

Unit Title	Holidays - How do I and others like to spend our holidays?				
Subject group and discipline	Language Acquisition Spanish	MYP year	3	Unit duration (hrs)	24

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
communication	point of view and empathy	Orientation in Space and Time
Statement of inquiry		
<i>This needs to be non-subject specific (as far as possible) and connect the key concept, related concepts and Global Contexts</i> Empathy is important to understand the different points of view that may be communicated when discussing travelling to different spaces.		
Inquiry questions		
Factual— What language and structures do I need in order to communicate about travelling to different spaces? Conceptual—How can using empathy help me gain a better understanding of different points of view? Debatable—to what extent can discussing travelling to different spaces help us to build better relationships?		
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>	
Criterion A – listening at the end of the capable level, students should be exposed to a wide variety of simple and some complex authentic spoken multimodal texts and be able to: i. identify explicit and implicit information (facts, opinions, messages and supporting details) ii. analyse conventions iii. analyse connections. <i>Learning objectives for the unit</i>	students will listen to a variety of people discussing trips and look at the details, conventions and connections.: Goal – to review a variety of videos reports and publicity for various locations and decide upon a location to visit with your Spanish friend Role – reviewer Audience- your Spanish partner Situation – you want to go on holiday together but to somewhere different. Purpose – to decide on a suitable place for both of you. Standards and criteria: You will need to understand explicit and implicit information and analyse the conventions to make an	Relationship between summative assessment task(s) and statement of inquiry: Empathy is important to understand the different points of view that may be communicated when discussing travelling to different spaces You will use your better developed skills of empathy to take into account the different points of view of the various types of videos.

<p>Criterion C Speaking</p> <p>at the end of the capable level, students should be able to:</p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. use clear pronunciation and intonation in a comprehensible manner</p> <p>iv. communicate all the required information clearly and effectively.</p>	<p>informed decision about where to go. You will make a connection and base your decision and arguments upon this.</p> <p>Students will produce a presentation about a visit to a Spanish speaking country that you made and analyse the benefits of incorporating this trip in the portfolio of the Spanish speaking company.</p> <p>Goal – to discuss with their boss about the trip they made, give opinions and future ideas</p> <p>Role – Spanish travel company worker reviewing a trip made.</p> <p>Audience- your Spanish speaking company boss</p> <p>Situation – you have been on a trip and you are trying to convince your boss it should be included in the portfolio</p> <p>Purpose – to increase the portfolio and reach of the company</p> <p>Standards and criteria:</p> <p>You will need to use a wide range of vocabulary and grammatical structures such as past, present and future. Your pronunciation should be clear and you need to communicate as much information as you can to convince your boss to accept your ideas.</p>	<p>Empathy is important to understand the different points of view that may be communicated when discussing travelling to different spaces</p> <p>You will use your better developed skills of empathy to discuss the different points of your boss and future clients.</p>
<p>Criterion D - writing</p> <p>at the end of the capable level, students should be able to</p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices</p>	<p>Students will write a travel blog about visits they have made and plan to make, giving opinions for their readers.</p> <p>Goal – to give their Spanish speaking readers insights into the visits they have made and help them to decide on future itineraries</p> <p>Role – Spanish speaking travel blogger</p> <p>Audience- Spanish speaking travel enthusiasts</p> <p>Situation – you are giving insights into trips you have made.</p>	<p>Empathy is important to understand the different points of view that may be communicated when discussing travelling to different spaces</p> <p>You will use your better developed skills of empathy to make sure that your blog take into account the various points of view of your readers.</p>

<p>iv. communicate all the required information with a clear sense of audience and purpose to suit the context.</p>	<p>Purpose – to encourage/discourage travel to these places and help readers make decisions about their own travels</p> <p>Standards and criteria:</p> <p>You will need to use a wide range of vocabulary and grammatical structures such as past, present and future. Your blog should be organised and understand the conventions of a blog. You should also think clearly about your audience and purpose and use language and style to suit this context.</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

Social skills - listen actively to other perspectives and ideas and practise empathy - when thinking about a variety of holiday destinations and activities.

Thinking skills - gather and organize information to formulate an argument

Action: Teaching and learning through inquiry

Learning objectives <i>(lesson by lesson/ week/ week/ fortnightly depending on your faculty)</i>	Learning experiences and teaching strategies <i>Space for you to develop approaches to learning and teaching. (There should be a range of learning experiences e.g. discussion, extended writing, quiz, performance, practical, presentation, debate, research, spaced practice, independent practice, questioning, scaffolding, review of previous learning, modelling, etc)</i>	Formative assessment <i>Peer assessment, self assessment, oral feedback, teacher marked</i>	Differentiation and challenge	Resources
<p>1</p> <p>Revision of key infinitives for holiday activities with opinions. Pgs 6 and 10-11</p>	<p>Factual— What language and structures do I need in order to communicate about travelling to different spaces?</p> <p>Review and retrieval of previous learning about activities they like to do during the holidays. Various games etc to practise giving a variety of extended opinions and reasons to justify.</p> <p>Thinking skills - gather and organize information to formulate an argument</p>	<p>Oral feedback and peer assessment during various games.</p>	<ul style="list-style-type: none"> •Scaffolding and modelling to present vocabulary. •Recapping prior learning and applying to other contexts. •Developing research skills to transfer across other subject areas. 	<p>Pg 6 and 10-11 Viva GCSE</p> <p>Other multimodal texts and resources produced and stored on Teams.</p>
<p>2</p> <p>Revision of future with infinitives, question words, weather. Pgs 6 and 10-11</p>	<p>Debatable—to what extent can discussing travelling to different spaces help us to build better relationships?</p> <p>Bearing in mind the different opinions they have begun to look at the previous week they can identify and discuss plans for future holidays bearing in mind the weather.</p>	<p>Peer assessment during discussions.</p>	<ul style="list-style-type: none"> •Using others as role models within the group when completing whole class activities. 	<p>Pgs 6 and 10-11 Viva GCSE</p> <p>Other multimodal texts and resources produced and stored on Teams.</p>