

<b>Teacher(s)</b>	<b>Ms Shruti Vig</b>	<b>Subject group and discipline</b>	<b>Language Acquisition - Spanish</b>		
<b>Unit title</b>	<b>Greeting and Talking about yourself</b>	<b>MYP year</b>	<b>1/Phase 1</b>	<b>Unit duration (hrs)</b>	<b>15</b>

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
<b>Communication</b>	<b>Accent</b> <b>Message</b>	<b>Identities and relationships</b>
<b>Statement of inquiry</b>		
Communicating with a clear accent and message can help to form one`s identity and help form new relationships with people		
<b>Inquiry questions</b>		
<p><b>Factual</b>—What vocabulary do I use to present myself to another person?</p> <p><b>Conceptual</b>— What are the cultural differences between introducing oneself in India and how someone from a Hispanic country would introduce them self?</p> <p><b>Debatable</b>— Do you think that cultural awareness is an important part of personal growth? ▸</p>		
<b>Objectives</b>	<b>Summative assessment</b>	

<p>C: Communicating in response to spoken, written and visual text</p> <ul style="list-style-type: none"> <li>i. respond appropriately to simple short phrases</li> <li>ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iv. communicate with a sense of audience.</li> </ul> <p>D: Using language in spoken and written form Phase 1</p> <ul style="list-style-type: none"> <li>i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</li> <li>ii. organize basic information and use a range of basic cohesive devices •</li> <li>iii. use language to suit the context.</li> </ul>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>1.CriterionC&amp; D</p> <p>Mucho gusto – Getting to know (Dialogue Skit Task: For this final unit assessment, you and a partner will write a skit and present it in front of the class. Through this skit, Your goal is to communicate information about yourself among each other.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>This assessment will measure student’s oral proficiency and the ability to communicate information about themselves and ask others information about themselves. Students will demonstrate their oral communication with a coherent message and with an attempt at an authentic tone and accent.</p>
<p><b>Approaches to learning (ATL) (Must describe the activities, rather than just listing out strands of an ATL)</b></p>		

**Communication: Communication skills**

- use a variety of speaking techniques to communicate with a variety of audiences
- use intercultural understanding to interpret communication
- negotiate ideas and knowledge with peers and teachers
- organize and depict information logically
- use a variety of organizers for academic writing tasks
- read critically and for comprehension
- make effective summary notes for studying

**Social skills: Collaboration**

- help others to succeed
- give and receive meaningful feedback
- listen actively to other perspectives and ideas
- encourage others to contribute

**Self-management: Organization skills**

- keep an organized and logical system of information files/notebooks
- use appropriate strategies for organizing complex information

**Reflection skills**

- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- keep a journal to record reflections



### Action: Teaching and learning through inquiry

Content	Learning process
<p><b>Grammar structure and vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Greetings , goodbyes</li> <li>• Difference between tú and usted</li> <li>• personal pronoun (yo,tú)</li> <li>• Definite and indefinite article</li> <li>• question words (qué, dónde )</li> <li>• verbs and verb conjugation (ser, llamarse, tener, hablar etc)</li> <li>• numbers 1-100</li> <li>• negation</li> <li>• country names and languages</li> <li>• Months of the year and days of the week</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>• game ( bingo, dice game , ball game ,Pictionary etc )</li> <li>• Role play</li> <li>• Crossword puzzle</li> <li>• Pair work</li> </ul>	<p><b>Learning experiences and teaching strategies</b></p> <p>Week 1</p> <ul style="list-style-type: none"> <li>• Basic greetings</li> <li>• introducing oneself</li> <li>• identifying and introduction of basic vocabulary</li> <li>• students will listen to this authentic audio text and organize relevant information</li> </ul> <p>Week 2:</p> <ul style="list-style-type: none"> <li>• Students learn to express their age and learn numbers</li> <li>• students understand the concept of verb conjugation</li> <li>• students make short sentences using the verbs used ( ser )</li> </ul> <p>Week 3:</p> <ul style="list-style-type: none"> <li>• students read a text, identify messages and reply questions</li> <li>• collaborative tasks</li> <li>• role plays and class discussion in order to strengthen their communication skills</li> </ul> <p>Week 4</p> <ul style="list-style-type: none"> <li>• Students learn the vocabulary for countries and languages</li> <li>• Apply the new vocabulary and grammar to answer the</li> </ul> <p>Week 5</p> <ul style="list-style-type: none"> <li>• students are identifying different messages in a reading text and reply question (information about a person)</li> <li>• students are able to identify the differences between singular and plural</li> </ul>

	<p><b>Formative assessment</b></p> <ol style="list-style-type: none"> <li>1. Informal assessments</li> <li>2. Unit test</li> <li>3. Pair work</li> <li>4. Presentations</li> <li>5. Listening exercises</li> </ol>
	<p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>-Pre-teaching vocabulary</li> <li>-Graphic organizers</li> <li>-Use of small group –</li> <li>-Guided notes –</li> <li>-Scaffolded questions –</li> <li>-modify assignments and assessments based on students' needs</li> </ul>
<b>Resources</b>	

Teachers' support material / teachers' resources – Textbooks ,websites  
 Educational and others web pages

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

Prior to teaching the unit	During teaching	After teaching the unit
<p>This unit will introduce the students to the vibrant and lively culture of Spanish countries            The first class will begin with ¡Hola !which is good way to help students understand basic <b>greetings</b> and <b>introductions</b>,with warm up activities and fillers as students does not have the prior knowledge The focus of this unit will be to develop the student's interest towards this language and to enhance the communication skills in the target language. .</p>	<p>?</p>	<p>?</p>