



Panfilo Ramirez

Language acquisition: Spanish

New school year, new friends. (Year 4)

Duration

Start Date

2 weeks 8 hours

W2
Aug

IB MYP P. Ramirez Period 6 Phase 2 (Year 4)

First Term
(Aug 2017 - Dec 2017)



Inquiry: Establishing the purpose of the unit

Key concept



Communication

Related concept(s)



Language acquisition: Phases 1–2

Purpose

Other Purpose

Global context



Identities and relationships

• Competition and cooperation; teams, affiliation and leadership

Statement of inquiry

“ The purpose of communication is to form affiliation and cooperation. ”

Inquiry questions



Factual

Who am I? Who are we?
How can I describe me and my new friends? What do we have in common?



Conceptual

What adjectives are socially acceptable in Spanish speaking countries to describe oneself and others in terms of physical traits and personality traits.



Debatable

What is the importance of language accuracy in interpersonal communication?



Evidence of Understanding

- C. The oral activity demonstrate the ability to describe oneself to others and find similarities with peers.
- D. The students will create a Diamond poem to describe themselves.

Summative assessment

Assessment Criteria				Tasks in all classes	QR
<p>A <input type="checkbox"/></p> <p>Comprehending spoken and visual text</p> 	<p>B <input type="checkbox"/></p> <p>Comprehending written and visual text</p> 	<p>C <input checked="" type="checkbox"/></p> <p>Communicating in response to spoken and/or written and/or visual text</p> 	<p>D <input type="checkbox"/></p> <p>Using language in spoken and/or written form</p> 	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>C. The oral activity demonstrate the ability to describe oneself to others and find similarities with peers.</p> <p>D. The students will create a Diamond poem to describe themselves.</p>	

Class mean of Assessed Criteria

Objectives

- C** Communicating in response to spoken and/or written and/or visual text
- Phase 2**
- i. respond appropriately to spoken and/or written and/or visual text
 - ii. interact in basic structured exchanges

Approaches to learning (ATL)

<p>I Communication skills <i>Exchanging thoughts, messages and information effectively through interaction</i></p> <ul style="list-style-type: none"> • Give and receive meaningful feedback • Use intercultural understanding to interpret communication 	<p>Learning Experiences <i>Week 1/Day 1&2: Daily objective and gradual release</i></p>
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Reading, writing and using language to gather and communicate information

- Write for different purposes

talk about you and other people are like using verb “ser” in present tense and adjectives

Tell where you and other people are from.

Review gender and number agreement in adjectives and nouns.

Review subject pronouns.

Week 1/Day 2&3: *Daily objective and gradual release*

Talk about you and other people do using regular verbs in present tense and infinitive verbs.

Review -AR, -ER, and -IR verb conjugation

Week 2/Day 1: *Daily objective and gradual release*

To talk about likes and dislikes using verb “gustar” and verbs and infinitive verbs.

Review Indirect Object pronouns

Communication skills

Exchanging thoughts, messages and information effectively through interaction

- Give and receive meaningful feedback

Reading, writing and using language to gather and communicate information

- Write for different purposes

Action: Teaching and learning through inquiry

Standards

Standards

Subject: Physical Education
 Year: Grade 7, Grade 8, Grade 10
 Start Date: W2 September Duration: 6 weeks



Knowledge & Skills

- TEKS
 - 1.A Ask and respond questions about everyday life with simple elaboration in spoken and written conversation.
 - 1.E Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures
 - 1.F Interact and react in writing using culturally appropriate expressions, register, and gestures
 - 3.B Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.

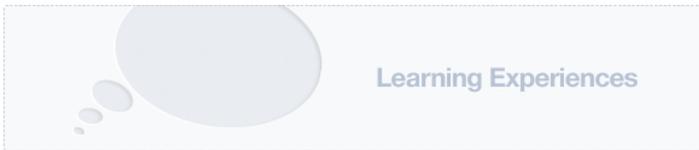
Service

Preparation: The students will be able to interact with native speakers in the community talking about themselves.

Learner Profile

Communicators: The students interact with other students in different language than their own.

Learning process	Formative Assessment	QR
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Differentiation

Describe how you will differentiate teaching & learning for this unit?

Extra time for written tasks for students with IEP

Memory games and digital resources.

Peer tutoring

Resources

Summary index Journal 0 Website 0 Video 0 File 0 Photos 0 Books 0



Reflection: Considering the planning, process and impact of the inquiry

↩️ ⌚ Prior to teaching the unit

- Why do we think that the unit or the selection of topics will be interesting?
- What do students already know, and what can they do?
- What attributes of the learner profile does this unit offer students opportunities to develop?
- Could we develop authentic opportunities for service learning?

* Students like to interact with new students and make new friends.

* Students already know how to express in simple sentences in the first person, and pronounce correctly.

* Students will be better communicators once they experience a successful interaction in language different than their own.

* Since we have many native Spanish speaker on campus, the students can try to communicate with them in the target language.

⌚ During teaching

⌚ ➡️ After teaching the unit



Appendices: Assessment Index

Assessment Tasks

Calendar Summary

Summative Formative

First Term



Second Term

