

Unit Title	School and family - how can I prepare for an exchange visit?				
Subject group and discipline	Language Acquisition Spanish	MYP year	3	Unit duration (hrs)	22

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>
Connection	form and word choice	Identities and Relationships

Statement of inquiry

This needs to be non-subject specific (as far as possible) and connect the key concept, related concepts and Global Contexts

In order to connect with an exchange partner it helps to discuss school and family relationships using a careful choice of words and form.

Inquiry questions

Factual— What choice of words and form do we need in order to discuss our own school and home life?

Conceptual— How can comparing the differences between our own schools and those in other Spanish speaking countries help to build a deeper connection with other Spanish speakers?

Debatable— To what extent can discussing our shared experiences of school and family help us build better relationships?

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.*

Criterion B Reading:

At the end of the capable level, students should be exposed to a wide variety of simple and some complex 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

Students will read about an exchange school and a letter from an exchange partner and pick out the details, conventions and connections.

Goal – to be able to make connections about their own school life in comparison with that of a student in an exchange school.

Role – you are an IVC student

Audience – you will pick out details to share with your friends and family

Relationship between summative assessment task(s) and statement of inquiry:

In order to connect with an exchange partner it helps to discuss school and family relationships using a careful choice of words and form.

You will be able to use your better-informed choice of vocabulary and grammatical form to connect on a deeper level with your exchange partner.

<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>iv. communicate all the required information with a clear sense of audience and purpose to suit the context.</p>	<p>Audience- Spanish partner and family</p> <p>Situation – you are giving insights into your own school and home life to start to make connections prior to the visit</p> <p>Purpose – to make connections so that you feel like your family know you prior to the visit</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 letter should be organised and understand the conventions of a letter. You should also think clearly about your audience and purpose and use language and style to suit this context.</p>	<p>You will be able to use your better-informed choice of vocabulary and grammatical form to connect on a deeper level with your exchange partner.</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

- Research - make connections between various sources of information
- Self management - create plans to prepare for summative assessments

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 Introduction to and revision of key infinitives for school activities and school subjects, with opinions.</p>	<p>Factual — What choice of words and form do we need in order to discuss our own school life?</p> <p>Review and retrieval of previous learning about subjects and activities they like to do at school. Various games etc to practise giving a variety of extended opinions and reasons to justify.</p>	<p>A mixture of all forms of assessment will be used depending on the activity. For example grasp tasks and written homework will always be teacher assessed and written feedback given. Often listening</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. ●Using others as role models within the group when completing whole class activities. 	<p>Pages 28, 32 Viva GCSE</p> <p>Other multimodal texts and resources produced and stored on Teams.</p>
<p>2 revision of comparisons and adjectival agreements and introduction to superlatives.</p>	<p>Conceptual— How can comparing the differences between our own schools and those in other Spanish speaking countries help to build a deeper connection with other Spanish speakers?</p> <p>Bearing in mind the different opinions they have begun to look at the previous week they can identify and discuss</p>			<p>Pages 32 and 33 Viva GCSE</p> <p>Other multimodal texts and resources produced and stored on Teams.</p>