

Unit Title	C'est perso				
Subject group and discipline	Group French	MYP year	1	Unit duration (hrs)	2x6=12

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>
Connections	Form Purpose	<p>Personal and Cultural Expression</p> <p>Students will explore the ways in which we appreciate beauty, express ideas, feelings, the ways in which we reflect on, extend and enjoy our appreciation of the aesthetic.</p>
Statement of inquiry		
Understanding language form helps people to make purposeful connections and express ideas		
Inquiry questions		
<p>Factual— What is important in understanding others? Qu'est-ce qui est important pour comprendre les autres?</p> <p>Conceptual— How can the function of language help you work out its meaning? Comment la fonction du langage peut-elle nous aider à comprendre sa signification ?</p> <p>Debatable— Do people in other countries value their families in different ways to myself? Est-ce que les gens dans d'autres pays apprécient leur famille différemment de moi-même?</p>		

Objectives	Summative assessment	
<p>Criterion B: Comprehending written and visual text</p> <p>i. identify basic facts, messages, main ideas and supporting details</p> <p>ii. recognise basic aspects of format and style, and author's purpose for writing</p> <p>iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</p>	<p>Outline of summative assessment task(s) including assessment criteria: Goal : You will demonstrate understanding of written French by responding to some different text types Role : You are a British student who has a French penfriend Audience: You are chatting online with your French penfriend. Situation: You are working with a range of texts in the classroom and then preparing to respond online Purpose: You will be expressing your opinion about these texts to your French penfriend</p> <p>Standards and Criteria: B Comprehending Written and Visual Texts Students will have learnt a range of ways to give an opinion to link this to the texts they are reading. They will have had access to a range of text types to support them in giving their opinion.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry: When understanding written and visual texts, students interpret data and think creatively and critically about what is read in order to make purposeful connections and to form their own opinions.</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>Thinking</p> <p>For students to comprehend written and visual texts, they will need to interpret data and think creatively and critically about what is read to form their own opinions. The skill strategy that will be explicitly taught and practised, is recognising cognates, nearly cognates and retrieval. The formative assessment used to elicit students learning is vocabulary testing and memorisation techniques.</p>		

