Unit Title	Los idiomas y la tecnologia – language learning and the use of media and technology				
Subject group and discipline	Spanish	MYP year	2	Unit duration (hrs)	1 term = 22 hours

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context *choose 1 and then drill down to exactly which aspect of these the unit will focus on*
creativity	Audience and purpose	Scientific and technical innovation. The impact of scientific and technological advances on communities and environments: digital life, virtual environments and the information age

Statement of inquiry
Technical innovation and looking at how language is used for different purposes and audiences allows for creative language learning

Inquiry questions
Factual — what language do we need to be able to understand online resources and discuss our digital journey?
Conceptual — how can looking at languages for different purposes and audiences such as to entertain or socialise help us learn?
Debatable — to what extent does the use of technology help us to learn languages more easily and creatively now than in the past?

Objectives	Summative assessment *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.*	
Learning objectives for the unit Criterion B: Reading Maximum: 8 At the end of Year 8 Phase 2, students should be exposed to a wide variety of simple authentic written multimodal texts and be able to: i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections.	Outline of summative assessment task(s) including assessment criteria: **Task 1 – reading and comprehending** Goal : you want to go to Colombia to further your Spanish studies. Role : you have found a programme and you need to read and understand the information about the programme and testimonials to give details to your family Audience: Your family	Relationship between summative assessment task(s) and statement of inquiry: SOI: Technical innovation and looking at how language is used for different purposes and audiences allows for creative language learning The summative assessment tasks require students to use their knowledge around the use of technology and different media platforms to be creative with how they express themselves in Spanish. They will need

Criterion D: Writing Maximum: 8 At the end of Year 8 Phase 2, students should be able to: i.use a wide range of vocabulary ii.use a wide range of grammatical structures generally accurately iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices iv.communicate all the required information with a clear sense of audience and purpose to suit the context.	Situation and purpose: You want to convince your family that this is an exciting and useful thing for you to do. **Task 2 – Writing:** Goal : you produce a blog post/Instagram story about your digital journey and how it helps you learn languages for your school website. This can also include details of your trip to Colombia from the reading exercise. Role : You are a student of languages at IVC Audience: young language learners. Situation and purpose: your school wants to update the website to appeal more to international students and engage their interest. *Standards* and criteria Students will have engaged with learning a range of different vocabulary, key verbs and structures to talk about the use of technology and media. 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 experiences with language learning in the past and future time frames.	to understand the different conventions used in varying situations online.

Approaches to learning (ATL) *These can be listed or you could offer some explanation of how they will be developed*

ATL – communication – Use a variety of media to communicate with a range of audiences. Collaborate with peers using a variety of digital environments and media.

ATL - Self-management skills – Select and use technology effectively and productively