

# IB DP Unit Planner

## Term 1 Spanish Ab Initio SL

TEACHER

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SUBJECT

Spanish

SHARED GRADES

Year 2

START DATE

Week 3, January

DURATION

10 Weeks

COURSE PART

UNIT DESCRIPTION

### INQUIRY & PURPOSE

#### Essential Understandings

By the end of this unit, students will be able to: express themselves in a range of practical situations (spoken language), written situations (specific writing tasks) and be able to understand more complex texts in target language. They would have consolidated their knowledge of two main topics: Urban and rural environments and The individual and Society. They would have increased their knowledge on the subtopics like families, relationships, social issues, environmental problems. They will be more knowledgeable about similarities and differences between their culture & Hispanic culture. They will have acquired practical skills that can use in a real situation through unprepared role-plays using authentic material. Recycling, reviewing and consolidating of all previous learning is ongoing. Opportunities will be encouraged to use ICT in lesson time, and as homework & extension work.

#### Inquiry Questions

Content-based

What are the differences between a Spanish family and the Australian family? Which are the social issues affecting the Spanish society nowadays? Which is the role of grandparents in the Spanish society? Which is the role of woman in the Spanish society? Which are the problems that affect teenagers nowadays? Which are the environmental issues affecting our society?

Skills-based

How can I define the meaning of friendship in Spanish? How can I compare the problems that affect teenagers in Spain and Australia?

Debatable

Which are the solutions to our environmental problems? Is the role of women changing in our society? Is the role of grandparent important within the family?

Concept-based

Which are the types of families we can find in Australia/Spain? Which are the values and interest of teenagers in Australia and Spain? Which environmental problems affect our society and what we do help the environment?

### CURRICULUM

#### Aims & Objectives

##### AIMS

Develop students' intercultural understanding

Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes

Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures

Develop students' awareness of the role of language in relation to other areas of knowledge

Develop students' awareness of the relationship between the languages and cultures with which they are familiar

Provide students with a basis for further study, work and leisure through the use of an additional language

Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language

##### OBJECTIVES

demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics

communicate clearly and effectively in a range of situations

understand and use accurately the basic structures of the language

understand and use an appropriate range of vocabulary

use a register and a format that are appropriate to the situation

## Syllabus Content

### LANGUAGE ACQUISITION

- Receptive skills
- Productive skills
- Interactive skills
- Vocabulary
- Grammatical structures
- Register
- Pronunciation
- Intonation

### THEMES

- Individual and society:
  - Daily routines
  - Relationships
  
- Urban and rural environment:
  - Environmental concerns
  - Global issues
  - Neighbourhood
  - Physical geography

### TEXTS

- Article from journal, magazine
- Diary
- Email
- Essay
- Interview
- Letter: informal
- Letter: formal
- Questionnaire
- Radio programme
- Social networking site
- Web page

## Content, Skills & Concepts

### CONTENT

The Spanish family- Types and stereotypes- Teenagers values and interests- Problems that affect teenagers- The role of grandparents and women in the Spanish society- The generation gap- Environmental issues- immigration-

### SKILLS

- Talk about themselves, their family and friendships at an intermediate to pre-advanced level.
- Express their feelings and opinions about relationships and social issues.
- Discuss current affairs, national as well as international, such as the impact of technology on the environment, the influence of past cultures on current societies, religion, the family network, customs and traditions, education and financial concerns.
- Make comparisons about religious beliefs, traditions and educational goals in Spanish speaking countries and Australia
- Compare and contrast the expectations of the genders within the Spanish community and Australia

## ASSESSMENT

### Formative assessment

Students will be assessed informally by vocabulary/ key phrases cumulative tests, when possible.

Students will be assessed informally by their participation and contribution in class in reading, writing, listening and speaking activities and the marking of homework.

### Summative assessment

Students' speaking skills will be formally assessed in the format of a conversation and/ or response to stimulus

Students' reading and writing skills will be assessed formally towards the end of the term during the Mock Exam Block.

Students will be formally assessed in their Written Assignment on their ability to explain the differences and similarities between Spanish Speaking countries and Australian culture.

### Peer and self assessment

Students will be able to:

- Talk about themselves, their family and friendships at an intermediate to pre-advanced level.
- Express their feelings and opinions about relationships and social issues.
- Discuss current affairs, national as well as international, such as the impact of technology on the environment, the influence of past cultures on current societies, religion, the family network, customs and traditions, education and financial concerns.
- Make comparisons about religious beliefs, traditions and educational goals in Spanish speaking countries and Australia
- Compare and contrast the expectations of the genders within the Spanish community and Australia.

### Standardization and moderation

Consultation with other Language staff

## Assessment criteria

Assessment criteria for each paper as prescribed in the Spanish ab initio syllabus document

### SL Criteria

#### Internal Assessment

Individual oral

A: Productive skills

B: Interactive and receptive skills

#### External Assessment

Paper 1: Receptive skills

Text-handling exercises

Paper 2: Productive skills. Section A: Short writing task

A: Language

B: Message

C: Format

Paper 2: Productive skills. Section B: Extended writing task

A: Language

B: Message

C: Format

Written assignment: Receptive and productive skills

A: Description

B: Comparison

C: Reflection question 1

D: Reflection question 2

E: Reflection question 3

F: Language

G: Formal requirements and register

## LEARNING EXPERIENCES

### Prior learning experiences

Students often have varied language profiles. Reviewing and consolidating of all previous learning is ongoing. Students need to be self motivated constantly revising vocabulary and grammatical structures and building on them. Formative assessment will be used to gauge student understanding and engagement in the learning process.

Modifying teaching and learning activities will improve student attainment.

### Pedagogical approaches

- Sharing of personal experiences relevant to the tasks
- Pair/share
- Assign groups based on different learning styles
- Assign groups based on similar learning styles
- Peer editing
- Roles assigned to ensure equal participation in groups
- Supported individual response via written work or spoken work
- Presentation
- Note making and taking sessions

## Feedback

- Students will be assessed informally during class activities, quizzes & marking of homework
- Students will be assessed formally by vocabulary/ key phrases cumulative tests, when possible
- Students will complete past papers
- Students' reading and writing skills will be assessed formally towards the end of the term
- Students' speaking skills will be formally assessed in the format of a conversation & response to stimulus, and informally assessed by their participation and contribution in class activities
- Give personalized prompts - descriptive, specific and ongoing when appropriate
- Scaffolding
- Exemplar and samples - make learning and understanding visible
- Demonstrate current and desired thought processes
- The students progress with Written Assignment will be monitored as they work through the various components and check list.

## Student expectations

Students are expected to follow school policies at all times. Classroom routines reinforce the school's teaching and learning framework. They will be aware of the Learning Goals for each lesson and the overall objectives for the term. They will have a clear understanding of the Success Criteria. Their assessment planner will state when assessment is due. The teacher will out-line rules and expectation with regards to homework and bookwork. The students will complete past exam papers and will be made aware of the criterion on which they are being assessed and marking schemes. Students are expected to act with academic honesty and embrace the IB Learner Profile.

## Support materials

### **Examples**

### **Rubrics**

### **Templates**

### **Sample Exam Questions**

### **Mark Schemes**

## Learning Process

### **Small group/pair work**

### **PowerPoint lecture/notes**

### **Individual presentations**

### **Group presentations**

### **Student lecture/leading**

## Differentiation

### **Affirm identity - build self-esteem**

### **Value prior knowledge**

### **Scaffold learning**

### **Extend learning**

 CONNECTIONS

## Approaches to Learning

 **Thinking** **Social** **Communication** **Self management** **Research****Thinking**

Students will learn to compare Spanish language and culture, to what they know, to the language and culture to which they are most familiar. This will be encouraged by exposing students to both inductive and deductive reasoning, and the implications of it when acquiring new knowledge. Students will be taught to recognise the different relationships between information and how these patterns can help them to use and retain the information.

**Social**

Students will be encouraged to be patient and supportive with each other as they make mistakes and struggle at times to communicate their ideas in the new language. By sharing their new knowledge and experiences they can help each other learn. This will be reinforced by peer marking, whole class marking, celebrating success, understanding that each student is better at certain skills, and being aware of differentiation. Students will gain knowledge and understanding of Japanese language and culture through real-life situations and experiences. They will be encouraged to be effective **communicators**, using their Japanese language skills to communicate with their peers, teachers, and native speakers.

They will discuss and reflect on the differences and similarities between Australian culture and Spanish culture. Thus developing a greater understanding of their own culture through the study of another language and culture. They will be encouraged to see the world as a Global community and strive to establish lasting friendships and communication networks.

**Communication**

Students will be practicing communicating with each other in Spanish with associated customs and gestures through pairs, small group and whole class mingle activities. Communication in Spanish in the classroom will be encouraged. English will be used on occasions when students have not acquired the specific Spanish skills to understand and be able to communicate effectively. Students will be encouraged to read without needing to revert to a dictionary, speaking and listening without understanding or knowing all the words, using body language and context as a reference. When clarification might be needed, the students will be encouraged to help each other in translating/ sharing the general idea. Students will be encouraged to organise their ideas & notes taking into word families, synonyms, antonyms, and sentence patterns, more than mere translations into their own language.

**Self Mangement**

Student will be taught to carefully evaluate and reflect on their own learning and experiences. They will recognise and understand their own qualities and limitations in order to be able to contribute to their own learning and personal development. Students will learn to become more autonomous in their language learning, not necessarily depending on the teacher input, driving their own (intrinsic) motivation.

**Research**

Students will work with each other closely and will respect others' views and efforts to use and develop their Spanish language. As they become more **knowledgeable** about Spanish language and culture, students will be able to make comparisons with Australia and become more **open-minded** and informed about the global community in which they live. The students will be given opportunities to become effective communicators and to develop independent learning and research techniques. They will be encouraged to think about the world in which they live and to develop an empathy for those around them. The students will complete homework/ classwork & extension work and begin investigating the topic of their Written Assignment. Plagiarism will be checked upon and discouraged.

## Learner Profile

### **Inquirers**

Students will develop a natural curiosity: acquire skills to be able to instigate and carry out investigation & demonstrate independence in learning. They will be encouraged to seek answers, to refine and extend their language acquisition by the use of language learning websites, ICT and their interaction with native speakers.

### **Knowledgeable**

The students will explore concepts, ideas and questions of local and international importance and in doing so, acquire knowledge and deepen their understanding of a wide range of subject areas including, the environment, health, and community issues. They will be given the opportunity to research a cultural aspect in the syllabus that has been of interest to them and complete their written assignment.

### **Thinkers**

Students will take initiative and apply their intellectual skills in a critical and creative manner to recognise and approach complex problems and to make reasoned and ethical decisions

Students will be encouraged to use ICT and different graphic organisers to demonstrate their ideas/findings or verify their knowledge (Venn diagrams; Mind map tools, sequence graphs or comparing tables). The use of colour coded notes will also be encouraged.

### **Communicators**

Students will learn to understand and express ideas and information confidently in Spanish They will be well placed and willing to work with others and do so efficiently through pair work, group work and whole class activities. They will be encouraged not to give up and to try to deduce meaning and look for understanding. Building resilience will help students to communicate in a foreign language and culture.

### **Principled**

Students will act with integrity and honesty and take responsibility for their own action actions and the consequences which accompany them.

### **Open-minded**

By learning about Spanish language and culture, students will understand and appreciate their own language, culture and personal history. They will broaden their perspectives, learning to value the traditions of other people and communities. They will appreciate different points of view and be disposed to learning from the experience.

### **Caring**

The students will be encouraged to think about the world in which they live and to

develop an empathy for those around them. The students will be encouraged to discuss and reflect on the differences and similarities between Australian culture and Japanese culture. Thus developing a greater understanding of their own culture through the study of another language and culture.

It is hoped that students will show empathy, sensitivity and respect for the needs and feelings of others and be personally committed to helping others and act with the purpose of positively, influencing the lives of other people and the environment.

### **Risk-takers (Courageous)**

Students will be able to tackle unknown situations with sensible attitude and determination: independent spirit allows them to explore new roles, ideas and strategies. Defend what they believe in with eloquence and courage.

Students will take risks every time they attempt to express themselves in Spanish, being prepared to make mistakes and not

getting things right the first time, strengthening their tolerance and purpose of error.

### **Balanced**

Students will be provided with the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

### **Reflective**

Students will carefully evaluate their own learning and experiences. They will be encouraged to reflect on their learning, recognising and understanding their strengths and weakness and how they can use this knowledge to improve their learning outcomes.

### Academic Honesty

- Drafting and individual discussion
- Modelling
- Acknowledgement of sources using MLA system
- Turnitin
- Students will follow school policies
- Reference will be made to the IB Learner Profile and the importance of academic honesty

### Information Communication Technology

- Choice of presentation media where appropriate
- Using appropriate internet research engines, emails, word processing, multimedia,
- Language learning websites such as quizlet
- Use of laptops, data projectors, cameras.

### Language and learning

#### **Activating background knowledge**

#### **Scaffolding for new learning**

#### **Acquisition of new learning through practice**

#### **Demonstrating proficiency**

### TOK Connections

#### **Personal and shared knowledge**

#### **Ways of knowing**

#### **Areas of knowledge**

#### **The knowledge framework**

**TOK will be embedded in the practice of teaching & learning, and it will be highlighted explicitly to students. Some of the possible questions can be:**

The concept of intercultural understanding means the ability to demonstrate an understanding of cultural diversity and/or similarity between the target culture(s) and one's own. To what extent is this definition true?

How is the meaning of what is said affected by silences and omissions, pace, tone of voice and bodily movement? How might these factors be influenced in turn by the social or cultural context? (eg: roleplays)

What is the role of language in sustaining relationships of authority? Do people speak the same way to inferiors and superiors in a hierarchy?

Does the professional authority speak in the same way as the person seeking opinion or advice? Can control of written language create or reinforce power? (eg; roleplays; formal letters as informal letter or texts)

How does the technological change affect the way language is used and the way communication takes place? How innovations in language, such as Internet chat or messaging, might be assessed: as contributions to or assaults against how language and communication "should be"?



CAS Connections

**Creativity**

**Activity**

**Service**

CAS activities- International Language Week. Week 5