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| --- | --- | --- | --- | --- | --- |
| **Teacher(s)** |  | **Subject group and discipline** | **Language acquisition (language)** | | |
| **Unit title** |  | **MYP year** |  | **Unit duration (hrs)** |  |

##### Inquiry: Establishing the purpose of the unit

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| --- | --- | --- | --- |
| **Key concept** | | **Related concept(s)** | **Global context** |
| Communication Creativity  Connections Culture  **See page 37 of the Language acquisition guide.**  **See pages 56-57 of From principles into practice, 2014 for additional clarification.** | | Phases 1-2 (choose 2-4)  Phases 3-4 (choose 2-4)  **See page 38 of the Language acquisition guide.**  **See pages 57-58 of From principles into practice, 2014 for additional information.** | Identities and relationships  Orientation in space and time  Personal and cultural expression  Scientific and technical innovation  Globalization and sustainability  Fairness and development  **See page 38 of the Language acquisition guide for list.**  **See page 19 and pages 58-62 of From principles into practice, 2014 for additional clarification.** |
| **Statement of inquiry** | | | |
| Statements of inquiry set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning.  **See page 39 of the Language acquisition guide.**  **See pages 62-63 of From principles into practice, 2014 for additional clarification.**  **The students will learn …** | | | |
| **Inquiry questions** | | | |
| **Factual** – Remembering facts and concepts  **Conceptua**l – Analyzing “big ideas”  **Debatable** – Evaluating perspectives and developing theories  **See page 40 of the Language acquisition guide.**  **See page 63 of From principles into practice, 2014 for additional clarification.** | | | |
| **Objectives** | **Summative assessment** | | |
| Objective A: Comprehending spoken and visual text  Objective B: Comprehending written and visual text  Objective C: Communicating in response to spoken  and/or written and/or visual text.  Objective D: Using language in spoken and/or  written form  **(Choose any/all that apply.)** | Outline of summative assessment task(s) including assessment criteria:  Criterion A  Criterion B  Criterion C  Criterion D  **(Choose any/all that apply. Give a brief explanation of the task.)** | | Relationship between summative assessment task(s) and statement of inquiry: |
| **Approaches to learning (ATL)** | | | |
| **See pages 40-41of the Language acquisition guide.**  **See pages20-21, page 64-65, pages 97-104 of From principles into practice, 2014 for additional clarification.** | | | |

##### Action: Teaching and learning through inquiry

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| **Content** | **Learning process** |
| **See pages 66-67 of From principles into practice, 2014.** | **Learning experiences and teaching strategies**  **See page 67 of From principles into practice, 2014.** |
| **Formative assessment**  **See page 67 of From principles into practice, 2014.** |
| **Differentiation**  **See page 68 of From principles into practice, 2014.** |
| **Resources** | |
| Textbook(s) / Web sites / YouTube videos / etc. **See page 69 of From principles into practice, 2014.** | |

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

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| --- | --- | --- |
| **Prior to teaching the unit** | **During teaching** | **After teaching the unit** |
| **See pages 70-71 of From principles into practice, 2014.** | **See pages 70-71 of From principles into practice, 2014.** | **See pages 70-71 of From principles into practice, 2014.** |