

Unit Title	How do we form relationships with family, friends and new people we meet?				
Subject group and discipline	French Language Acquisition	MYP year	8	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>
Culture	Audience Message	Identities and Relationships Students will explore identity; beliefs and values; human relationships including families, friends, communities and cultures; what it means to be human.
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> Understanding our cultural and personal identity can be explored through the messages we convey to different audiences		
Inquiry questions		
<p>Factual— What do we mean by personal identity – what defines us? Qu'entendons-nous par identité personnelle – qu'est-ce qui nous définit ?</p> <p>Conceptual— How can we make links with other cultural identities? Comment faire des liens avec d'autres identités culturelles ?</p> <p>Debatable— To what extent is cultural identity important in defining our personal identity? Dans quelle mesure l'identité culturelle est-elle importante dans la définition de notre identité personnelle ?</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>During the first half of the unit, students will complete a summative assessment on:</p> <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"> i. identify explicit and implicit information (facts, opinions, messages and supporting details) ii. analyse conventions iii. analyse connections. <p>Criterion C: Speaking 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. use clear pronunciation and intonation in a comprehensible manner iv. communicate all the required information clearly and effectively. 	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Summative assessment Task 1 Criterion A</p> <p>Goal : You will demonstrate understanding of a range of audio recordings made by young French people talking about their lifestyles and influences.</p> <p>Role : You are a British student who is researching information to present to others about teenage life in France.</p> <p>Audience: You are sharing your findings with other British students</p> <p>Situation: You are working with a range of audio files in the classroom and responding as part of a class presentation</p> <p>Purpose: You are feeding back information to others to help them understand the differences we may have in our cultural and personal identities</p> <p>Standards and criteria:</p> <p>Students will have learnt a range of key vocabulary, grammar and structures to be able to understand what different young French people are saying, then conveying the message to others and forming their perspective on lifestyles and influences</p> <p>Summative assessment Task 2 Criterion C</p> <p>Goal : Having researched different celebrations in Francophone countries, you are presenting your findings to a French speaking person</p> <p>Role : You are a British student who has been asked to find out about cultural events in a Francophone country.</p> <p>Audience: You are feeding back to a French speaking person.</p> <p>Situation ; You have worked with a range of texts which convey the information you are looking for.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>SOI: Understanding our cultural and personal identity can be explored through the messages we convey to different audiences</p> <p>Task 1:</p> <p>The summative assessment clearly links to the SOI as students are exploring how the messages other people convey can link to their cultural and personal identity. They will appreciate the context in which these young people are speaking, and they will then prepare their findings and responses to present to others</p> <p>Task 2:</p> <p>The summative assessment clearly links to the SOI as students are considering how their cultural and personal identity might affect their preference for one event to another. They will use this to prepare their response to prepare to someone else.</p>
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	<p>Purpose: To inform someone else about your research and to give your opinion based on your cultural and personal identity.</p> <p>Standards and criteria</p> <p>Students will have read a range of information about different celebrations in France, ranging from carnivals to competitions to national holidays. They will have learnt how to use 3 tenses to talk about these events and how to indicate their preferences based on their cultural and personal identity.</p>	
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Approaches to learning (ATL) *These can be listed or you could offer some explanation of how they will be developed*

Communication: Use intercultural understanding to interpret communication; Negotiate ideas and knowledge with peers and teachers

Social: Practise empathy; Listen actively to other perspectives and ideas