbs, Pronounce in Nominativ, yes/no questions, subsidiary questions and pronouns wer, wie, was, prepositions in, aus, declension in Nominativ and Akkusativ, Pronunciation : Training of vocals	A- i
Leisure time and celebrations	Culture	Form purpose	Personal and cultural expressions	Our culture forms our identity, what we do and the way in which we interact and we behave in society	A - i,ii B- i C- i,ii,iii D- i,ii		Communication	In this unit students learn : name the leisure time activities, make plans, suggestions, Leisure activities after and in the school, using time expressions, suggestions- agree, disagree, hesitate and to express the unknown, to express wish or plan, speaking about the abilities, act and react positive or negative, congratulate a friend, uphold something, say goodbye to someone, insure about something, to express an opinion, to express hope, to express importance, to thank someone Grammar : modal verbs : moechten, koennen, irregular verbs in present, interrogative pronouns, prepositions : um, am, im, zu, vor, nach, fuer, numerals to express the date, affixes, pronunciation : Training of ei/eu, au	
Food, shopping and health	Creativity	Context Meaning	Personal and cultural expressions	The context in which we live influences our eating culture.	A - i,ii B- i C-i,ii,iii D- i,ii		Communication research Thinking Self-management Social	In this unit student learn to name food, drinks, catering establishment, to express the preferences, what i like/dislike, taste, to order something to drink or eat, to express that something is available or not, tell the price, react on an appeal, to express the amount, express the necessity, measure, ask for price, to afford the help, speaking about the mood, Grammar : conjugation irregular verbs in present, modal verbs koennen, muessen, comparison lieber, preposition mit, the form es gibt, verbs with Dativ, pronoun welcher/e/es, possessive pronouns sein, ihr, Pronunciation : Training of nk, ng	
health and life style	Connections	Function meaning	Fairness and development	To understand ourselves and to know our body means to lead healthy life.	A - i,ii,iii B - i,ii C - i,ii, iii D - i,ii,iii		Social	Vocabulary connected with our body, health, diseases, illnesses. Students will use the verb "wehtun". they can express how they feel, they will use imperative, possessive pronouns, adjectives, pronouns in Dativ	

**MYP4 - Year 5**

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content
In the city	Communication	Context function meaning	Orientation in time and space	Orientation in a new place requires communication and cultural understanding	A - i,ii,iii B- i,ii,iii C- i,ii,iii D- i,ii,iii		Communication	The students will know how to ask for information and give advice, vocabulary related to sightseeing, transportation and travelling, prepositions, time conjunctions, impersonal pronoun "man"
my year abroad	Communication	Audience message	Identities and relationships	Give a message about yourself to the world and develop relationships with people around you	A - i,ii B- i,ii,iii C- i,ii,iii D- i,ii,iii		Communication	The students will talk and write about situations in the past using past tense regular and irregular verbs "Perfekt" and "Präteritum" of verbs haben and sein, conjunction weil, prepositions von, bei, story writing convention
Fashion and shopping	Creativity	Audience Form Function	Personal and cultural expressions	People express themselves through their style choices	A - i,ii,iii B- i,ii,iii C- i,ii,iii D- i,ii,iii		research	The students can express their wishes, use demonstrative pronouns, they can compare and describe objects, verbs with "Dativ", use vocabulary related to personal appearance and qualities, express personal preferences, ask for price,
travelling and global issues	Culture	Context Function	Orientation in time and space	Individuals in different cultural contexts, function of language in orientation and interaction	A - i,ii B- i,ii,iii C- i,ii,iii D- i,ii,iii		Communication	student will know : vocabulary connected with travelling, holiday activities, weather, writing a postcard, modal verbs, prepositions

Celebrations and traditions	Culture	Audience meaning	Personal and cultural expressions	Celebrations and traditions of each country depend on their cultural background	A - i,ii,iii B- i,ii,iii C- i,ii,iii D- i,ii,iii		research	Students will describe traditions and habits in their country and compare them to those in German speaking countries. Word order structures, Pronouns in "Akkusativ" , ordinal numbers , dates, reflexive verbs,
Media and information	Communication	Audience message	Scientific and technical innovation	Development of a critical mindset towards media messages to their audiences, their role and function in understanding information and the global world	A - i,ii,iii B - i,ii,iii C - i,ii,iii D - i,ii		Thinking	Students will learn vocabulary connected with media, expressing opinions and debating different points of view, giving advice, " Präteritum" of modal verbs, possessive pronouns, conjunction "sondern"

**MYP5 - Year 6**

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content
Learning languages	Communication	Meaning message	Personal and cultural expressions	Communication is a meaningful message for each other	A - i,ii, B - i,ii C- i,ii,iii D - i,ii		Communication	Students will know vocabulary connected with foreign languages , asking for advice, ways of learning languages, speak about unreal issues, use of demonstrative pronouns , Use of "Konjuntiv 2"
Living in the city or in the country. Environment	Connections	Empathy structure	Globalisationand sustainability	Students are able to draw connections between local and global issues, understand impacts of human action on the environment and communities	A - i,ii, iii B - i,ii, iii C - i,ii,iii D - i,ii, iii		Social	Students will learn vocabulary connected with living in country and environment, nature, future tenses, future of our planet, living in environmentally friendly and durable community, how to create a community , that supports each other
Sports and fitness	Creativity	Form structure	Fairness and development	Active and creative life style form us to fit and healthy personalities	A - i,ii B- i,ii,iii C- i,ii,iii D - i,ii,iii		Social	Students will know the vocabulary based on topic sport and fitness, speak about favourite sport , extreme sport, sport arts, using "Perfektum" , verbs with separable prefixe verbs
Jobs and volunteer	Creativity	Meaning Form	Fairness and development	Creative job gives meaning to our live	A - i,ii,iii B- i,ii C - i,ii,iii D - i,ii,iii		Social	Students will know vocabulary connected with Volunteering, using modal verb sollen, use conjunction wenn, lead jobs interviews, discuss advantages and disadvantages of various jobs , creative work, solve problems

**FRENCH LANGUAGE ACQUISITION**

**pMYP - Year 1**

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content
Salut!	Communication	Form Purpose	Orientation in space and time	In order to orientation in space and time, we need to use right form and purpose in our communication.	A: i B: i C: i,iii D: i, ii		Communication Social	The Salutations Introducing themselves and the others The Verbs (to be and to have) The Alphabeth The name and the age The numbers (0-16) The places and cities
J'adore!	Connections	Conventions Form	Personal and cultural expression	Our personal and cultural expression will connect us to the others and that's why we need to know the right form, structure and conventions to be successful.	A: i,ii,iii B: i,ii, iii C: i,iii D: i, ii		Communication Social Self-management Research Thinking	The numbers (till 31) The professions The verbs (to be, to have, to live) The gender and the number of the nouns The months The seasons The holidays
La nature et nous	Creativity	Meaning Message	Scientific and technical innovation	Message we want to make must be meaningful and creative when our knowledge is focusing on the nature.	B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv		Communication Social Self-management	The animals - domestic and wilde The verbs (to like, to love, to dislike, to hate) To express feelings The articles
J'habite en Suisse!	Connections	Conventions	Globalisation ans sustainability	In the global world right connections are needed and conventions will help to identify it.	A:i, ii, iii B: i, ii, iii		Communication Social	Les pays Les nations - masculin/féminin + singulier/pluriel Les prépositions devant les noms de pays Le vocabulaire de paysage La conjugaison des verbes (habiter, aller, visiter)

**MYP1 - Year 2**

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content
Nos loisirs	Culture	Context Purpose	Identities and relationships	Notre culture façonne notre identité, nos loisirs et nos relations.	B: i, ii, iii D: i, ii, iii, iv	Communication Social Self-management Research Thinking	Découvrir les différents types de loisirs. Explorer pourquoi nous avons tous besoin d'avoir des loisirs et l'équilibre. Passer à l'action en expliquant l'importance d'avoir les loisirs variés et en organisant une journée des jeux de société.  Grammaire: le passé composé, L'imparfait, Les pronoms relatifs (qui, que, où)  Nous nous exprimons avec assurance et créativité dans plus d'une langue ou d'un langage et de différentes façon. Nous écoutons également les points de vue d'autres individus et groupes, ce qui nous permet de collaborer efficacement avec eux.
Tu fais du sport?	Connections	Fonction Meaning	Fairness and development	Comprendre notre corps et nous-mêmes signifie mener une vie saine et pleine de valeur	A: i, ii, iii B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv	Social	Vocabulaire lié à notre corps et diverses maladies Parties du corps Santé Sports individuels et collectifs Les bienfaits de la pratique du sport
A quoi sert l'école?	Connections	Meaning	Fairness and development	L'éducation est un lien entre la culture, l'expression personnelle et culturelle qui façonne sa beauté.	A: i, ii, iii B: i, ii, iii C: i, ii, iii, iv	Thinking	Matières scolaires Exprimer une attitude positive ou négative Intérêts et capacités L'importance de l'école et de l'apprentissage Systèmes scolaires en France et à l'étranger
Pourquoi faire la fête?	Culture	Context Purpose	Personal and cultural expression	Les personnes qui partagent la même philosophie, les mêmes croyances et valeurs célèbrent ensemble à travers des rituels dans des circonstances similaires.	A: i, ii, iii B: i, ii, iii	Social	Festivals Activités liées aux fêtes traditions culturelles françaises, Célébrations Différentes fêtes nationales en France et dans le monde Douane

**MYP2 - Year 3**

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content
Qu'est-ce qui définit nos relations?	Connections	Function Structure	Orientation in space and time	Nous sommes tous interconnectés par divers navires dans nos familles.	B: i, ii, iii C: i, ii, iii D: i, ii, iii	Communication	Vocabulaire du quotidien, famille, relations, amis Communication intergénérationnelle Forger des relations solides Décrivez nos relations Utiliser des formes de grammaire correctes
Comment communique-t-on?	Communication	Message Word choice	Scientific and technical innovation	Nous connaissons et sommes capables d'utiliser différents types de textes et leurs conventions, styles d'écriture et registres de langue.	B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv	Communication	Modes de communication Divers registres Développer de bonnes capacités de communication Quelles sont les mauvaises compétences en communication Habitudes de parole
Es-tu curieux?	Creativity	Meaning Point of view	Orientation in space and time	Nous déterminons nous-mêmes la structure de nos jours et donnons un sens à nos vies	A: i, ii, iii B: i, ii, iii D: i, ii, iii, iv	Social	Exprimer leurs souhaits en utilisant le subjectif Utiliser correctement la conjonction Exprimer les contraires Parler de leurs activités du week-end Différents types de vacances Les avantages de partir en vacances et de découvrir de nouveaux endroits Notre impact environnemental pendant les vacances
Suis-je responsable de mon environnement?	Connections	Empathy Structure	Globalisation and sustainability	Nous sommes capables d'établir des liens entre les problèmes locaux et mondiaux, de comprendre l'impact de l'action humaine sur l'environnement et les communautés	A: i, ii, iii B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv	Social	Vocabulaire : nature, environnement, protection de la nature Le futur simple Parler d'avenir Animaux en danger Vivre dans une communauté écologique et durable Comment créer une communauté solidaire



MYP3 - Year 4								
Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content
Et vous?	Communication	Form Purpose	Orientation in space and time	Pour pouvoir s'orienter dans l'espace et le temps il faut qu'on utilise une forme et un propos adéquat dans la communication.	A: i, ii, iii B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv		Communication Social	Se présenter et demander de se présenter Donner des informations personnelles Demander et donner les coordonnées Les adjectifs de nationalité Les articles définis Prépositions devant les noms de villes et de pays La négation Les verbes (avoir, être, s'appeler) Le vocabulaire (les personnes, les loisirs, les nombres, les pays, les nationalités, l'identité) La francophonie (OIF, célébrités)
On va où?	Communication	Form Function	Orientation in space and time	La fonction, la forme et le propos de la communication est essentiel pour pouvoir s'orienter dans l'espace et le temps	A: i, ii, iii B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv		Communication Social Self-management	Demander/indiquer un chemin Comprendre un itinéraire Se déplacer en métro ou en bus Les articles définis et indéfinis Les verbes en -ER au présent L'adjectif interrogatif QUEL Le masculin et féminin des professions Les verbes (aller, prendre, descendre) Le vocabulaire (la ville, les voies, les lieux, les monuments, les transport, les professions, les nombres +100) La francophonie ( découvrir Paris et Montréal)
Qu'est-ce qu'on mange?	Creativity	Function Structure	Globalisation and sustainability	Besoin d'une structure et d'une forme adéquates pour une communication créative est nécessaire chaque jour.	A: i, ii, iii B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv		Communication Social Self-management Research	Communication: - comprendre et donner des horaires d'ouvertures - faire les courses - commander au restaurant - exprimer ses goûts Vocabulaire: - les magasins et les rayons, les commerçants, les quantités et la paiement - les aliments - au restaurant et au café - les plats, les boissons, la vaisselle - les points positifs et négatifs Grammaire - le singulier et le pluriel des noms - les prépositions de lieu - la quantité non identifiée - le pronom "en" - les verbes: payer, acheter, faire, manger
Les soldes, c'est parti!	Communication	Form Message	Fairness and development	Le message sensé est le résultat de la bonne forme de la communication.	A: i, ii, iii B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv		Communication Social	Communication: - la conversation dans les magasins Vocabulaire: - les vêtements - les couleurs - les matières - la technologie - les multimedia Grammaire: - le futur proche - la conjugaison (venir, aller)

MYP4 - Year 5								
Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content

Quels sont tes loisirs?	Culture	Context Purpose	Identities and relationships	Notre culture façonne notre identité, nos loisirs et nos relations.	B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv		Communication Social Self-management Research Thinking	Découvrir les différents types de loisirs. Explorer pourquoi nous avons tous besoin d'avoir des loisirs et l'équilibre. Passer à l'action en expliquant l'importance d'avoir les loisirs variés et en organisant une journée des jeux de société.  Grammaire: le passé composé, L'imparfait, Les pronoms relatifs (qui, que, où)  Nous nous exprimons avec assurance et créativité dans plus d'une langue ou d'un langage et de différentes façons. Nous écoutons également les points de vue d'autres individus et groupes, ce qui nous permet de collaborer efficacement avec eux.
Pourquoi tu fais du sport?	Connections	Function Meaning	Fairness and development	Comprendre notre corps et nous-mêmes signifie mener une vie saine et pleine de valeur	A: i, ii, iii B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv		Social	Vocabulaire lié à notre corps et diverses maladies Parties du corps Santé Sports individuels et collectifs Les bienfaits de la pratique du sport
Pourquoi aller à l'école?	Connections	Meaning	Fairness and development	L'éducation est un lien entre la culture, l'expression personnelle et culturelle qui façonne sa beauté	A: i, ii, iii B: i, ii, iii C: i, ii, iii		Thinking	Matières scolaires Exprimer une attitude positive ou négative Intérêts et capacités L'importance de l'école et de l'apprentissage Systèmes scolaires en France et à l'étranger
Vous aimez faire la fête?	Culture	Context Purpose	Personal and cultural expression	Les personnes qui partagent la même philosophie, les mêmes croyances et valeurs célèbrent ensemble à travers des rituels dans des circonstances similaires.	A: i, ii, iii B: i, ii, iii		Social	Festivals Activités liées aux fêtes traditions culturelles françaises, Célébrations Différentes fêtes nationales en France et dans le monde Douane

**MYP5 - Year 6**

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content
Qu'est-ce qui définit nos relations?	Connections	Function Structure	Orientation in space and time	Tout le monde est interconnecté par divers navires dans nos familles.	B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv		Communication	Vocabulaire du quotidien, famille, relations, amis Communication intergénérationnelle Forger des relations solides Décrivez nos relations Utiliser des formes de grammaire correctes
Comment communique-t-on?	Communication	Message Word choice	Scientific and technical innovation	Nous connaissons et sommes capables d'utiliser différents types de textes et leurs conventions, styles d'écriture et registres de langue.	B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv		Communication	Modes de communication Divers registres Développer de bonnes capacités de communication Quelles sont les mauvaises compétences en communication Habitudes de parole
Es-tu curieux?	Creativity	Meaning Point of view	Orientation in space and time	Les hommes se déterminent eux-mêmes la structure de nos jours et donnons un sens à nos vies	A: i, ii, iii B: i, ii, iii D: i, ii, iii, iv		Social	Exprimer leurs souhaits en utilisant le subjectif Utiliser correctement la conjonction Exprimer les contraires Parler de leurs activités du week-end Différents types de vacances Les avantages de partir en vacances et de découvrir de nouveaux endroits Notre impact environnemental pendant les vacances
Suis-je responsable de mon environnement?	Connections	Empathy Structure	Globalisation and sustainability	La capacité d'établir des liens entre les problèmes locaux et mondiaux, de comprendre l'impact de l'action humaine sur l'environnement et les communautés est essentiel.	A: i, ii, iii B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv		Social	Vocabulaire : nature, environnement, protection de la nature Le futur simple Parler d'avenir Animaux en danger Vivre dans une communauté écologique et durable Comment créer une communauté qui se soutient les uns les autres

**SPANISH LANGUAGE ACQUISITION**

**pMYP - Year 1**

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content
1 Me and my family	Communication	<ul style="list-style-type: none"> <li>• Function</li> <li>• Structure</li> </ul>	Orientation in space and time	Through the communication we describe and introduce our family members as well as ourselves.	<p>Phase 1–2 (Emergent)</p> <ul style="list-style-type: none"> <li>• Objective B: Reading</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts.</li> <li>— analyse connections in a wide variety of simple authentic texts</li> <li>• Objective C: Speaking</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>— communicate all or almost all the required information clearly and effectively</li> <li>• Objective D: Writing</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</li> <li>— communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</li> </ul>		<ul style="list-style-type: none"> <li>Communication skills</li> <li>• Exchanging thoughts, messages and information effectively through interaction</li> <li>— Give and receive meaningful feedback</li> <li>— Use intercultural understanding to interpret communication</li> <li>— Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>— Use appropriate forms of writing for different purposes and audiences</li> <li>— Use a variety of media to communicate with a range of audiences</li> <li>— Interpret and use effectively modes of non-verbal communication</li> <li>— Negotiate ideas and knowledge with peers and teachers</li> <li>— Participate in, and contribute to, digital social media networks.</li> <li>— Collaborate with peers and experts using a variety of digital environments and media.</li> <li>— Share ideas with multiple audiences using a variety of digital environments and media. Social Collaboration skills</li> <li>• Working effectively with others</li> <li>— Build consensus</li> <li>— Listen actively to other perspectives and ideas</li> </ul>	Within a personal framework discover how to describe and introduce yourself, establish new relationships by meeting others and introduce them to the structure of your family. concepts such as more, less and equal will also be explore.

<p>2 Everyday routine and my spare time</p>	<p>Crfeativity</p>	<p>Meaning • Structure</p>	<p>Orientation in space and time</p>	<p>Students will understand that: Creatively structured daily program helps us to orientate ourselves in time</p>	<ul style="list-style-type: none"> <li>• Objective A: Listening</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts</li> <li>— analyse connections in a wide variety of simple authentic texts</li> <li>• Objective B: Reading</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts.</li> <li>— analyse connections in a wide variety of simple authentic texts</li> <li>• Objective C: Speaking</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>• Objective D: Writing</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</li> </ul>	<p>Critical-thinking skills</p> <ul style="list-style-type: none"> <li>• Analysing and evaluating issues and ideas</li> <li>— Practise observing carefully in order to recognize problems</li> <li>— Gather and organize relevant information to formulate an argument</li> <li>— Recognize unstated assumptions and bias</li> <li>— Interpret data</li> <li>— Evaluate evidence and arguments</li> <li>— Recognize and evaluate propositions</li> <li>— Draw reasonable conclusions and generalizations</li> <li>— Test generalizations and conclusions</li> <li>— Revise understanding based on new information and evidence</li> <li>— Evaluate and manage risk</li> <li>— Formulate factual, topical, conceptual and debatable questions</li> <li>— Consider ideas from multiple perspectives</li> <li>— Develop contrary or opposing arguments</li> <li>— Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> <li>— Propose and evaluate a variety of solutions</li> <li>— Identify obstacles and challenges</li> <li>— Use models and simulations to explore complex systems and issues</li> <li>— Identify trends and forecast possibilities</li> <li>— Troubleshoot systems and applications</li> </ul>	<p>Vocabulary connected with this theme</p> <p>Describe daily routine</p> <p>How to express time</p>
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3 My home	Connections	<ul style="list-style-type: none"> <li>• Form</li> <li>• Structure</li> </ul>	Orientation in space and time	We all are interconnected with the place where we live and grew up.	<ul style="list-style-type: none"> <li>• Objective A: Listening</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts</li> <li>— analyse connections in a wide variety of simple authentic texts</li> <li>• Objective B: Reading</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts.</li> <li>— analyse connections in a wide variety of simple authentic texts</li> <li>• Objective C: Speaking</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>• Objective D: Writing</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</li> </ul>		<p>Self-management Reflection skills</p> <ul style="list-style-type: none"> <li>• (Re)considering the process of learning; choosing and using ATL skills</li> <li>— Develop new skills, techniques and strategies for effective learning</li> <li>— Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> <li>— Demonstrate flexibility in the selection and use of learning strategies</li> <li>— Try new ATL skills and evaluate their effectiveness</li> <li>— Consider content</li> <li>— Consider ATL skills development</li> <li>— Consider personal learning strategies</li> <li>— Focus on the process of creating by imitating the work of others</li> <li>— Consider ethical, cultural and environmental implications</li> <li>— Keep a journal to record reflections</li> </ul>	<p>Vocabulary connected with living Describing my house or flat Dream house</p>	
4.Food and Drink	Culture	<ul style="list-style-type: none"> <li>• Function</li> <li>• Purpose</li> </ul>	Orientation in space and time	We all need right structure and	<ul style="list-style-type: none"> <li>• Objective A: Listening</li> <li>— identify explicit and implicit</li> </ul>	<ul style="list-style-type: none"> <li>• Objective A: Listening</li> <li>— identify explicit and implicit</li> </ul>		<p>Describe eating habits Healthy and unhealthy lifestyle Lead dialogue in a restaurant Lead dialogue in a shop</p>	

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content	
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<p>5 The things that surround me</p>	<p>Connections</p>	<ul style="list-style-type: none"> <li>• Context</li> <li>• Function</li> <li>• Meaning</li> </ul>	<p>Fairness and development</p>	<p>La observacion y la lengua brindan destrezas para describir el contexto de la comunidad en la que vivimos, nuestras responsabilidades como ciudadanos y las conexiones entre instituciones.</p>	<ul style="list-style-type: none"> <li>• Objective A: Listening</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts</li> <li>— analyse connections in a wide variety of simple authentic texts</li> <li>• Objective B: Reading</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts.</li> <li>— analyse connections in a wide variety of simple authentic texts</li> <li>• Objective C: Speaking</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>— communicate all or almost all the required information clearly and effectively</li> <li>• Objective D: Writing</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</li> </ul>	<p>Thinking</p> <p>Critical-thinking skills</p> <ul style="list-style-type: none"> <li>• Analysing and evaluating issues and ideas</li> <li>— Practise observing carefully in order to recognize problems</li> <li>— Gather and organize relevant information to formulate an argument</li> <li>— Recognize unstated assumptions and bias</li> <li>— Interpret data</li> <li>— Evaluate evidence and arguments</li> <li>— Recognize and evaluate propositions</li> <li>— Draw reasonable conclusions and generalizations</li> <li>— Test generalizations and conclusions</li> <li>— Revise understanding based on new information and evidence</li> <li>— Evaluate and manage risk</li> <li>— Formulate factual, topical, conceptual and debatable questions</li> <li>— Consider ideas from multiple perspectives</li> <li>— Develop contrary or opposing arguments</li> <li>— Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> <li>— Propose and evaluate a variety of solutions</li> <li>— Identify obstacles and challenges</li> <li>— Use models and simulations to explore complex systems and issues</li> <li>— Identify trends and forecast possibilities</li> <li>— Troubleshoot systems and applications</li> </ul>	<p>Usos de ser/estar</p> <p>Nuevo vocabulario en la ciudad</p> <ul style="list-style-type: none"> <li>- preposiciones del lugar</li> <li>- dentro de la ciudad y su alrededor</li> <li>- mi barrio y mi comunidad</li> </ul>
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6 Appearance description	Communication	<ul style="list-style-type: none"> <li>• Context</li> <li>• Meaning</li> <li>• Message</li> </ul>	Personal and cultural expression	La apariencia comunica diferentes formas de expresar nuestra identidad, y su impacto depende del mensaje y contexto.	<p>Objective A: Listening</p> <ul style="list-style-type: none"> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts</li> <li>— analyse connections in a wide variety of simple authentic texts</li> </ul> <p>• Objective B: Reading</p> <ul style="list-style-type: none"> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts.</li> <li>— analyse connections in a wide variety of simple authentic texts</li> </ul> <p>• Objective C: Speaking</p> <ul style="list-style-type: none"> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>— communicate all or almost all the required information clearly and effectively</li> </ul> <p>• Objective D: Writing</p> <ul style="list-style-type: none"> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</li> </ul>	<p>Thinking</p> <p>Critical-thinking skills</p> <ul style="list-style-type: none"> <li>• Analysing and evaluating issues and ideas</li> <li>— Practise observing carefully in order to recognize problems</li> <li>— Gather and organize relevant information to formulate an argument</li> <li>— Recognize unstated assumptions and bias</li> <li>— Interpret data</li> <li>— Evaluate evidence and arguments</li> <li>— Recognize and evaluate propositions</li> <li>— Draw reasonable conclusions and generalizations</li> <li>— Test generalizations and conclusions</li> <li>— Revise understanding based on new information and evidence</li> <li>— Evaluate and manage risk</li> <li>— Formulate factual, topical, conceptual and debatable questions</li> <li>— Consider ideas from multiple perspectives</li> <li>— Develop contrary or opposing arguments</li> <li>— Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> <li>— Propose and evaluate a variety of solutions</li> <li>— Identify obstacles and challenges</li> <li>— Use models and simulations to explore complex systems and issues</li> <li>— Identify trends and forecast possibilities</li> <li>— Troubleshoot systems and applications</li> </ul>	<p>Peticiones</p> <p>Pedir en una tienda de ropa</p> <p>Preguntar por el precio de una prenda de vestir</p> <p>Nuevo vocabulario de este tema</p>
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7 Cultural differences	Creativity	Context • Meaning • Purpose	Identities and relationships	Las sociedades utilizan su creatividad, idioma y contexto cultural para expresar y comunicar diferentes tipos de ideas y significados.	<ul style="list-style-type: none"> <li>• Objective B: Reading</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts.</li> <li>— analyse connections in a wide variety of simple authentic texts</li> <li>• Objective C: Speaking</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>— communicate all or almost all the required information clearly and effectively</li> <li>• Objective D: Writing</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</li> </ul>		<p>Thinking</p> <p>Critical-thinking skills</p> <ul style="list-style-type: none"> <li>• Analysing and evaluating issues and ideas</li> <li>— Practise observing carefully in order to recognize problems</li> <li>— Gather and organize relevant information to formulate an argument</li> <li>— Recognize unstated assumptions and bias</li> <li>— Interpret data</li> <li>— Evaluate evidence and arguments</li> <li>— Recognize and evaluate propositions</li> <li>— Draw reasonable conclusions and generalizations</li> <li>— Test generalizations and conclusions</li> <li>— Revise understanding based on new information and evidence</li> <li>— Evaluate and manage risk</li> <li>— Formulate factual, topical, conceptual and debatable questions</li> <li>— Consider ideas from multiple perspectives</li> <li>— Develop contrary or opposing arguments</li> <li>— Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> <li>— Propose and evaluate a variety of solutions</li> <li>— Identify obstacles and challenges</li> <li>— Use models and simulations to explore complex systems and issues</li> <li>— Identify trends and forecast possibilities</li> <li>— Troubleshoot systems and applications</li> </ul>	<p>Sentimientos, deseos y preferencias</p> <p>Expresar y preguntar preferencias</p> <p>Expresar y preguntar por deseo y necesidad</p> <p>Construcciones oracionales</p> <p>Adjetivos con el verbo en indicativo</p> <p>Contraste ser/tenerllevar en las descripciones</p> <p>Hay/estar</p>	
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8 Job and working	Connections	<ul style="list-style-type: none"> <li>• Patterns</li> <li>• Word choice</li> </ul>	Scientific and technical innovation	Las circunstancias en las que suceden muchas innovaciones y el propósito con el que crean propician ajustes lingüísticos y culturales relacionados con las necesidades y exigencias sociales.	<ul style="list-style-type: none"> <li>• Objective A: Listening</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts</li> <li>— analyse connections in a wide variety of simple authentic texts</li> <li>• Objective B: Reading</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts.</li> <li>— analyse connections in a wide variety of simple authentic texts</li> <li>• Objective C: Speaking</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>— communicate all or almost all the required information clearly and effectively</li> <li>• Objective D: Writing</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</li> </ul>		<p>Critical-thinking skills</p> <ul style="list-style-type: none"> <li>• Analysing and evaluating issues and ideas</li> <li>— Practise observing carefully in order to recognize problems</li> <li>— Gather and organize relevant information to formulate an argument</li> <li>— Recognize unstated assumptions and bias</li> <li>— Interpret data</li> <li>— Evaluate evidence and arguments</li> <li>— Recognize and evaluate propositions</li> <li>— Draw reasonable conclusions and generalizations</li> <li>— Test generalizations and conclusions</li> <li>— Revise understanding based on new information and evidence</li> <li>— Evaluate and manage risk</li> <li>— Formulate factual, topical, conceptual and debatable questions</li> <li>— Consider ideas from multiple perspectives</li> <li>— Develop contrary or opposing arguments</li> <li>— Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> <li>— Propose and evaluate a variety of solutions</li> <li>— Identify obstacles and challenges</li> <li>— Use models and simulations to explore complex systems and issues</li> <li>— Identify trends and forecast possibilities</li> <li>— Troubleshoot systems and applications</li> </ul>	<p>Nuevo vocabulario de profesiones</p> <p>Imaginar una entrevista de trabajo</p> <p>Los adjetivos de una persona necesarios para obtener un buen puesto de trabajo</p>	
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9El tiempo atmosférico	Connections	Context • Meaning	Globalization and sustainability	El tiempo nos permite apreciar similitudes, diferencias y conexiones entre los países.	<ul style="list-style-type: none"> <li>• Objective A: Listening</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts</li> <li>— analyse conventions in a wide variety of simple and some complex authentic texts</li> <li>— analyse connections in a wide variety of simple and some complex authentic texts</li> <li>• Objective C: Speaking</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>— communicate all or almost all the required information clearly and effectively</li> <li>• Objective D: Writing</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>Communication skills</li> <li>• Exchanging thoughts, messages and information effectively through interaction</li> <li>— Give and receive meaningful feedback</li> <li>— Use intercultural understanding to interpret communication</li> <li>— Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>— Use appropriate forms of writing for different purposes and audiences</li> <li>— Use a variety of media to communicate with a range of audiences</li> <li>— Interpret and use effectively modes of non-verbal communication</li> <li>— Negotiate ideas and knowledge with peers and teachers</li> <li>— Participate in, and contribute to, digital social media networks.</li> <li>— Collaborate with peers and experts using a variety of digital environments and media.</li> <li>— Share ideas with multiple audiences using a variety of digital environments and media.</li> <li>Social Collaboration skills</li> <li>• Working effectively with others</li> <li>— Practise empathy</li> <li>— Delegate and share responsibility for decision-making</li> <li>— Help others to succeed</li> <li>— Take responsibility for one's own actions</li> <li>— Manage and resolve conflict and work collaboratively in teams</li> <li>— Negotiate effectively</li> <li>— Encourage others to contribute</li> <li>Self-management Organization skills</li> <li>• Managing time and tasks effectively</li> </ul>	Comparar lugares, situaciones y acciones. Referirse a acciones y situaciones del pasado ( Preterito perfecto). Predecir el tiempo atmosférico. Verbos regulares y tambien irregulares.
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<p>10 Cómo, cuándo, dónde, de quién y con quién aprendemos?</p>	<p>Culture</p>	<p>Context • Message</p>	<p>Personal and cultural expression</p>	<p>El significado de la cultura de educación para la vida va más allá de los muros de los contextos institucionales.</p>	<ul style="list-style-type: none"> <li>• Objective A: Listening</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts</li> <li>— analyse conventions in a wide variety of simple and some complex authentic texts</li> <li>— analyse connections in a wide variety of simple and some complex authentic texts</li> <li>• Objective B: Reading</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts</li> <li>— analyse conventions in a wide variety of simple and some complex authentic texts</li> <li>— analyse connections in a wide variety of simple and some complex authentic texts</li> <li>• Objective C: Speaking</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>— communicate all or almost all the required information clearly and effectively</li> <li>• Objective D: Writing</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices</li> </ul>		<p>Communication Communication skills</p> <ul style="list-style-type: none"> <li>• Exchanging thoughts, messages and information effectively through interaction</li> <li>— Give and receive meaningful feedback</li> <li>— Use intercultural understanding to interpret communication</li> <li>— Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>— Use appropriate forms of writing for different purposes and audiences</li> </ul> <p>Social Collaboration skills</p> <ul style="list-style-type: none"> <li>• Working effectively with others</li> <li>— Practise empathy</li> <li>— Delegate and share responsibility for decision-making</li> <li>— Build consensus</li> <li>— Make fair and equitable decisions</li> <li>— Listen actively to other perspectives and ideas</li> </ul> <p>Self-management Organization skills</p> <ul style="list-style-type: none"> <li>• Managing time and tasks effectively</li> <li>— Use appropriate strategies for organizing complex information</li> <li>— Understand and use sensory learning preferences (learning styles)</li> <li>— Select and use technology effectively and productively</li> </ul>	<p>nuevo vocabulario referido a la educación, rutina del colegio, el condicional simple,</p>	
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<p>11 Cómo será el futuro de las cosas que vemos?</p>	<p>Connections</p>	<ul style="list-style-type: none"> <li>• Context</li> <li>• Point of view</li> <li>• Word choice</li> </ul>	<p>Scientific and technical innovation</p>	<p>Los avances e interacciones tecnológicas y sociales, y las nuevas necesidades que se generan con ellos.</p>	<ul style="list-style-type: none"> <li>• Objective A: Listening</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts</li> <li>— analyse conventions in a wide variety of simple and some complex authentic texts</li> <li>— analyse connections in a wide variety of simple and some complex authentic texts</li> <li>• Objective B: Reading</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts</li> <li>— analyse conventions in a wide variety of simple and some complex authentic texts</li> <li>— analyse connections in a wide variety of simple and some complex authentic texts</li> <li>• Objective C: Speaking</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>— communicate all or almost all the required information clearly and effectively</li> <li>• Objective D: Writing</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices</li> </ul>		<p>Communication skills</p> <ul style="list-style-type: none"> <li>• Exchanging thoughts, messages and information effectively through interaction</li> <li>— Give and receive meaningful feedback</li> <li>— Use intercultural understanding to interpret communication</li> <li>— Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>— Use appropriate forms of writing for different purposes and audiences</li> <li>— Use a variety of media to communicate with a range of audiences</li> <li>— Interpret and use effectively modes of non-verbal communication</li> <li>— Negotiate ideas and knowledge with peers and teachers</li> <li>— Participate in, and contribute to, digital social media networks.</li> <li>— Collaborate with peers and experts using a variety of digital environments and media.</li> <li>— Share ideas with multiple audiences using a variety of digital environments and media.</li> </ul>	<p>tiempo verbal: futuro y condicional simple, como me imagino dentro de 10años futuro que podemos crear</p>	
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<p>12 ¿Cómo nos transformamos cuando viajamos?</p>	<p>Creativity</p>	<p>Meaning          • Message          • Point of view</p>	<p>Personal and cultural expression</p>	<p>Viajar y ser testigos de las diferentes formas de expresión en las culturas activa nuestra creatividad y enriquece el significado de nuestras vivencias.</p>	<ul style="list-style-type: none"> <li>• Objective A: Listening</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts</li> <li>— analyse conventions in a wide variety of simple and some complex authentic texts</li> <li>— analyse connections in a wide variety of simple and some complex authentic texts</li> <li>• Objective B: Reading</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts</li> <li>— analyse conventions in a wide variety of simple and some complex authentic texts</li> <li>— analyse connections in a wide variety of simple and some complex authentic texts</li> <li>• Objective C: Speaking</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>— communicate all or almost all the required information clearly and effectively</li> <li>• Objective D: Writing</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices</li> </ul>		<p>Communication skills</p> <ul style="list-style-type: none"> <li>• Exchanging thoughts, messages and information effectively through interaction</li> <li>— Give and receive meaningful feedback</li> <li>— Use intercultural understanding to interpret communication</li> <li>— Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>— Use appropriate forms of writing for different purposes and audiences</li> <li>— Use a variety of media to communicate with a range of audiences</li> <li>— Interpret and use effectively modes of non-verbal communication</li> <li>— Negotiate ideas and knowledge with peers and teachers</li> <li>— Collaborate with peers and experts using a variety of digital environments and media.</li> <li>— Share ideas with multiple audiences using a variety of digital environments and media.</li> <li>Social Collaboration skills</li> <li>• Working effectively with others</li> <li>— Use social media networks appropriately to build and develop relationships</li> <li>— Practise empathy</li> <li>— Delegate and share responsibility for decision-making</li> <li>— Help others to succeed</li> <li>— Take responsibility for one's own actions</li> <li>— Manage and resolve conflict and work collaboratively in teams</li> </ul>	<p>vocabulario de viajar, los medios de transporte, expresiones de viajar, pedir info por teléfono</p>	
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<p>1 Everyday routine and my spare time</p>	<p>Creativity</p>	<p>Meaning • Structure</p>	<p>Orientation in space and time</p>	<p>Students will understand that: Creatively structured daily program helps us to orientate ourselves in time</p>	<p>Objective A: Listening — identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts — analyse conventions in a wide variety of simple authentic texts — analyse connections in a wide variety of simple authentic texts • Objective B: Reading — identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts — analyse conventions in a wide variety of simple authentic texts. — analyse connections in a wide variety of simple authentic texts • Objective C: Speaking — use a wide range of vocabulary — use a wide range of grammatical structures generally accurately — use clear pronunciation and intonation in a comprehensible manner • Objective D: Writing — use a wide range of vocabulary — use a wide range of grammatical structures generally accurately — organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</p>	<p>Thinking Critical-thinking skills • Analysing and evaluating issues and ideas — Practise observing carefully in order to recognize problems — Gather and organize relevant information to formulate an argument — Recognize unstated assumptions and bias — Interpret data — Evaluate evidence and arguments — Recognize and evaluate propositions — Draw reasonable conclusions and generalizations — Test generalizations and conclusions — Revise understanding based on new information and evidence — Evaluate and manage risk — Formulate factual, topical, conceptual and debatable questions — Consider ideas from multiple perspectives — Develop contrary or opposing arguments — Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding — Propose and evaluate a variety of solutions — Identify obstacles and challenges — Use models and simulations to explore complex systems and issues — Identify trends and forecast possibilities — Troubleshoot systems and applications</p>	<p>Vocabulary connected with this theme Describe daily routine How to express time</p>
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2 Me and my family	Connection	Function • Structure	Orientation in space and time	Within a personal framework discover how to describe and introduce yourself, establish new relationships by meeting others and introduce them to the structure of your family. concepts such as more, less and equal will also be explore.	<ul style="list-style-type: none"> <li>• Objective B: Reading</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts.</li> <li>— analyse connections in a wide variety of simple authentic texts</li> <li>• Objective C: Speaking</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>— communicate all or almost all the required information clearly and effectively</li> <li>• Objective D: Writing</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</li> <li>— communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</li> </ul>		<p>Communication</p> <p>Communication skills</p> <ul style="list-style-type: none"> <li>• Exchanging thoughts, messages and information effectively through interaction</li> <li>— Give and receive meaningful feedback</li> <li>— Use intercultural understanding to interpret communication</li> <li>— Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>— Use appropriate forms of writing for different purposes and audiences</li> <li>— Use a variety of media to communicate with a range of audiences</li> <li>— Interpret and use effectively modes of non-verbal communication</li> <li>— Negotiate ideas and knowledge with peers and teachers</li> <li>— Participate in, and contribute to, digital social media networks.</li> <li>— Collaborate with peers and experts using a variety of digital environments and media.</li> <li>— Share ideas with multiple audiences using a variety of digital environments and media.</li> </ul>	Within a personal framework discover how to describe and introduce yourself, establish new relationships by meeting others and introduce them to the structure of your family. concepts such as more, less and equal will also be explore.	
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3 My home	Connection	Function • Structure	Orientation in space and time	Within a personal framework discover how to describe and introduce yourself, establish new relationships by meeting others and introduce them to the structure of your family. concepts such as more, less and equal will also be explore.	<ul style="list-style-type: none"> <li>• Objective B: Reading</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts.</li> <li>— analyse connections in a wide variety of simple authentic texts</li> <li>• Objective C: Speaking</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>— communicate all or almost all the required information clearly and effectively</li> <li>• Objective D: Writing</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</li> <li>— communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</li> </ul>		<p>Communication skills</p> <ul style="list-style-type: none"> <li>• Exchanging thoughts, messages and information effectively through interaction</li> <li>— Give and receive meaningful feedback</li> <li>— Use intercultural understanding to interpret communication</li> <li>— Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>— Use appropriate forms of writing for different purposes and audiences</li> <li>— Use a variety of media to communicate with a range of audiences</li> <li>— Interpret and use effectively modes of non-verbal communication</li> <li>— Negotiate ideas and knowledge with peers and teachers</li> <li>— Participate in, and contribute to, digital social media networks.</li> <li>— Collaborate with peers and experts using a variety of digital environments and media.</li> <li>— Share ideas with multiple audiences using a variety of digital environments and media.</li> </ul>	Within a personal framework discover how to describe and introduce yourself, establish new relationships by meeting others and introduce them to the structure of your family. concepts such as more, less and equal will also be explore.	
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<p>4 Food and drinking, Shopping in the supermarket</p>	<p>Culture</p>	<p>Function • Purpose</p>	<p>Orientation in space and time</p>	<p>We all need right structure and form for creative communication every day</p>	<ul style="list-style-type: none"> <li>• Objective A: Listening</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts</li> <li>— analyse connections in a wide variety of simple authentic texts</li> <li>• Objective B: Reading</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts.</li> <li>— analyse connections in a wide variety of simple authentic texts</li> <li>• Objective C: Speaking</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>— communicate all or almost all the required information clearly and effectively</li> <li>• Objective D: Writing</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</li> <li>— communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</li> </ul>	<p>Research Information literacy skills</p> <ul style="list-style-type: none"> <li>• Finding, interpreting, judging and creating information</li> <li>— Collect, record and verify data</li> <li>— Access information to be informed and inform others</li> <li>— Make connections between various sources of information</li> <li>— Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information</li> <li>— Use memory techniques to develop long-term memory</li> <li>— Present information in a variety of formats and platforms</li> <li>— Collect and analyse data to identify solutions and make informed decisions</li> <li>— Process data and report results</li> <li>— Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</li> <li>— Understand and use technology systems</li> <li>— Use critical-literacy skills to analyse and interpret media communications</li> <li>— Understand and implement intellectual property rights</li> <li>— Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions</li> <li>— Identify primary and secondary sources</li> <li>Media literacy skills</li> <li>• Interacting with media to use and create ideas and information</li> <li>— Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and</li> </ul>	<p>Describe eating habits Healthy and unhealthy lifestyle Lead dialogue in a restaurant Lead dialogue in a shop</p>
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<p>5 The things that surround me</p>	<p>Connection</p>	<p>Context          • Function          • Meaning</p>	<p>Fairness and development</p>	<p>La observacion y la lengua brindan destrezas para describir el contexto de la comunidad en la que vivimos, nuestras responsabilidades como ciudadanos y las conexiones entre instituciones.</p>	<p>Objective A: Listening          — identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts          — analyse conventions in a wide variety of simple authentic texts          — analyse connections in a wide variety of simple authentic texts          • Objective B: Reading          — identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts          — analyse conventions in a wide variety of simple authentic texts.          — analyse connections in a wide variety of simple authentic texts          • Objective C: Speaking          — use a wide range of vocabulary          — use a wide range of grammatical structures generally accurately          — use clear pronunciation and intonation in a comprehensible manner          — communicate all or almost all the required information clearly and effectively          • Objective D: Writing          — use a wide range of vocabulary          — use a wide range of grammatical structures generally accurately          — organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</p>	<p>Thinking          Critical-thinking skills          • Analysing and evaluating issues and ideas          — Practise observing carefully in order to recognize problems          — Gather and organize relevant information to formulate an argument          — Recognize unstated assumptions and bias          — Interpret data          — Evaluate evidence and arguments          — Recognize and evaluate propositions          — Draw reasonable conclusions and generalizations          — Test generalizations and conclusions          — Revise understanding based on new information and evidence          — Evaluate and manage risk          — Formulate factual, topical, conceptual and debatable questions          — Consider ideas from multiple perspectives          — Develop contrary or opposing arguments          — Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding          — Propose and evaluate a variety of solutions          — Identify obstacles and challenges          — Use models and simulations to explore complex systems and issues          — Identify trends and forecast possibilities          — Troubleshoot systems and applications</p>	<p>Usos de ser/estar          Nuevo vocabulario en la ciudad          - preposiciones del lugar          - dentro de la ciudad y su alrededor          - mi barrio y mi comunidad</p>
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6 Appearance description	Communication	<ul style="list-style-type: none"> <li>• Context</li> <li>• Meaning</li> <li>• Message</li> </ul>	Personal and cultural expression	La apariencia comunica diferentes formas de expresar nuestra identidad, y su impacto depende del mensaje y contexto.	<p>Objective A: Listening</p> <ul style="list-style-type: none"> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts</li> <li>— analyse connections in a wide variety of simple authentic texts</li> </ul> <p>• Objective B: Reading</p> <ul style="list-style-type: none"> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts.</li> <li>— analyse connections in a wide variety of simple authentic texts</li> </ul> <p>• Objective C: Speaking</p> <ul style="list-style-type: none"> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>— communicate all or almost all the required information clearly and effectively</li> </ul> <p>• Objective D: Writing</p> <ul style="list-style-type: none"> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</li> </ul>	<p>Thinking</p> <p>Critical-thinking skills</p> <ul style="list-style-type: none"> <li>• Analysing and evaluating issues and ideas</li> <li>— Practise observing carefully in order to recognize problems</li> <li>— Gather and organize relevant information to formulate an argument</li> <li>— Recognize unstated assumptions and bias</li> <li>— Interpret data</li> <li>— Evaluate evidence and arguments</li> <li>— Recognize and evaluate propositions</li> <li>— Draw reasonable conclusions and generalizations</li> <li>— Test generalizations and conclusions</li> <li>— Revise understanding based on new information and evidence</li> <li>— Evaluate and manage risk</li> <li>— Formulate factual, topical, conceptual and debatable questions</li> <li>— Consider ideas from multiple perspectives</li> <li>— Develop contrary or opposing arguments</li> <li>— Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> <li>— Propose and evaluate a variety of solutions</li> <li>— Identify obstacles and challenges</li> <li>— Use models and simulations to explore complex systems and issues</li> <li>— Identify trends and forecast possibilities</li> <li>— Troubleshoot systems and applications</li> </ul>	<p>Peticiones</p> <p>Pedir en una tienda de ropa</p> <p>Preguntar por el precio de una prenda de vestir</p> <p>Nuevo vocabulario de este tema</p>
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7 Cultural differences	Creativity	Context • Meaning • Purpose	Identities and relationships	Las sociedades utilizan su creatividad, idioma y contexto cultural para expresar y comunicar diferentes tipos de ideas y significados.	<ul style="list-style-type: none"> <li>• Objective B: Reading</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts.</li> <li>— analyse connections in a wide variety of simple authentic texts</li> <li>• Objective C: Speaking</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>— communicate all or almost all the required information clearly and effectively</li> <li>• Objective D: Writing</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</li> </ul>		<p>Thinking</p> <p>Critical-thinking skills</p> <ul style="list-style-type: none"> <li>• Analysing and evaluating issues and ideas</li> <li>— Practise observing carefully in order to recognize problems</li> <li>— Gather and organize relevant information to formulate an argument</li> <li>— Recognize unstated assumptions and bias</li> <li>— Interpret data</li> <li>— Evaluate evidence and arguments</li> <li>— Recognize and evaluate propositions</li> <li>— Draw reasonable conclusions and generalizations</li> <li>— Test generalizations and conclusions</li> <li>— Revise understanding based on new information and evidence</li> <li>— Evaluate and manage risk</li> <li>— Formulate factual, topical, conceptual and debatable questions</li> <li>— Consider ideas from multiple perspectives</li> <li>— Develop contrary or opposing arguments</li> <li>— Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> <li>— Propose and evaluate a variety of solutions</li> <li>— Identify obstacles and challenges</li> <li>— Use models and simulations to explore complex systems and issues</li> <li>— Identify trends and forecast possibilities</li> <li>— Troubleshoot systems and applications</li> </ul>	<p>Sentimientos, deseos y preferencias</p> <p>Expresar y preguntar preferencias</p> <p>Expresar y preguntar por deseo y necesidad</p> <p>Construcciones oracionales</p> <p>Adjetivos con el verbo en indicativo</p> <p>Contraste ser/tener/llevar en las descripciones</p> <p>Hay/estar</p>	
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8 Job and working	Connection	Patterns • Word choice	Scientific and technical innovation	Las circunstancias en las que suceden muchas innovaciones y el propósito con el que crean propician ajustes lingüísticos y culturales relacionados con las necesidades y exigencias sociales.	<ul style="list-style-type: none"> <li>• Objective A: Listening</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts</li> <li>— analyse connections in a wide variety of simple authentic texts</li> <li>• Objective B: Reading</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</li> <li>— analyse conventions in a wide variety of simple authentic texts.</li> <li>— analyse connections in a wide variety of simple authentic texts</li> <li>• Objective C: Speaking</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>— communicate all or almost all the required information clearly and effectively</li> <li>• Objective D: Writing</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>Thinking</li> <li>Critical-thinking skills</li> <li>• Analysing and evaluating issues and ideas</li> <li>— Practise observing carefully in order to recognize problems</li> <li>— Gather and organize relevant information to formulate an argument</li> <li>— Recognize unstated assumptions and bias</li> <li>— Interpret data</li> <li>— Evaluate evidence and arguments</li> <li>— Recognize and evaluate propositions</li> <li>— Draw reasonable conclusions and generalizations</li> <li>— Test generalizations and conclusions</li> <li>— Revise understanding based on new information and evidence</li> <li>— Evaluate and manage risk</li> <li>— Formulate factual, topical, conceptual and debatable questions</li> <li>— Consider ideas from multiple perspectives</li> <li>— Develop contrary or opposing arguments</li> <li>— Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> <li>— Propose and evaluate a variety of solutions</li> <li>— Identify obstacles and challenges</li> <li>— Use models and simulations to explore complex systems and issues</li> <li>— Identify trends and forecast possibilities</li> <li>— Troubleshoot systems and applicatio</li> </ul>	<ul style="list-style-type: none"> <li>Nuevo vocabulario de profesiones</li> <li>Imaginar una entrevista de trabajo</li> <li>Los adjetivos de una persona necesarios para obtener un buen puesto de trabajo</li> </ul>
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9El tiempo atmosférico	Connection	Context • Meaning	Globalization and sustainability	El tiempo nos permite apreciar similitudes, diferencias y conexiones entre los países.	<ul style="list-style-type: none"> <li>• Objective A: Listening</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts</li> <li>— analyse conventions in a wide variety of simple and some complex authentic texts</li> <li>— analyse connections in a wide variety of simple and some complex authentic texts</li> <li>• Objective C: Speaking</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>— communicate all or almost all the required information clearly and effectively</li> <li>• Objective D: Writing</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>Communication skills</li> <li>• Exchanging thoughts, messages and information effectively through interaction</li> <li>— Give and receive meaningful feedback</li> <li>— Use intercultural understanding to interpret communication</li> <li>— Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>— Use appropriate forms of writing for different purposes and audiences</li> <li>— Use a variety of media to communicate with a range of audiences</li> <li>— Interpret and use effectively modes of non-verbal communication</li> <li>— Negotiate ideas and knowledge with peers and teachers</li> <li>— Participate in, and contribute to, digital social media networks.</li> <li>— Collaborate with peers and experts using a variety of digital environments and media.</li> <li>— Share ideas with multiple audiences using a variety of digital environments and media.</li> <li>Social Collaboration skills</li> <li>• Working effectively with others</li> <li>— Practise empathy</li> <li>— Delegate and share responsibility for decision-making</li> <li>— Help others to succeed</li> <li>— Take responsibility for one's own actions</li> <li>— Manage and resolve conflict and work collaboratively in teams</li> <li>— Negotiate effectively</li> <li>— Encourage others to contribute</li> <li>Self-management Organization skills</li> <li>• Managing time and tasks effectively</li> </ul>	Comparar lugares, situaciones y acciones. Referirse a acciones y situaciones del pasado ( Preterito perfecto). Predecir el tiempo atmosférico. Verbos regulares y tambien irregulares.
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<p>10 Cómo, cuándo, dónde, de quién y con quién aprendemos?</p>	<p>Culture</p>	<p>Context • Message</p>	<p>Personal and cultural expression</p>	<p>El significado de la cultura de educación para la vida va más allá de los muros de los contextos institucionales.</p>	<p>Objective A: Listening — identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts — analyse conventions in a wide variety of simple and some complex authentic texts — analyse connections in a wide variety of simple and some complex authentic texts • Objective B: Reading — identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts — analyse conventions in a wide variety of simple and some complex authentic texts — analyse connections in a wide variety of simple and some complex authentic texts • Objective C: Speaking — use a wide range of vocabulary — use a wide range of grammatical structures generally accurately — use clear pronunciation and intonation in a comprehensible manner — communicate all or almost all the required information clearly and effectively • Objective D: Writing — use a wide range of vocabulary — use a wide range of grammatical structures generally accurately — organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices</p>		<p>Communication skills • Exchanging thoughts, messages and information effectively through interaction — Give and receive meaningful feedback — Use intercultural understanding to interpret communication — Use a variety of speaking techniques to communicate with a variety of audiences — Use appropriate forms of writing for different purposes and audiences Social Collaboration skills • Working effectively with others — Practise empathy — Delegate and share responsibility for decision-making — Build consensus — Make fair and equitable decisions — Listen actively to other perspectives and ideas</p>	<p>nuevo vocabulario referido a la educación, rutina del colegio, el condicional simple,</p>	
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<p>11 Cómo será el futuro de las cosas que vemos?</p>	<p>Connection</p>	<p>Context</p> <ul style="list-style-type: none"> <li>• Point of view</li> <li>• Word choice</li> </ul>	<p>Scientific and technical innovation</p>	<p>Los avances e interacciones tecnológicas y sociales, y las nuevas necesidades que se generan con ellos.</p>	<p>Objective A: Listening</p> <ul style="list-style-type: none"> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts</li> <li>— analyse conventions in a wide variety of simple and some complex authentic texts</li> <li>— analyse connections in a wide variety of simple and some complex authentic texts</li> <li>• Objective B: Reading</li> <li>— identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts</li> <li>— analyse conventions in a wide variety of simple and some complex authentic texts</li> <li>— analyse connections in a wide variety of simple and some complex authentic texts</li> <li>• Objective C: Speaking</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— use clear pronunciation and intonation in a comprehensible manner</li> <li>— communicate all or almost all the required information clearly and effectively</li> <li>• Objective D: Writing</li> <li>— use a wide range of vocabulary</li> <li>— use a wide range of grammatical structures generally accurately</li> <li>— organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices</li> </ul>		<p>Communication</p> <p>Communication skills</p> <ul style="list-style-type: none"> <li>• Exchanging thoughts, messages and information effectively through interaction</li> <li>— Give and receive meaningful feedback</li> <li>— Use intercultural understanding to interpret communication</li> <li>— Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>— Use appropriate forms of writing for different purposes and audiences</li> <li>— Use a variety of media to communicate with a range of audiences</li> <li>— Interpret and use effectively modes of non-verbal communication</li> <li>— Negotiate ideas and knowledge with peers and teachers</li> <li>— Participate in, and contribute to, digital social media networks.</li> <li>— Collaborate with peers and experts using a variety of digital environments and media.</li> <li>— Share ideas with multiple audiences using a variety of digital environments and media.</li> </ul>	<p>tiempo verbal: futuro y condicional simple, como me imagino dentro de 10años futuro que podemos crear</p>	
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<p>12 Cómo nos transformamos cuando viajamos?</p>	<p>Creativity</p>	<p>Meaning  <ul style="list-style-type: none"> <li>• Message</li> <li>• Point of view</li> </ul> </p>	<p>Personal and cultural expression</p>	<p>Viajar y ser testigos de las diferentes formas de expresión en las culturas activa nuestra creatividad y enriquece el significado de nuestras vivencias.</p>	<p>Objective A: Listening  —  identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts  —  analyse conventions in a wide variety of simple and some complex authentic texts  —  analyse connections in a wide variety of simple and some complex authentic texts  •  Objective B: Reading  —  identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts  —  analyse conventions in a wide variety of simple and some complex authentic texts  —  analyse connections in a wide variety of simple and some complex authentic texts  •  Objective C: Speaking  —  use a wide range of vocabulary  —  use a wide range of grammatical structures generally accurately  —  use clear pronunciation and intonation in a comprehensible manner  —  communicate all or almost all the required information clearly and effectively  •  Objective D: Writing  —  use a wide range of vocabulary  —  use a wide range of grammatical structures generally accurately  —  organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices</p>	<p>Communication skills  •  Exchanging thoughts, messages and information effectively through interaction  —  Give and receive meaningful feedback  —  Use intercultural understanding to interpret communication  —  Use a variety of speaking techniques to communicate with a variety of audiences  —  Use appropriate forms of writing for different purposes and audiences  —  Use a variety of media to communicate with a range of audiences  —  Interpret and use effectively modes of non-verbal communication  —  Negotiate ideas and knowledge with peers and teachers  —  Collaborate with peers and experts using a variety of digital environments and media.  —  Share ideas with multiple audiences using a variety of digital environments and media.  Social  Collaboration skills  •  Working effectively with others  —  Use social media networks appropriately to build and develop relationships  —  Practise empathy  —  Delegate and share responsibility for decision-making  —  Help others to succeed  —  Take responsibility for one's own actions  —  Manage and resolve conflict and work collaboratively in teams  Thinking  Critical-thinking skills  •  Analysing and evaluating issues and ideas  —  Practise observing carefully in order to recognize problems</p>	<p>vocabulario de viajar, los medios de transporte, expresiones de viajar, pedir info por teléfono</p>
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