

Unit Title	Freetime - comparing how I spend my freetime with those in Spanish speaking countries.				
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 <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i>
Culture	context and message	Personal and cultural expression Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
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> Sharing messages and feelings about our freetime and personal life allows for a greater understanding of different cultural contexts.		
Inquiry questions		
Factual— What language is necessary to discuss our feelings about our freetime and personal life? Conceptual—How does a greater cultural knowledge help us create better messages about our personal life in a Spanish? Debatable—can we learn a language properly without understanding the cultural context?		
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>Criterion B Reading:</p> <p>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:</p> <ul style="list-style-type: none"> i. identify explicit and implicit information (facts, opinions, messages and supporting details) ii. analyse conventions iii. analyse connections 	<p>Students will read a variety of texts about freetime and cultural diversity in Spanish speaking countries:</p> <p>Goal – you are an up and coming influencer producing content to show young people how they can spend their freetime</p> <p>Role – you are an influencer and you are researching what young people do in their freetime and the content that is out there already.</p> <p>Audience – you will pick out details to use in your upcoming video blogs</p> <p>Situation – you are preparing new content for your videoblogs</p> <p>Purpose – to gain insight and material for your own videoblogs</p> <p>Standards and criteria</p> <p>You will need to understand explicit and implicit information and analyse the conventions to inform your own material. You will make connections with the layout and content of the blogs etc.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Sharing messages and feelings about our freetime and personal life allows for a greater understanding of different cultural contexts.</p> <p>You will use your better cultural understanding to improve your content and ideas surrounding freetime.</p>
<p>Criterion C Speaking</p> <p>at the end of the capable level, 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 a comprehensible manner iv. communicate all the required information clearly and effectively. 	<p>Students will discuss freetime activities from around Spanish speaking countries in their own video blog.</p> <p>Goal – to show their audience the different cultural activities that go on in various Spanish speaking countries to raise awareness and therefore increase your following</p> <p>Role – an up and coming influencer</p> <p>Audience- young people in Spanish speaking communities</p> <p>Situation – you are trying to increase your following by capturing the interest of new young people</p> <p>Purpose – to increase your following</p>	<p>Sharing messages and feelings about our freetime and personal life allows for a greater understanding of different cultural contexts.</p> <p>You will use your better cultural understanding to improve your content and ideas surrounding freetime</p>

	<p>Standards and criteria:</p> <p>You will need to use a wide range of vocabulary and grammatical structures such as various past tenses, present and future. Your pronunciation should be clear and you need to communicate as much information as you can to convince your viewers to follow you.</p>	
<p>Approaches to learning (ATL) These can be listed or you could offer some explanation of how they will be developed</p>		
<p>Communication - use intercultural understanding to interpret communication - looking at different freetime activities to understand cultural diversity. Self-management - use appropriate strategies for organizing complex information.</p>		

Action: Teaching and learning through inquiry

<p>Learning objectives <i>(lesson by lesson/ week/ week/ fortnightly depending on your faculty)</i></p>	<p>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></p>	<p>Formative assessment <i>Peer assessment, self assessment, oral feedback, teacher marked</i></p>	<p>Differentiation and challenge</p>	<p>Resources</p>
<p>1 further descriptions of family members with greater understanding of ser and estar and adjectival agreement.</p>	<p>What language is necessary to discuss our feelings about our freetime and personal life?</p> <p>Retrieval of how to communicate what different members of your family and friends are like character wise and what they like to do in their freetime and personal life</p> <p>ATL Communication - use intercultural understanding to interpret communication - looking at different freetime activities to understand cultural diversity</p>	<p>A mixture of all forms of assessment will be used depending on the activity. For example grasp tasks and written</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 	<p>Pages 62-62 Viva GCSE</p> <p>Other multimodal texts and resources produced and stored on Teams.</p>