

## DP unit planner 1

Teacher(s)	Watson/Kahoun	Subject group and course	Spanish B		
Course part and topic	HL year 2: Human Ingenuity	SL or HL/Year 1 or 2	HL	Dates	3/7/23
Unit description and texts		DP assessment(s) for unit			
This unit challenges students to see the impact of technology usage on the formation of their identity. Students will interpret and analyze the film Sleep Dealer and read the short story Nosotros No by José Adolph. Students will use various articles, videos and TedTalks to inform their analysis of the relationship between personal and collective identities and the impact of communication and medical technological advances.		IA Practice and Paper 1 practice			

### ***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>
Through the interpretation and analysis of film, literature and informational texts, students will synthesize information regarding the impact of technological advances on individual identities. They will further be able to identify the resulting generational gaps and will be able to suggest ways to utilize technology in ways that strengthen human relations. This will foster open-mindedness and will increase their skill as communicators as they will gain greater understanding of the ways in which technology can impact communication among members of different generations

### ***ACTION: teaching and learning through inquiry***

Content/skills/concepts—essential understandings	Learning process <i>Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.</i>
<p><u>Students will know the following content:</u></p> <p>Students will learn the vocabulary necessary for discussing technological advances, will understand how technology is used to create economic growth in Latin America, will know how technology impacts the formation of personal identities and will describe how technology has impacted intergenerational relationships. This will foster their ability to be reflective and knowledgeable regarding how technology impacts people differently in different cultural regions.</p> <p><u>Students will develop the following skills:</u></p> <p>Interpretive communication: Students will interpret written and aural informational texts, a literature piece and a film.</p> <p>Presentational communication: Students will present their interpretation of the short story orally in order to practice for the IA. They will also create a Paper 1 style blog post to share their experiences and opinions.</p> <p>Interpersonal communication: Students will share their opinions with classmates through class conversations and through pair work. They will also write an email to a grandparent expressing their opinions on the generational gap that technological advances has created.</p>	<p>Learning experiences and strategies/planning for self-supporting learning:</p> <p><input type="checkbox"/> Lecture</p> <p><input type="checkbox"/> Socratic seminar</p> <p>x <input type="checkbox"/> Small group/pair work</p> <p><input type="checkbox"/> Powerpoint lecture/notes</p> <p><input type="checkbox"/> Individual presentations</p> <p>x <input type="checkbox"/> Group presentations</p> <p><input type="checkbox"/> Student lecture/leading</p> <p>x <input type="checkbox"/> Interdisciplinary learning</p> <p>Details:</p> <p><input type="checkbox"/> Other/s:</p>

<p><u>Students will grasp the following concepts:</u></p> <ul style="list-style-type: none"> <li>-the vocabulary needed to discuss the topic</li> <li>-the impact of technology on the individual</li> <li>-the impact of technology on interpersonal relationships</li> </ul>	<p><b>Formative assessment:</b></p> <p><b>Daily pair and whole class conversations, short writing assignments, vocabulary practice, discussion questions</b></p>
	<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>-IA practice based on literary text</li> <li>-Paper 1 practice based on theme</li> <li>-vocabulary assessment</li> <li>-email</li> <li>-group project presenting original, creative interpretation of the literary work</li> </ul>
	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>x <input type="checkbox"/> Affirm identity—build self-esteem</li> <li>x <input type="checkbox"/> Value prior knowledge</li> <li>x <input type="checkbox"/> Scaffold learning</li> <li>x <input type="checkbox"/> Extend learning</li> </ul> <p>Details: The unit will begin with discussions of student observations of the topic and their opinions regarding how technology impacts their daily lives. We will build upon their knowledge as we explore the texts.</p>

Approaches to learning (ATL)		
<p>Check the boxes for any explicit approaches to learning connections made during the unit. For more information on ATL, please see <a href="#">the guide</a>.</p>		
<p> <input type="checkbox"/> Thinking  <input checked="" type="checkbox"/> Social  <input checked="" type="checkbox"/> Communication  <input type="checkbox"/> Self-management  <input type="checkbox"/> Research            Details:  <b>We will explicitly discuss how our social relationships change and ideal ways to use technology for positive and meaningful communication.</b> </p>		
Language and learning	TOK connections	CAS connections
<p>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 <a href="#">the guide</a>.</p>	<p>Check the boxes for any explicit TOK connections made during the unit</p>	<p>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.</p>
<p> <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: Students will acquire the target language as they explore the topic.         </p>	<p> <input type="checkbox"/> Core theme  <input checked="" type="checkbox"/> Optional themes  <input type="checkbox"/> Areas of knowledge            Details: This connects to the reading of A Brave New World in TOK.         </p>	<p> <input checked="" type="checkbox"/> Creativity  <input type="checkbox"/> Activity  <input type="checkbox"/> Service            Details: Creativity is fostered in this unit by providing students with an opportunity to interpret literature through drama.         </p>

<b>Resources</b> <i>List and attach (if applicable) any resources used in this unit</i>
<b>Nosotros No by José Adolph</b> <b>Sleep Dealer</b> Various articles, videos and tedtalks (updated yearly in order to remain relevant)

### ***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>
<b>The materials were very engaging and thought-provoking for the students. They enjoyed demonstrating their understanding of the short story through drama. Students also demonstrated high levels of understanding of the texts.</b>	<i>We did not delve into all of the profound cultural references that are present in the film.</i>	<i>I would like to expand upon the cultural themes that emerge in the film so that students can reflect on cultural comparisons in a more profound way.</i>