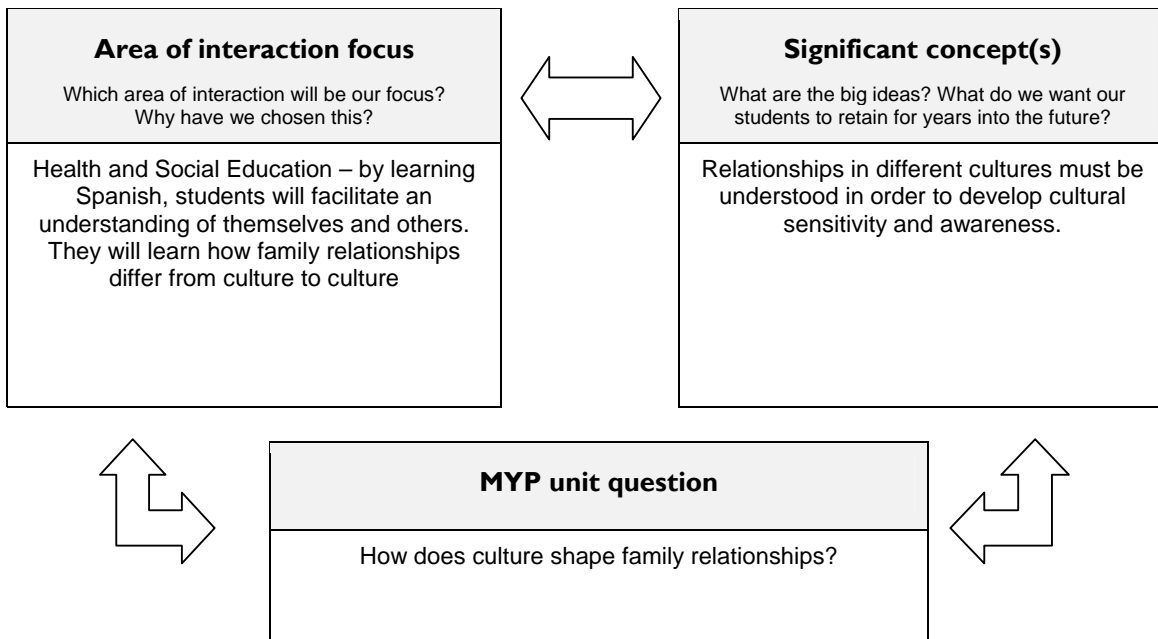


MYP unit planner

Unit title	RELATIONSHIPS THROUGH CULTURE
Teacher(s)	Debra Graham-Garcia, Monica Barnett, Pat Siegrest, Angel Santiago
Subject and grade level	Spanish 1 – grades 6, 7, 8
Time frame and duration	2 weeks

Stage I: Integrate significant concept, area of interaction and unit question



<p>Assessment</p> <p>What task(s) will allow students the opportunity to respond to the unit question?</p> <p>What will constitute acceptable evidence of understanding? How will students show what they have understood?</p>
<p>Challenge: Students will chronicle a typical day in the life of a Latin American teenager and themselves. Students will produce two agendas recording that day's activities including times, meals, chores, school experiences, leisure and family time. They will then write a reflective essay comparing and contrasting their day to that of the Latin American teenager's.</p>
<p>Which specific MYP objectives will be addressed during this unit?</p>
<p>Writing: Students will write out the daily activities in Spanish. The students are asked to write their reflective essay either in the target language or English, whichever is most appropriate for their skill level.</p>
<p>Which MYP assessment criteria will be used?</p>
<p>The students will be graded on the following areas:</p>

CRITERION A: Speaking and Listening	6 points
CRITERION D: Writing	6 points
CRITERION E: Reading comprehension	6 points

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Content

What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?

What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?

FL.A.2.2.3 – Organize information in spoken or written form about a variety of topics of academic and cultural interests

FL.A.3.1.1 – Provide simple information in spoken form

FL.B.1.1.2- Recognize patterns of social behavior or social interaction in various settings

FL.D.2.1.1- Know the similarities and differences between the patterns of behavior of the target culture related to customs and the patterns of behavior of the local culture

FL.D.1.1.2 – Use simple vocabulary and short phrases in the target language

Approaches to learning

How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?

Observation, reflection, documentation, following a plan

Learning experiences

How will students know what is expected of them? Will they see examples, rubrics, templates?

How will students acquire the knowledge and practise the skills required? How will they practise applying these?

Do the students have enough prior knowledge? How will we know?

Teaching strategies

How will we use formative assessment to give students feedback during the unit?

What different teaching methodologies will we employ?

How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?

Students will be given a rubric. Students will acquire the knowledge through research and class work. Students will practice listening and speaking Spanish at home and within the community.

Students will turn in their daily agendas with recordings for teacher to informally assess and ensure they are correctly documenting the information in the target language.

Methodologies employed will range from whole group to small group instruction, cooperative learning strategies, graphic organizers, peer evaluation and reflection.

Checking often for understanding, repeating directions, providing a rubric with detailed expectations and

modeling is provided for all students.

Resources

What resources are available to us?

How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?

Compass lab, textbooks, supplemental materials, interviews, audio and video (Spanish speaking media), literature

The community will be used to facilitate students experiences by way of interviewing the Latin American teenager.

Ongoing reflections and evaluation

In keeping an ongoing record, consider the following questions. There are further stimulus questions at the end of the “Planning for teaching and learning” section of *MYP: From principles into practice*.

Students and teachers

What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?

What inquiries arose during the learning? What, if any, extension activities arose?

How did we reflect—both on the unit and on our own learning?

Which attributes of the learner profile were encouraged through this unit? What opportunities were there for student-initiated action?

Possible connections

How successful was the collaboration with other teachers within my subject group and from other subject groups?

What interdisciplinary understandings were or could be forged through collaboration with other subjects?

Assessment

Were students able to demonstrate their learning?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

Data collection

How did we decide on the data to collect? Was it useful?



Figure 12
MYP unit planner