

<b>Unit Title</b>	Who am I? How can I introduce myself?				
<b>Subject group and discipline</b>	<b>Language Acquisition Spanish</b>	<b>MYP year</b>	<b>1</b>	<b>Unit duration (hrs)</b>	<b>14</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>Pronunciation</b> <b>Meaning</b>	<b>Personal and Cultural Expression</b> Students will explore the ways in which we appreciate and express ideas, feelings, nature, culture, beliefs and values. They will also begin to explore languages and linguistic systems through developing their understanding of phonics and Spanish pronunciation
<b>Statement of inquiry</b>		
Clear pronunciation allows for message and meaning to be clearly communicated.		
<b>Inquiry questions</b>		
<p>Factual — ¿Qué vocabulario es necesario para entender información básica? What vocabulary and pronunciation rules are necessary to understand basic information?</p> <p>Conceptual — ¿Qué importancia tienen las formas lingüísticas y la pronunciación para entender bien el español? What is the importance of linguistic forms and pronunciation in order to understand Spanish well?</p> <p>Debatable — ¿La pronunciación correcta nos ayuda a formar relaciones interpersonales con más facilidad? Does correct pronunciation help us to build better relationships more easily?</p>		

Objectives	Summative assessment	
<p>Criterion A: Comprehending spoken and visual text.</p> <p>i. identify basic facts, messages, main ideas and supporting details.</p> <p>i. recognise basic conventions.</p> <p>i. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Goal - to understand basic spoken information from a voice note/video call from their Spanish exchange partner.</p> <p>Role – exchange student listening to their Spanish partner.</p> <p>Audience - their own families to give them information about their partner in Spain.</p> <p>Situation - their Spanish partners want to give them basic information about where they live, age, pets etc.</p> <p>Purpose – students want to inform their families of what their partners are like.</p> <p>Standards and criteria – students will use the rules they have learnt about pronunciation to write certain names, places and other details down. Students will also decide how they feel about their exchange partner and begin to develop a response.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The Listening activity will allow students to use their knowledge of phonics to help them interpret the messages received effectively.</p>
<p><b>Approaches to learning (ATL)</b></p>		
<p>Social: Students learn how to use empathy when forming an opinion about what someone is like. They will also learn about how to use social media appropriately to build and develop relationships.</p>		