



SPANISH LANGUAGE ACQUISITION SUBJECT OVERVIEW
Year 3 (phase 3-4)

Overview	Hrs	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Content	Objectives	ATL Skills
Bianca Nieves y los 7 toritos	18	Creativity	Word choice Accent	Orientation in space and time with an exploration into heritage.	Being creative in the words we use while learning about heritage.	<p>Pragmatical competences: We will learn and discuss about the tradition behind bullfighting in Spain and other countries as Ecuador.</p> <p>Grammatical Competences: Since we will be in the first semester, we will practice the present, past and future tense (to create predictions). Text organizer words.</p> <p>Oral competences: Interpersonal conversations, read aloud, discuss the book with peers.</p> <p>Lexical competences: Vocabulary about bulls and bullfighting.</p>	<p>Objective A: Comprehending spoken and visual text.</p> <p>Objective B: Comprehending written and visual text.</p> <p>Objective C: Communicating in response to spoken and/or written and/or visual text.</p> <p>Objective D: Using language in spoken and/or written form.</p>	<p>Communication skills -Read a variety of sources for information. -Negotiate ideas and knowledge with peers and teachers. -Make inferences and draw conclusions.</p> <p>Reflection skills -Compare and contrast, draw connections among (multi)media resources.</p> <p>Thinking skills -Practise visible thinking strategies and techniques.</p>



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<p>Esperanza</p> <p>Biografía</p>	18	Connections	Empathy Function	Fairness and development with an exploration into inequality.	Connecting with others, in an inequality situation, allows us to develop empathy.	<p>Pragmatical competences: Learn about Guatemala and immigration. Compare and contrast the situation in Guatemala with other countries.</p> <p>Grammatical Competences: Introduction of new adjectives, adverbs, and verbs, related with the reading.</p> <p>Oral competences: Oral presentation of a symbol, reading aloud,</p> <p>Lexical competences: Learn about main literary devices (foreshadowing, imagery, metaphor, personification, simile, and symbolism).</p>	<p>Objective A: Comprehending spoken and visual text.</p> <p>Objective B: Comprehending written and visual text.</p> <p>Objective C: Communicating in response to spoken and/or written and/or visual text.</p> <p>Objective D: Using language in spoken and/or written form.</p>	<p>Communication skills -Make effective summary notes for studying. -Read a variety of sources for information. -Collaborate with peers and experts using a variety of digital environments and media.</p> <p>Self-Management skills Consider content.</p> <p>Research skills - Present information in a variety of formats and platforms.</p>



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Noche de oro	19	Culture	Idiom Structure	Globalization and sustainability with an exploration into human impact on the environment.	Every culture has their own idioms with a specific structure that make them unique.	<p>Pragmatical competences: Learning about Costa Rica and the industry there and the environment. (This is the second part of the book we read last year).</p> <p>Grammatical Competences: The use of the past tense in context. Learn structures about the environment</p> <p>Oral competences: Read aloud, communicate with your classmates in Spanish, individual oral assessment.</p> <p>Lexical competences: Develop the free writing about a topic.</p>	<p>Objective A: Comprehending spoken and visual text.</p> <p>Objective B: Comprehending written and visual text.</p> <p>Objective C: Communicating in response to spoken and/or written and/or visual text.</p> <p>Objective D: Using language in spoken and/or written form.</p>	<p>Communication skills -Read a variety of sources for information. -Use and interpret a range of discipline-specific terms and symbols -Write for different purposes.</p> <p>Social Skills -Help others to succeed.</p>