

Unit Title	Leisure time				
Subject group and discipline	Group 2 French	MYP year	2	Unit duration (hrs)	2x12=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>
Connections	Form and Structure	Scientific and technical innovation Students will explore the impact of scientific and technological advances on communities and environments <ul style="list-style-type: none"> digital life, virtual environments and the information age
Statement of inquiry		
Through technical innovation , we make connections with other communities, and this helps us to better understand the language form and structure		
Inquiry questions		
<p>Factual— Comment utilise-t-on les nouvelles technologies dans nos loisirs? What connections can we make using technology in our free time? How do we use new technologies?</p> <p>Conceptual— Quelle est l'importance de la technologie dans nos loisirs aujourd'hui? Comment la technologie nous aide-t-elle à mieux utiliser la langue? What is the importance of technology in our daily leisure? How technology help us to use better the language?</p> <p>Debatable— Est-ce que les loisirs nous connectent les uns aux autres? Peut-on vivre sans technologie? Do leisures connect each other's? Can we live without technology?</p>		
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 Maximum: 8</p> <p>At the end of Phase 2 Year 8, 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>Criterion D: Writing Maximum: 8</p> <p>At the end of Phase 2 Year 8, 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. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices. iv. communicate all the required information with a clear sense of audience and purpose to suit the context. 	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Goal : You will demonstrate understanding of written French by responding to some different text types</p> <p>Role : You are a British student who has a French penfriend</p> <p>Audience: You are chatting online with your French penfriend.</p> <p>Situation: You are working with a range of texts in the classroom and then preparing to respond online</p> <p>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</p> <p>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:</p> <p>SOI: Technologies and media change our way of communicating with each other and our way of learning. They can help us to better understand the form and structure of language.</p> <p>The summative assessment clearly links to the SOI as students are looking at how media can change the way we communicate with each other. Students will be able to appreciate different structures that young people may use when they are chatting online. They will then prepare their own response to the online chat.</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>Communication - Reading a variety of sources for information and pleasure. Understanding what are appropriate forms for different purposes and audiences.</p>		
<p>Research skills - Seeking a range of perspectives from multiple and varied sources. Understanding how ideas are communicating effectively to multiple audiences.</p>		