

Unit Title	How does my school compare to French schools?				
Subject group and discipline	Language Acquisition: French	MYP year	Phase 1 (emergant)	Unit duration (hrs)	12

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Creativity	Patterns Context	Orientation in Time and Space Students will explore personal histories; the relationships between, and the interconnectedness of, individuals and communities, from personal, local and global perspectives.
Statement of inquiry		
Recognising some parts of language follow patterns allows for creativity and communication in different contexts and helps us to understand the interconnectedness of different communities.		
Inquiry questions		
<p>Factual— What are the connections between individuals and communities in different contexts? Quels sont les liens entre les individus et les communautés dans des contextes différents ?</p> <p>Conceptual— How can we use language to communicate creatively? Comment peut-on utiliser le langage pour communiquer d'une manière créative?</p> <p>Debatable—How do we use a model text to support us in creating our own version? Comment utilisons-nous un texte modèle pour aider à créer notre propre version ?</p>		

Objectives	Summative assessment	
<p>D Writing:</p> <p>At the end of phase 1, students should be able to:</p> <ul style="list-style-type: none"> i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation ii. organise basic information and use a range of basic cohesive devices iii. use language to suit the context. 	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Goal: You will communicate clearly and creatively with your partner school using language patterns that you have identified during this unit of work so that they can understand your context better.</p> <p>Role: You are a student at IVC</p> <p>Audience: You are communicating with students at the partner school in France.</p> <p>Situation: You are at school</p> <p>Purpose: You are responding to a blog post from our partnership school in France</p> <p>Standards and Criteria:</p> <p>Students have a copy of the key vocabulary memorised and some key sentences in French to translate to English to support writing a similar description. Include the following details: When you go to school (when you start and finish) and your opinions on some of the subjects you study. You could also include some information about what you do during break times.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>We use the language patterns we have learned in order to communicate creatively across a range of contexts.</p>
<p>Approaches to learning (ATL)</p>		
<p>Thinking - In order for students to communicate clearly and creatively in written French, they will need to use thinking skills to support them in recognising and using patterns in the language. The skill strategy that will be explicitly taught and practised is using writing for different purposes and audiences. The formative assessment used to elicit learning is through smaller peer assessed written tasks.</p>		