

Unit Title	La vida sana y cultural – healthy lifestyles and cultural diversity				
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 <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i>
culture	Structure and word choice	Identities and relationships Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health, communities and cultures.
Statement of inquiry		
Using linguistic structures helps to explore relationships with health and cultural diversity		
Inquiry questions		
<p>Factual — what structures and words do we need to be able to discuss our relationships with health and cultural diversity?</p> <p>Conceptual — how can discussing health and culture help us to improve our knowledge of the structures to better communicate in the language?</p> <p>Debatable — to what extent is our relationship with health affected by our community and culture?</p>		
Objectives	Summative assessment <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 A: Listening Maximum: 8 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> <p>i. identify explicit and implicit information (facts, opinions, messages and supporting details) ii. analyse conventions</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>You are going to watch a video of two students discussing the advantages and disadvantages of a healthy lifestyle in order to maintain your own mental and physical wellbeing.</p> <p>Task 1 – listening and understanding</p> <p>Goal : you want to maintain your own mental and physical wellbeing.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>SOI: Using linguistic structures helps to explore relationships with health and cultural diversity</p> <p>The summative assessment tasks require students to use the new language they have assimilated around</p>

<p>iii. analyse connections.</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"> i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. use clear pronunciation and intonation in comprehensible manner iv. communicate all the required information clearly and effectively. 	<p>Role : you have found a video in Spanish discussing the advantages and disadvantages of a healthy lifestyle and you want to share the information with your non Spanish speaking friends and family.</p> <p>Audience: Your friends and family</p> <p>Situation and purpose: You want to share the information you have found to help others improve their wellbeing.</p> <p>Task 2 – Speaking:</p> <p>With Turing Scheme money you have been on a trip to a Spanish speaking country and you have to give a presentation on what you did on the trip, how you helped the local environment or community and explain to future Spanish speaking IB students at IVC what you will be doing to continue this link and support the region or other projects.</p> <p>Goal : you produce a presentation about your trip and to convince others to continue the link and show how the money was spent.</p> <p>Role : You are a student of languages at IVC in receipt of Turing Scheme money.</p> <p>Audience: future scheme recipients</p> <p>Situation and purpose: to show how the money was used and convince others of the importance of the work and future links.</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 healthy lifestyles, cultural diversity and environmental projects. Phase 2 students must develop their grammatical awareness beyond the present tense and they will need to use future and past tenses to discuss what they did and how it will be sustained in the future.</p>	<p>health and culture and knowledge of the structures of tenses to discuss these issues in depth.</p>
<p>Approaches to learning (ATL) <i>These can be listed or you could offer some explanation of how they will be developed</i></p>		
<p>ATL – social skills – practise empathy. Listen actively to other perspectives and ideas</p>		

ATL – research skills - Seek a range of perspectives from multiple and varied sources Understand the impact of media representations and modes of presentation