

**MYP Unit Planner****Unit Title:** Tu día escolar - Spanish 3A\***Teacher(s)**Busacker, Karolyn G; Kaletka,  
Katie; Latzka, Emily**Subject and Grade Level**Language B / Foreign  
Languages, High School**Time frame and****Duration**  
(Week 1, 3 Weeks)**Significant Concept (Enduring Understanding)***People put a different value on education.***Content Knowledge/ Big Ideas****Skills**

- Describe classroom objects and activities
- Talk about classroom rules
- Express affirmative and negative ideas
- Compare the school rules and customs in other countries with those of your own school

- Review preterite regular and irregular forms {-car,-gar yo forms, hacer, dar, ir, ser (introduced)}
- Master forms of stem-changing verbs
- Express ideas in the affirmative and negative.
- Master vocabulary on school items

**Approaches to Learning****ATL Skill & Student Learning Outcome****Organization  
Collaboration  
Communication****Information  
Literacy  
Reflection****Thinking  
Transfer**

- Making connections

Students compare and contrast their own schools with schools in other countries focusing on the overall goals of education.

**MYP Area of Interaction Focus / DP ToK Links**

Health and social education: Students will understand the importance of making sound decisions about their education and their future.

**Unit Question (Essential Question)**

Why is education important to an individual?

**FROM ASSESSMENT TO TEACHING AND LEARNING ACTIVITIES THROUGH INQUIRY****Assessment Reflections**

- What exemplars will students see so that they understand what is required?
- What will allow students the opportunity to answer the unit

What MYP task will be most appropriate?

**Assessments****Exam - Cap. 1A - vocabulary and grammar  
Summative: Written Test**

Summative assessment of learning targets for Ch. 1A. Goal is for students to produce vocabulary and master grammatical concepts.

**Lectura - Para estudiar mejor  
Formative: Reading**

question using what they have learned?

- What considerations have you given the nature of the assessment (e.g. given in class, take-home, time allowed for completion)
- At what level of Bloom's Taxonomy does this task ask the student to engage?
- Where in the assessment task(s) are students invited to achieve at all levels of the descriptors?

Students read "Para estudiar mejor" in Spanish and answer "Comprendiste" questions in Spanish.

### **Tu proyecto favorito**

#### **Formative: Speaking**

Students work in pairs to ask each other questions about what their classes. Use questions on pg. 29 of textbook.

### **MN Standards & IB Objectives**

-Minnesota State Standards or National Standards that are being addressed

-Which MYP assessment criteria will be used?

#### **MYP: Language B Standard (For use from Sept. 2006/Jan. 2007), MYP Year 5, Assessment Criteria**

Criterion A: oral communication-message and interaction

- To what extent can the student communicate information, ideas and opinions?

Criterion B: oral communication-language

- To what extent does the student show the ability to use the language effectively and accurately?
- To what extent can the student correctly use a range of vocabulary?
- To what extent can the student correctly use a range of grammatical structures?

Criterion C: writing-message and organization

- To what extent does the student show the ability to communicate, organize and support relevant ideas?

Criterion D: writing-language

- To what extent does the student show the ability to use the language effectively and accurately?
- To what extent can the student correctly use a range of vocabulary?
- To what extent can the student correctly use a range of grammatical structures?
- To what extent can the student show accuracy in spelling or writing of characters?

Criterion E: reading comprehension

- To what extent does the student show the ability to comprehend a piece of writing in the target language?

-Which MYP objectives will be addressed during this unit?

<b>LEARNING EXPERIENCES AND TEACHING</b>	
<ul style="list-style-type: none"> <li>■ How will I incorporate international mindedness throughout the unit?</li> <li>■ How will students learn the knowledge and practice the skills required?</li> <li>■ How will we use formative assessment to give students feedback during the unit?</li> <li>■ What different teaching methodologies will we employ?</li> <li>■ How are we differentiating teaching and learning for all?</li> </ul>	<b>Learning Activities</b>
	W
	<ul style="list-style-type: none"> <li>■ Discuss EU and EQ for this unit.</li> <li>■ Discuss learning targets for this unit.</li> </ul>
	H
	<ul style="list-style-type: none"> <li>■ Make a list describing Fridley H.S.</li> <li>■ Show DVD of vocabulary.</li> </ul>
	E
	<ul style="list-style-type: none"> <li>■ Provide vocabulary list with short grammar lesson for students to complete.</li> <li>■ Practice grammar grids of stem-changing verbs - on paper or white boards.</li> </ul>
	R
	<ul style="list-style-type: none"> <li>■ Continue to review learned material through warm-up or short mini-lecciones.</li> <li>■ Students complete formative practice exam.</li> </ul>
	E
	<ul style="list-style-type: none"> <li>■ On summative exam provide appropriate feedback.</li> <li>■ Discuss learning targets.</li> <li>■ Reflect on whether or not learning goals have been met.</li> </ul>
<b>Differentiations</b>	
Refer to suggestions at beginning of text.	
<b>Modifications</b>	
Make appropriate modifications on individual basis and follow modifications on specific student's IEPs.	
<b>Resources</b>	
Realidades II textbook - Cap. 1A DVD II Guided Practice WB Practice WB	
<b>ONGOING REFLECTIONS AND EVALUATION</b>	
Students and Teachers	<b>Unit Reflections</b>
<ul style="list-style-type: none"> <li>■ What did we find compelling?</li> <li>■ What learner-initiated inquiries</li> </ul>	Begin by giving entrance exam to make sure students are in the correct level for them. Before beginning unit, do 3 weeks of review: -Provide list of common verbs and assess.

arose during the learning?

- From the evidence, what understandings may have been constructed?
- How did we deepen our understanding of AOI?
- What opportunities exist for reflection - both on the unit and on our own learning?
- What, if any, extension activities arose?

-Review subject pronouns, conjugating regular verbs in present tense, ser vs. estar, ir.

Preguntas importantes:

En que sentido es similar o diferente a como se comunican en los paises hispanohablantes?

Como afecta las relaciones entre los profesores y los estudiantes?

#### Collaboration

- How successful was the collaboration with other teachers within my subject group and/or form other subject groups?
- What interdisciplinary, if any, understandings were forged with other units?

#### Assessment

- In what ways did the assessment task allow students to achieve at the highest descriptors?
- How are skills that were taught articulating to the next level?

#### Data Collection

- What data am I collecting?
- For what purpose will the data be used?

[<< Previous Year](#)

Last Updated: 03/01/2011

© Rubicon International 2011. All rights reserved

Atlas Version 7.1.1

