

<b>Unit Title</b>	<b>How does my school routines differ from Spain?</b>				
<b>Subject group and discipline</b>	<b>Language Acquisition: Spanish</b>	<b>MYP year</b>	<b>1</b>	<b>Unit duration (hrs)</b>	<b>12</b>

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
Creativity	<b>Patterns and context</b>	<b>Orientation in Time and Space</b> Students will explore personal histories; the relationships between, and the interconnectedness of, individuals and civilisations, from personal, local and global perspectives.
<b>Statement of inquiry</b>		
Creative thinking helps assimilate information from texts whilst also taking into account the context and its function in relation to time and space.		
<b>Inquiry questions</b>		
<p><b>Factual— ¿Qué vocabulary y estructuras gramaticales nos ayudan a entender informaciôn básica y que opiniones?</b> Which key vocabulary and grammar structures help us to understand key information and opinions?</p> <p><b>Conceptual— ¿Cómo nos comunicamos creativamente?</b> How do we communicate creatively?</p> <p><b>Debatable— ¿Son los mensajes recibidos de la misma manera y con la misma intención que cómo los queremos comunicar?</b> Do we transmit the messages and their intention in the same way when we are communicating?</p>		

Objectives	Summative assessment	
<p><i>Learning objectives for the unit</i></p> <ul style="list-style-type: none"> <li>i. identify basic facts, messages, main ideas and supporting details</li> <li>ii. recognise basic aspects of format and style, and author's purpose for writing</li> <li>iii. recognise basic aspects of format and style, and author's purpose for writing</li> </ul>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>G To be able to communicate with someone and convey your message clearly</p> <p>R You are a student at IVC</p> <p>A You will communicate to the audience (class-peer)</p> <p>S You are presenting it through visuals and speaking</p> <p>P You will identify what is a role model</p> <p>S Students will be able to analyse both the content and the form of the text.</p> <p>Students will read an email and a blog written by Spanish pupils where basic information and opinions on school subjects and teachers are shared. They will identify what the text is about through a set of questions including: multiple-choice questions, gap filling, open facts and inference questions. These questions will encourage students to analyse both the content and the form of the text.</p> <p>Your goal is to communicate clearly and creatively with your partner school using language patterns that you have identified during this unit of work so that they can understand your context better.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students will research a role model that they see as a leader, as a positive influence, and exemplifies the IB Learner Profile. Students will communicate their role model's message in various forms, speaking, and any visual method they choose. The assessment will help students to think creatively and to gather information from different texts to create their own version.</p>
<b>Approaches to learning (ATL)</b>		
<p>Thinking: Interpret data from a variety of multi-modal texts using visual diagrams to generate new ideas. Students will need to use patterns in language.</p> <p>The skill strategy that will be explicitly developed is using media for different purposes and audiences.</p>		