

Unit 3 Plan: Así es mi Día

Teacher(s)	Adrian Rios	Subject group and course	IB Spanish ab initio SL-1		
Course part and topic	Chapter 3 - Habits and Daily Routines Theme: Experiences	SL or HL/Year 1 or 2	SL	Dates	Nov-Dec (6 Weeks)
Unit description and texts		DP assessment(s) for unit			
At the end of this unit, students will talk about daily routines and will work on a number of aspects related to those topics such as telling the time, calendar events, meals of the day, days of the week and weekends. Texts: Diary, Article, Informal Letter and eMail.		Multiple Choice Test (Vocabulary and Grammar) Comprehension Test (Reading - Listening) Production Test (Speaking - Writing)			

INQUIRY: establishing the purpose of the unit

Transfer goals
<i>List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to “transfer” or apply, their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.</i>
Students will be able to ask and give information related to their habits and daily routines.
Students will be able to ask and give information related to a variety of such as telling the time, calendar events, meals of the day, days of the week and weekends.
Students will be able to ask and give information related to the effect of the technological development in daily domestic chores and the plans to do those tasks at home.

<p><u>Students will grasp the following concepts:</u></p> <p>“Hay” to talk about existence The Simple Present Tense Telling the time Regular and Irregular Reflexive Verbs and Pronouns The personal verb “Hacer” Adverbs of Time</p>	<p>Summative assessment:</p> <p>Multiple Choice Test (Vocabulary & Grammar) Comprehension Test (Reading & Listening) Production Test – Interview (Speaking – Writing)</p> <p>Differentiation:</p> <p><input checked="" type="checkbox"/> Affirm identity—build self-esteem <input checked="" type="checkbox"/> Value prior knowledge <input checked="" type="checkbox"/> Scaffold learning <input checked="" type="checkbox"/> Extend learning</p> <p>Details:</p>
<p>Approaches to learning (ATL)</p> <p><i>Check the boxes for any explicit approaches to learning connections made during the unit. For more information on ATL, please see the guide.</i></p>	
<p><input checked="" type="checkbox"/> Thinking <input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Self-management <input checked="" type="checkbox"/> Research</p> <p>Details:</p>	

Language and learning <i>Check the boxes for any explicit language and learning connections made during the unit. For more information on the IB's approach to language and learning, please see the guide.</i>	TOK connections <i>Check the boxes for any explicit TOK connections made during the unit</i>	CAS connections <i>Check the boxes for any explicit CAS connections. If you check any of the boxes, provide a brief note in the "details" section explaining how students engaged in CAS for this unit.</i>
<input checked="" type="checkbox"/> Activating background knowledge <input checked="" type="checkbox"/> Scaffolding for new learning <input checked="" type="checkbox"/> Acquisition of new learning through practice <input checked="" type="checkbox"/> Demonstrating proficiency Details:	<input checked="" type="checkbox"/> Core theme <input checked="" type="checkbox"/> Optional themes <input checked="" type="checkbox"/> Areas of knowledge Details: TOK connections will be focused on: <ul style="list-style-type: none"> • How does culture affect daily routine? • What effect does technological development have on domestic work and the division of tasks in the house? 	<input checked="" type="checkbox"/> Creativity <input checked="" type="checkbox"/> Activity <input type="checkbox"/> Service Details:
Resources <i>List and attach (if applicable) any resources used in this unit</i>		
<p>Human Resources: Teacher and Students.</p> <p>Instructional Resources: Smart Board, ActiveInspire App, Power Point Presentations, Audios, Videos, Books and Workbooks, Worksheets, White Board, Markers, Game Based web pages such as Kahoot, Quizlet and Blooket, among many others.</p>		

Stage 3: Reflection—considering the planning, process and impact of the inquiry

What worked well <i>List the portions of the unit (content, assessment, planning) that were successful</i>	What didn't work well <i>List the portions of the unit (content, assessment, planning) that were not as successful as hoped</i>	Notes/changes/suggestions: <i>List any notes, suggestions, or considerations for the future teaching of this unit</i>