

Teacher(s)	E Covarrubias	Subject group and discipline	Language Acquisition SPN I		
Unit title	Get your basics on!	MYP year	Year 4	Unit duration (hrs)	50 hrs
Make it catchy		9 th = 4/ 10 th = 5		Not days	

Inquiry: Establishing the purpose of the unit

Key concept (1)	Related concept(s) (1-2)	Global context & exploration (1)
Communication	Message and Patterns	Global Context: Identities and Relationships Exploration: Lifestyle Choices
Statement of inquiry Process (Key concept + Related concept + Exploration)		
<p>Conceptual Understanding (Key concept + Related concepts): Combine the key & related concepts together to make a meaningful conceptual statement that identifies their relationship.</p> <p>Communication is affected by the use of messages and patterns.</p>		
<p>Statement of Inquiry (Key concept + Related concepts + Exploration): Create your statement (not question) of inquiry by combining the global contexts' exploration chosen for this unit with the conceptual understanding.</p> <p>Communication is produced by messages and patterns that establish lifestyle choices.</p>		
Inquiry questions (These questions need to be focused around the Key Concept, Related Concepts, and Global Context).		
<p>Factual— Line of Inquiry... Lower level of Blooms</p> <p>Unpack the statement of inquiry by mentioning them specifically in the questions. Stay away from content specific terminology here.</p> <ol style="list-style-type: none"> 1. What are the elements of communication? 2. What is considered a pattern of communication? 3. How are messages created? 		

Conceptual— Line of Inquiry...

Middle level of Blooms

Unpack the statement of inquiry by mentioning them specifically in the questions.

Stay away from content specific terminology here.

1. How do patterns and messages relate to each other?
2. What is communication?

Debatable— Line of Inquiry...

Higher level of Blooms

Unpack the statement of inquiry by mentioning them specifically in the questions.

Stay away from content specific terminology here.

1. To what extent is communication affected by messages and patterns?

Objectives and their strands	Summative assessment	
<p>IB Objectives found in your subject guides!</p> <p>Criterion C: Communicating in response to spoken and/or written and/or visual text.</p> <ul style="list-style-type: none">○ II: Express thoughts, ideas, opinions and information in spoken.○ III: Speak for specific purposes: <p>Criterion D: Using language in spoken and/or written form.</p> <ul style="list-style-type: none">○ I: Organize thoughts, ideas, opinions and information in spoken.	<p>Outline of summative assessment task(s) using the GRASPS model including assessment criteria (not the strands) in the final “S” of GRASPS:</p> <p>G(oal): Communication is produced by messages and patterns established by who we are.</p> <p>R(ole): You are a blogger</p> <p>A(udience): Your audience is Youtube followers</p> <p>S(ituation): The challenge involves comparing two dialects used in two Spanish speaking countries.</p> <p>P(roduct): You will create a blog that compares and contrasts both of your Hispanic backgrounds: Mexican and Colombian</p> <p>S(tandards): Criterion C (II & III) Criterion D (I)</p>	<p>Explain the relationship between summative assessment task(s) and statement of inquiry:</p> <p>Your task is to communicate the differences between Spanish in Mexico and Colombia.</p>

Approaches to learning (ATL)
<p>In order for students to Express thoughts, ideas, opinions and information in spoken form, students must Exchange thoughts, messages and information effectively through interaction. (ATL category: <u>Communication</u>, ATL Skill: <u>Communication</u>).</p> <p>In order for students to Organize thoughts, ideas, opinions and information in spoken, students must Find, interpret, judge and create information (ATL category: <u>Research</u>, ATL Skill: <u>Information literacy Skills</u>).</p>
Service Learning Outcomes:
<p>During this unit students are expected to help Spanish-speaking neighbours translate bills or important paperwork. In order for their team performance to meet and exceed expectations each student will experience the following service learning outcomes.</p>

Action: Teaching and learning through inquiry

Content (TEKS) WRITE THEM OUT	Learning Process <small>(List in the order in which you will teach the lessons, ask inquiry questions, when ATL statements will be taught and practiced, as well as when both assessment types will occur)</small> Research by comparing and contrasting the information gathered in order to formulate valid arguments.
<p>TEKS:</p> <ul style="list-style-type: none"> - (1.A) ask and respond to questions about everyday life in spoken and written conversation - (1.B) express and exchange personal opinions or preferences in spoken and written conversation 	Learning Experiences and Teaching Strategies <u>Inquirers will be able to research important topic</u>

<ul style="list-style-type: none"> - (1.C) ask and tell others what they need to, should, or must do in spoken and written conversation - (1.D) articulate requests, offer alternatives, or develop simple plans in spoken and written conversation - (1.E) participate in spoken conversation using culturally appropriate expressions, register, and gestures - (2.A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts - (2.B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials - (2.C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials - (3.A) state and supports an opinion or preference orally and in writing with supporting statements - (3.B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences. 	<p>Week 1/Day 1: Introduction to useful phrases to use in class, numbers, telling time, months.</p> <p>Week 2/Day 2: Introduction to useful phrases to use in class, body parts, seasons, calendar.</p> <p>Week 3/Day 3: Activities that people like and dislike</p> <p>Week 4/Day 4: Describing what you are like and what others are like</p> <p>Week 5/Day 5: Students will talk and write about classes, school activities, likes and dislikes</p> <p>Week 6/Day 6: Students will talk and write about classes, locations of objects</p> <p style="text-align: center;">Formative Assessment (formal and informal)</p> <p>GRASPS Examen: Para Empezar Unidad 1 Unidad 2</p> <p>Differentiation Partner students with needs with students that may be able to help, modify activities for specific needs, provide instructions in native language, replace reading tasks with listening exemplars that will help students understand material better.</p> <ul style="list-style-type: none"> ➤ Allow students to use notes, dictionaries, and read instructions out loud and translate them if necessary. ➤ Allow students to provide answers in English. 		
Resources			
State Resources	Text Books, Consumables, Etc.	Online Resources	Technological Resources
<ul style="list-style-type: none"> 1. TEKS 2. Scope & Sequence 	<ul style="list-style-type: none"> 3. GRASPS 4. Principles into Practice 		<ul style="list-style-type: none"> 7. Laptop 8. Electronic devices

	5. IB Subject Guide - Language & Literature		
	6. Autentico I		

Reflection: Considering the planning, process and impact of the inquiry *You can answer the questions directly

Prior to teaching the unit	During teaching	After teaching the unit
<p>Why do we think that the unit or the selection of topics will be interesting? Teaches students basic information that they might now or have heard of. It opens up their eyes since some know wrong terms.</p> <p>What do students already know, and what can they do?</p> <p>What have students encountered in this discipline before?</p> <p>What does my experience tell me about what to expect in this unit? A lot of aha moments, since some of them might be familiar with some words but they might not know exactly what they mean.</p> <p>What attributes of the learning profile does this unit offer students opportunities to develop?</p> <p>What potential interdisciplinary connections can we identify? Connections to the sciences through body parts and climate. Connections to language since they get to analyze who they are and describe themselves.</p> <p>What do we know about my students' preferences and patterns of interaction?</p> <p>Are there any possible opportunities for meaningful service learning? Students have the opportunity to use the new vocabulary to assist others with translation.</p> <p>What in the unit might be inspiring for community or personal projects?</p>	<p>What difficulties did we encounter while completing the unit or the summative assessment task(s)?</p> <p>What resources are proving useful, and what other resources do we need?</p> <p>What student inquiries are emerging?</p> <p>What can we adjust or change?</p> <p>What skills need more practice?</p> <p>What is the level of student engagement?</p> <p>How can we scaffold learning for students who need more guidance?</p> <p>What is happening in the world right now with which we could connect teaching and learning in this unit?</p> <p>How well are the learning experiences aligned with the unit's objectives?</p> <p>What opportunities am I hearing to help students explore the interpretative nature of knowledge, including personal biases that might be retained, revised or rejected? (DP Theory of knowledge skills development)</p>	<p>For this portion, it will serve as a reflection for how the unit went. Explain what can be done to make the lesson more thorough next school year.</p> <p>What were the learning outcomes of this unit?</p> <p>How well did the summative assessment task serve to distinguish levels of achievement? Was the task sufficiently complex to allow students to reach the highest levels?</p> <p>What evidence of learning can we identify? What artefacts of learning should we document?</p> <p>Which teaching strategies were effective? Why?</p> <p>What was surprising?</p> <p>What student-initiated action did we notice?</p> <p>What will we do differently next time?</p> <p>How will we build on our experience to plan the next unit?</p> <p>How effectively did we differentiate learning in this unit?</p> <p>What can students carry forward from this unit to the unit? to the next year/ level of study?</p> <p>Which subject groups could we work with next time?</p> <p>What did we learn from standardizing the assessment?</p>

Could we develop authentic opportunities for service learning? How can we use my students' multilingualism as a resource for learning?		
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