

|                                     |                                      |                 |          |                            |           |
|-------------------------------------|--------------------------------------|-----------------|----------|----------------------------|-----------|
| <b>Unit Title</b>                   | <b>My barrio y los de otros</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>14</b> |

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

| <b>Key concept</b>  | <b>Related concept(s)</b>   | <b>Global context</b>  |
|---|-----------------------------|--|
| <b>Creativity</b>   | <b>Form</b><br><b>Idiom</b> | <b>Personal and Cultural Expression</b><br>Students will explore:<br>the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;<br>the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. |
| <b>Statement of inquiry</b>   |                             |  |
| Understanding authentic texts supports the recognition of how people use idioms and form creatively as a way of communicating with others and expressing personal and cultural beliefs.   |                             |  |
| <b>Inquiry questions</b>  |                             |  |
| <b>Factual— What is the place I live in like compared to Spanish places? ¿Cómo es mi barrio comparado con los barrios en España?</b><br><b>Conceptual— Can understanding of how the present and future tenses are formed, and some idiomatic expressions help us to better access authentic texts about towns?</b><br>¿el conocimiento de como formar el presente, futuro y algunas frases idomaticas nos ayuda a entender los textos autenticos?<br><b>Debatable— Why are there better areas than others? ¿Por qué hay unas zonas mejores que otras?</b> |                             |  |

| Objectives   | Summative assessment  |  |
|--|---|--|
| <p><b>Criterion A Comprehending spoken and visual text</b></p> <p>i. identify basic facts, messages, main ideas and supporting details</p> <p>ii. recognise basic conventions</p> <p>iii. 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 be able to pick out the details of various trips to Spanish speaking towns including future tense and decide which one they prefer and why and which ones would be best for a variety of other people.</p> <p>Role - You are working in a travel agency.</p> <p>Audience - a variety of customers with different needs looking for a suitable tour to a Spanish speaking town.</p> <p>Situation - You are listening to various itineraries for visits so that you can best advise your customers.</p> <p>Purpose - to be able to pick out ideas, facts and opinions so that you can offer your own opinions to your clients and best advise them.</p> <p>Standards and criteria – students will use their knowledge of future tense and idiomatic expressions to identify the best tours and then give a personal response to better advise their clients.</p> <p>Students will listen to a podcast or zoom call, giving them information about visits to a variety of Spanish speaking towns and the itinerary. Students will be able to pick out future tense for the itinerary and listen to positive and negative opinions from the speaker. They will then decide which tours are suitable for a variety of different customers with various needs. They will also be able to begin to understand the use of idiomatic expressions when listening to creative language.</p> | <p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The students will be able to use their knowledge of how the future is formed and idiomatic expressions used creatively to pick out the best tours.</p> |
| <p><b>Approaches to learning (ATL)</b></p>   |   |  |
| <p>Social: Students will practise empathy through their understanding of how other people live. They will also build their empathy through working socially with others in group and pair work situations.</p>   |   |  |