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| Unit Title | How do I choose to spend my time? | | | | |
| Subject group and discipline | Language Acquisition Spanish | MYP year | 1 | Unit duration (hrs) | 14 |

Inquiry: Establishing the purpose of the unit

| Key concept | Related concept(s) | Global context |
|---|-----------------------------|---|
| Connection | Audience and purpose | Personal and cultural expression Students will explore the ways in which we express our ideas and feelings about others' beliefs and values. We will also look at the social constructs of ways of life and how they differ from our own. |
| Statement of inquiry | | |
| Thinking about the audience and the purpose of communication is crucial in order to connect with those who speak another language. | | |
| Inquiry questions | | |
| <p>Factual— Que vocabulario y estructuras necesito para hablar de lo que hago y me gusta hacer en mi tiempo libre?</p> <p>Conceptual— Es importante adaptar el lenguaje que uso para diferentes receptores y contextos?</p> <p>Debatable— hablar de las actividades del tiempo libre nos ayuda a conectar con gente en otros paises?</p> | | |

| Objectives | Summative assessment | |
|--|--|---|
| <p>Write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation.</p> <p>organise basic information and use a range of basic cohesive devices</p> <p>Use language to suit the context.</p> | <p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Goal - to write an email or chat message giving information about their hobbies</p> <p>Role – an exchange partner giving information about themselves</p> <p>Audience - a student of a similar age in our partner school in Zaragoza</p> <p>Situation and Purpose - to improve the relationship they are beginning to build with their partners by discussing shared interests.</p> <p>Standards and criteria</p> <p>As well as giving information, they will be able to ask questions of their partners too using the 'tu' form of the verb and understand that this is a suitable way of speaking informally. In addition, that certain opinions are more informal than others and which to use for which audience. Some may be able to discuss the hobbies of other members of the family using the he/she part of the verb.</p> | <p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>They will begin to understand that discussing hobbies and shared interests will help them communicate with others. They will begin to realise that certain opinions and structures are more informal and help to build relationships.</p> |
| Approaches to learning (ATL) | | |
| <p>Communication</p> <p>Use a range of writing techniques to communicate, taking into account a variety of audiences. Use the appropriate form when considering the purpose and audience.</p> | | |