1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme**

How We Express Ourselves

<mark>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture,</mark> beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of aesthetic.

- **central idea**

People can use many languages to express and communicate feelings, ideas, and culture.

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Assessment Task:

Students will write a complete sentence in Spanish. The sentence will include verbs, adjectives, and nouns. It should also have correct grammar and sentence structure. The students will select the topic of the sentence. It should express an idea, feeling, or cultural value. Students should be able to also say their sentence aloud.

Criteria:

See attached rubric

Student Initiated Actions:

-I hope that students will teach Spanish vocabulary to their friends and family outside of school.

-I hope that students will check out books in Spanish from the library.

-I hope that students will learn to be respectful of diversity and culture. I hope students will become ambassadors of diversity and cultural understanding.

Class/grade: Spanish   Age group:

School: Coyote Ridge   School code: 006568

Title:

Teacher(s): Patricia Mata

Date: September-May

Proposed duration: number of hours   over number of weeks 33

PYP planner

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Key Concepts:

Reflection, Connection, Function

Related Concepts:

Communication and Culture

What lines of inquiry will define the scope of the inquiry into the central idea?
- The grammatical differences between Spanish and English

- Words that express ideas, feelings, and culture

- Linguistic and cultural diversity among Spanish speaking countries

What teacher questions/provocations will drive these inquiries?
How are Spanish and English different?
How do we express ideas and feelings in Spanish?
How are Spanish speaking countries the same and different?
What are differences between Spanish and English speaking countries?
Provocation:
The teacher will show the students a variety of books in Spanish and videos in Spanish. The students will look for body expression and clues from pictures about the story.

3. How might we know what we have learned?

This column should be used in conjunction with "How best might we learn?"

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

The students will complete a matching activity. They will attempt to match a Spanish vocabulary word with a picture that matches the word. In the upper grades, the students will be allowed to utilize a Spanish to English dictionary to assist them with the task.

Evidence: What words do students know in Spanish? Can students use the word in a context? Do they know how and when to use different words?

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

- Oral evaluations (Spanish conversation with teacher)
- Written evaluations
- The students will watch a video about Spanish culture. They will use a graphic organizer to document interesting facts about Spanish speaking countries and their cultures.

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

- The students will create a picture dictionary of Spanish vocabulary words (upper grades)
- Students will phonetically spell Spanish vocabulary words that support their Units of Inquiry
- Students will make mini-booklets in English and Spanish
- Students will listen to read alouds of books in Spanish that support Units of Inquiry
- The students will watch videos that include vocabulary from classroom instruction
- Group discussions about differences between Spanish speaking countries and English speaking countries. They will also talk about cultural differences between Spanish speaking countries.
- Students will create flags that represent Spanish speaking countries
- In the younger grades, students will create calendars in Spanish each month. The calendars will include celebrations and holidays in Spanish speaking countries.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Skills: *Communication: The students will learn to communicate in a language other than English. They will be able to ask and give information in Spanish.

*Research: The students will research new vocabulary words to create their own vocabulary lists/picture dictionaries. They will also research elements of Spanish culture.

Attitudes/Profiles: Appreciation: Students will learn to appreciate other cultures and languages. Curiosity: Students will ask questions about life in other countries. Tolerance: Learn to be tolerant about culture and language. Communicators: Students will learn to communicate in other languages. They will represent another culture even if they are from the US. Reflective: The students will learn to think about their thinking. Open-minded: Students will need to be open to new cultures, ideas, and vocabulary words.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Novice Low Level Colorado World Languages Curriculum, videos from Discovery Education, videos from YouTube, music from different Spanish speaking countries, books in Spanish from Library Media Center, books from the public library in Spanish

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

The students will participate in a Spanish fair, the teacher will recruit guest speakers from different Spanish speaking countries

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"

- demonstrate the learning and application of particular transdisciplinary skills?

- develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

9. Teacher notes

NAME:_____DATE:_____

Spanish Summative Assessment Rubric
Central Idea: People can use many languages to express and communicate feelings, ideas, and culture.

	4	3	2	1
Key Concepts: Reflection, Connection, Function	*Sentence includes extra parts of speech (adverb, pronouns) *The extra parts of speech are used correctly *Student uses a complex sentence that includes an idea, feeling, or cultural value	*Sentence includes verbs, adjectives, and nouns *Parts of speech are used correctly *Content of the sentence includes an idea, feeling, or cultural value	*Sentence includes correct grammar order *Some parts of speech are used correctly *Content of the sentence includes a very basic idea, feeling, or cultural value	*The sentence does not have correct grammar order *Parts of speech are not used correctly *Content of the sentence does not include an idea, feeling, or cultural value
Skills: Communication, Research	* Student can say his/her sentence orally and assists other students *Student can maintain a conversation in response to another student's sentence *Student successfully utilizes a Spanish to English dictionary and assists other students	*Student can say his/her sentence orally *Student understands other students' sentences *Student successfully utilizes a Spanish to English dictionary	*Students can say parts of his/her sentence orally *Student can understand parts of other students' sentences *Student utilizes a Spanish to English dictionary with teacher support	*Students cannot say his/her sentence orally *Student cannot understand other students' sentences *Even with teacher assistance, student cannot use a Spanish to English dictionary
Attitudes: Appreciation, Curiosity, Tolerance	*Student consistently shows the selected attitudes of IB and encourages others to show them	*Student consistently shows the selected attitudes of IB	*Student sometimes shows the selected attitudes of IB	*Student rarely shows the selected attitudes of IB
Learner Profile: Communicators, Reflective, Open-minded	*Student consistently shows the selected Learner Profiles attributes and encourages others to show them	*Student consistently shows the Learner Profile attributes	*Student sometimes shows the Learner Profile attributes	*Student rarely shows the selected Learner Profile attributes