

<b>Unit Title</b>	What can we learn about where we live from exploring where other people live?				
<b>Subject group and discipline</b>	Group 2	<b>MYP year</b>	2	<b>Unit duration (hrs)</b>	2X12=24

### Inquiry: Establishing the purpose of the unit

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b> <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i>
Creativity	Context, meaning, word choice	<b>Personal and Cultural Expression</b> Students will explore: <ul style="list-style-type: none"> <li>the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;</li> <li>the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</li> <li>social constructions of reality</li> <li>languages and linguistic systems</li> </ul>
<b>Statement of inquiry</b>		
Exploration of <b>cultural and personal expression</b> , helps us to use <b>creative</b> means to understand our surrounding <b>context</b> , and <b>meaning</b> through <b>word choice</b>		
<b>Inquiry questions</b>		
<p><b>Factual—</b> What is it like where you live and what differences are there with different ways of living? <b>Comment est-ce chez toi? Quelles différences y-a-t'il entre les habitations? Quels endroits aimes-tu visiter?</b></p> <p><b>Conceptual—</b> How do we create the area in which we live? Why don't we all share the same tourist experiences?</p> <p><b>Comment créons-nous le lieu dans lequel nous vivons? Pourquoi ne partageons-nous pas tous la même expérience touristique? Comment les récits de nos voyages nous aident-ils à mieux comprendre d'autres cultures?</b></p> <p><b>Debatable—</b> In what why can we feel comfortable when abroad? Is it necessary to travel? De quelle manière peut-on se sentir chez soi à l'étranger? Est-il nécessaire de voyager?</p>		
<b>Objectives</b>	<b>Summative assessment</b> <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</i>	

	<i>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 A: Listening 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 spoken multimodal texts and be able to:</p> <ul style="list-style-type: none"> <li>i. identify explicit and implicit information (facts, opinions, messages and supporting details)</li> <li>ii. analyse conventions</li> <li>iii. analyse connections.</li> </ul> <p>Criterion D: Writing Maximum: 8</p> <p>At the end of the emergent level, students should be able to:</p> <ul style="list-style-type: none"> <li>i. use a wide range of vocabulary</li> <li>ii. use a wide range of grammatical structures generally accurately</li> <li>iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices.</li> <li>iv. communicate all the required information with a clear sense of audience and purpose to suit the context.</li> </ul>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Goal: You will show that you can understand descriptions of places in Paris and use your knowledge of language to make decisions about places of interest to you and others</p> <p>Role: You are a student visiting Paris</p> <p>Audience: Your family</p> <p>Situation: Prior to and whilst visiting Paris you are trying to have a real immersive experience of Paris life and French language</p> <p>Purpose: you are responding to a variety of real-life language situations you may come across while in Paris</p> <p>Standards and criteria</p> <p><i>Criterion A: Listening</i></p> <p><i>You have decided that you will go on a trip to Paris. Before travelling and while there you are finding out what you can see and do via internet videos. You will need to use your knowledge of French and listening skills to make decisions about places to stay/visit and to respond appropriately to information given to you in spoken form</i></p> <p><i>Criterion D: Writing</i></p> <p><i>During or following your trip to Paris you want to send a postcard/email/message/social media post about what you have been doing. You will need to use the language you have learnt and the past tense to say where you have been and what you have seen and done. You will need to give opinions about your trip. You may also be able to say where you are planning to visit next.</i></p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>From learning new language we are able to participate in and understand real life situations in Paris when visiting as a tourist. We can share this experience with our own community and other communities via a variety of ways such as postcards, emails, social media posts. When visiting Paris we not only have an opportunity to practise new language but also to experience a different culture.</p>
<b>Approaches to learning (ATL) <i>These can be listed or you could offer some explanation of how they will be developed</i></b>		
Thinking - How can students be creative? How can they generate novel ideas and considering new perspectives?		
Self-management – How can students demonstrate organisation skills? How can students be reflective?		

