

<b>Unit Title</b>	Mi barrio y los de otros – my region and let's travel				
<b>Subject group and discipline</b>	Spanish	<b>MYP year</b>	2	<b>Unit duration (hrs)</b>	1 term = 24 hours

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

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b> <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i>
communication	Message, audience and form	<b>Time and space</b> Students will explore homes and journeys; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.
<b>Statement of inquiry</b>		
Thinking about the <b>space</b> we and others live in allows for <b>messages</b> to be <b>communicated</b> using <b>form</b> to help us understand and convey information and engage an <b>audience</b> .		
<b>Inquiry questions</b>		
<b>Factual—</b> What language and structures ( <b>form</b> ) do I need to <b>communicate</b> and understand <b>messages</b> about areas we live in and places to travel to? <b>Conceptual—</b> How can certain language be used to engage an <b>audience</b> and connect with them? <b>Debatable—</b> To what extent does a better understanding of the culture and the <b>space</b> others live in help us to build stronger relationships?		
<b>Objectives</b>	<b>Summative assessment</b> <i>This does not always have to be a GRASPS task but it does need to involve students demonstrating progress by transferring the skills and knowledge they have learnt to a real-life context. An analytical essay or practice exam questions (not quizzes) counts as real life context. Students need to construct a response using the knowledge and skills they practised in the unit.</i>	

<p><i>Learning objectives for the unit</i></p> <p>Criterion C: Speaking Maximum: 8</p> <p>At the end of Year 8 Phase 2, students, students should be able to:</p> <ul style="list-style-type: none"> <li>i. use a wide range of vocabulary</li> <li>ii. use a wide range of grammatical structures generally accurately</li> <li>iii. use clear pronunciation and intonation in comprehensible manner</li> <li>iv. communicate all the required information clearly and effectively.</li> </ul> <p>Criterion A:</p> <p>Listening Maximum: 8</p> <p>At the end of Year 8 Phase 2, students should have been exposed to a wide variety of simple authentic spoken multimodal texts and be able to:</p> <ul style="list-style-type: none"> <li>i. identify explicit and implicit information (facts, opinions, messages and supporting details)</li> <li>ii. analyse conventions</li> <li>iii. analyse connections.</li> </ul>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Task 1 – speaking:</p> <p>Goal : you are giving a presentation to describe your home town for visiting exchange students and to interest them in the itinerary for their visit compared to previous itineraries.</p> <p>Role : You are a hosting exchange student</p> <p>Audience: Your visiting exchange partner</p> <p>Situation: your exchange partner is visiting you soon and you are preparing the itinerary</p> <p>Purpose: You want to engage and interest your partner in your home town and what you can do there.</p> <p>Task 2 – listening and comprehending</p> <p>Goal : you are hoping to travel to Cusco in Columbia. They have found a video about the city and but need you to find out more information for them.</p> <p>Role : you are the Spanish speaker in your family using your knowledge of language around travel to find information.</p> <p>Audience: Your family</p> <p>situation: you are looking at the video to extract relevant details and give your opinions on them for your family’s upcoming visit.</p> <p>Purpose: You want to find interesting and exciting things to do on your upcoming viist and engage your family in the culture.</p> <p><i>Standards and criteria</i></p> <p>Students will have engaged with learning a range of different vocabulary, key verbs and structures to talk about their own area and visiting other areas. Phase 2 students must develop their grammatical awareness beyond the present tense and they will need to use future and past tenses to discuss and understand upcoming visits compared to previous ones.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>SOI: Thinking about the space we and others live in allows for messages to be communicated using form to help us understand and convey information and engage an audience.</p> <p>The summative assessment tasks requires students to use their knowledge of language around towns and areas around the Spanish speaking world. They will think about use of the tenses to help them engage an audience in a visit to their own and other towns.</p>
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**Approaches to learning (ATL) *These can be listed or you could offer some explanation of how they will be developed***

ATL- thinking skills – Applying existing knowledge to generate new ideas. Use brainstorming and visual diagrams to generate new ideas.

ATL – communication – read a variety of sources for information. Use a variety of speaking techniques to communicate with a range of audiences