

Teacher(s)	Pilar, Warburton, Ferris	Subject group and discipline	Language Acquisition (Spanish 2) Phase 2		
Unit title	¿Quién es él/ella?	MYP year	5	Unit duration (hrs)	16

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context & (exploration)
Communication	Message, Form	Global Context: Identities and Relationships Exploration: Role Models
Statement of inquiry Process		
Conceptual Understanding: Messages can be communicated in different forms .		
Statement of Inquiry: Role models communicate messages in different forms .		
Inquiry questions		
Factual Question — What is form ? Conceptual Question — How do we communicate messages ? Debatable Question — Are messages received in the same light that they are communicated ?		
Objectives and their strands	Summative assessment	
A: Comprehending spoken and visual text -listen for specific purposes and respond to show understanding	Outline of summative assessment task(s) using the GRASPS model including assessment criteria (not the strands) in the final “S” of GRASPS:	Relationship between summative assessment task(s) and statement of inquiry:

<p>D: Using language in spoken and/or written form</p> <ul style="list-style-type: none"> -organize thoughts, feelings, ideas, opinions and information in spoken and written form -develop accuracy when speaking and writing in the target language 	<p>G: Your goal is to show your understanding of how role models communicate messages in different forms.</p> <p>R: You are a motivational speaker.</p> <p>A: Your target audience are youth members of the local community centre.</p> <p>S: Patrons of the local community centre have noticed a growing bullying problem, and have asked you to prepare a presentation to its members. They would like you to talk to their youth members about the attributes of a role model and a leader, to change the climate of the centre.</p> <p>P: You will provide a presentation about a person that you see as a role model and exemplifies behaviours of leaders that members can relate to. Your presentation must describe everything that you know about this person. Make sure to also include their main message and their methods of communication. Your product must consist of a speech and any visual aid that can aid in relaying why you chose this role model.</p> <p>S: Your work will be graded by Criterion A and D.</p>	<p>Students will research a role model that they see as a leader, as a positive influence, and exemplifies the IB Learner Profile. Students will communicate their role model's message in various forms, speaking, writing, and any visual method they choose.</p>
<p>Approaches to learning (ATL)</p>		

In order for students to listen for specific purposes and respond to show understanding **students must** use intercultural understanding to interpret communication. (ATL Category: Communication Skill Cluster: Communication Skills)

In order for students to organize thoughts, feelings, ideas, opinions and information in spoken and written form **students must** use appropriate strategies for organizing complex information. (ATL Category: Self-Management Skill Cluster: Organizational Skills)

In order for students to develop accuracy when speaking and writing in the target language **students must** give and receive meaningful feedback and write for different purposes. (ATL Category: Communication Skill Cluster: Communication Skills)

Action: Teaching and learning through inquiry

Content (TEKS) Write them out	Learning process		
	Learning experiences and teaching strategies	Formative Assessment	Differentiation (Include how you will differentiate for GT students, as well as for students with an IEP and LEP students)
TEKS 2.B.10 Interpretive: Identify the supporting details from nonfiction texts.	-Discuss how and why schools in different countries go to school during different months. -Presentation: - Students will read a script in which two students are using adjectives.	-quiz of the verb ser -quiz of the adjectives -quiz of the Subject Pronouns	-Students will be working with peers and study groups. -Tutoring.

<p>TEKS 3.B.4 Presentational: Describe people in writing using a series of sequenced sentences with simple elaboration.</p> <p>TEKS 3.B.1 Presentational: Describe people orally using a series of sequenced sentences.</p>	<p>-Students will write and share their descriptions about each student in the script.</p> <p>-Presentation: Adjectives in singular, plural, masculine, and feminine: serio, deportista, trabajador, paciente, y joven.</p> <p>-Grammar Activities:</p> <ol style="list-style-type: none"> 1. Students will write and share descriptions of themselves using the adjective just learned. 2. They will write about eight famous people. 3. Students will read a passage and write responses asked orally about the passage. 4. Students will then write and present a script about two strangers introducing and talking about themselves. <p>-Presentation: The verb ser.</p> <p>-Actividades:</p> <ol style="list-style-type: none"> 1. Students will read passages missing the different forms of ser. 2. Students will place the correct forms in the appropriate spaces. 3. Students will then compose and send an email describing 5 of their friends. 4. Students will then write a description about a classmate and switch with a partner so that their partner can guess who they are writing about. <p>- Discuss and practice using the different adjectives describing nationalities.</p> <p>-Actividades:</p> <ol style="list-style-type: none"> 1. Students will read a map describing the different immigrant populations in the United 	<p>-mini oral presentations (Peers provide suggested feedback to enhance the presentation)</p> <p>-exit tickets</p>	<p>-Use of problems that are in the interest of the student, such as soccer and football</p> <p>-Provide simple agendas and study guides</p> <p>-allowed to use journal/notes on all assessments</p> <p>-Use the section outlines at the beginning of each section to preview the section</p> <p>-Have guided pair activities and have student work in pairs with a student who understands, is a fluent or a native speaker, if available.</p> <p>-Draw students attention to key aspects of visual images by highlighting</p> <p>-Provide student with more than one exposure to the visual information prior to requiring him/her to talk about it or use it</p> <p>-Re-teach, re-test as needed</p> <p>-Extra time (25%) for written tasks for students with an IEP</p> <p>-Mini quizzes and games to consolidate vocabulary</p> <p>-Extended time for formative responses (1 additional class period)</p> <p>Challenge</p> <p>-Describe a student wearing a school football uniform</p> <p>-Have students use a recorder to tape the sounds and listen to them as often as necessary or to take the tape home to listen to the pronunciation at their convenience.</p> <p>-Provide a daily routine</p> <p>-Memory games to review vocabulary and verb conjugation</p> <p>-Use of digital tools and media for oral activities</p>
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	<p>States. They will then write a summary of their findings using the correct form of nationalities.</p> <ol style="list-style-type: none"> 2. Working in pairs students will ask and answer questions based off a given map with people's names and country of origin. Students will have to say where the person is from and their nationality. 3. Students will then pick a place from the given map and pretend they are from one of the countries given and are introducing themselves to their partner. 4. Students will read a biography of a celebrity (in Spanish) and will answer questions about that person. 5. Students will then write a biography about themselves. They must include where they are from, activities they are involved in, and their favorite movies, foods, and friends. 6. Working in partners students will describe each other orally to their classmates. 		<ul style="list-style-type: none"> -Scaffolding of task requirements -Use of graphic organizers to plan responses -Collaboration in small groups to complete tasks -Previewing of task by instructor before completion -Use of website to provide additional support for development of vocabulary and grammatical structures
Resources			
<p>-Graphic organizers for making charts, Stimulus material and realia of vocabulary, Teacher-designed introduction to grammatical structures utilized in the unit, Guided practice activities for verb tense, Textbooks, PowerPoint, projector, workbooks, tests, quizzes, worksheets, notes, posters/poster boards, notebook paper, laptop, speakers w/charger & wire, videos, markers, games, prizes, colored paper for manipulatives, supplies baskets full</p> <p>Teacher made materials</p> <p>lbo.occ.org</p>			

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

Prior to teaching the unit	During teaching	After teaching the unit
<p>-Students must have an understanding of how to use the verb ser, adjectives, and subject pronouns in Spanish.</p> <p>-Attendance. Students must be present to receive the content and tools needed to complete the project.</p> <p>-Time management. Keep due dates and reminders posted.</p> <p>-Students must be comfortable in using the vocabulary for the verbally short descriptions of the people that they admire, fiction or non-fiction.</p> <p>-Have reviews/Warm ups ready for absent students.</p> <p>-Supplies/Tools. Students will need laptops/technology. Students will also need access to technology.</p>		