

Unit Title	How do we view ourselves and others?				
Subject group and discipline	Language Acquisition: French	MYP year	3 (Year 9)	Unit duration (hrs)	26 13x2 hours

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>
Connection	Pronunciation Structure	Identities and Relationships Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human. <ul style="list-style-type: none"> • identity formation, self esteem, status, roles and role models • personal efficacy and agency; attitudes, motivations, independence; happiness and the good life
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> Effective pronunciation and language structure are essential to help making positive connections with others.		
Inquiry questions		
<p>Factual— What structures do we need to learn to explore positive connections with others? Does pronunciation matter?</p> <p>Conceptual— How do I present myself to connect with others? How do we connect with our friends and family? What makes us similar and different when exploring identity compared to others? How does pronunciation affect building friendships?</p>		

Debatable— To what extent do our friendships and connections motivate our attitudes and choices? To what extent do we try to emulate our role models?		
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><i>Learning objectives for the unit</i></p> <p>Criterion C: Speaking</p> <p>At the end of the capable level, students should be able to:</p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. use clear pronunciation and intonation in a comprehensible manner</p> <p>iv. communicate all the required information clearly and effectively.</p> <p>Criterion B: Reading</p> <p>At the end of the capable level, students should be exposed to a wide variety of simple and some complex authentic written multimodal texts and be able to:</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Goal - to communicate with another person about friendships and family and to explore differences and similarities with others</p> <p>Role - you are a student at IVC</p> <p>Audience – a French speaking person who can ask and answer your questions</p> <p>Situation – you are talking about your family and friends to someone else</p> <p>Purpose – to discover similarities and differences when talking about friendship choices and families.</p> <p>Standards and criteria</p> <p>You will need to know how to describe a scene effectively, using the correct pronunciation and language structures to make sure you are being fully understood. To help make a positive connection, you must be prepared to respond spontaneously and develop your answers fully and with enthusiasm.</p> <p>Goal - to respond to and to communicate with other writers about friendships and family and to explore differences and similarities with others</p> <p>Role - you are a student at IVC</p> <p>Audience – other blog posters.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Effective pronunciation and language structure is essential to help making positive connections with others.</p> <p>The task requires students to use effective pronunciation and intonation to connect well with others.</p> <p>Effective pronunciation and language structure is essential to help making positive connections with others.</p> <p>The tasks requires students to use the correct language structures to connect well with others.</p>

<p>i.identify explicit and implicit information (facts, opinions, messages and supporting details)</p> <p>ii.analyse conventions</p> <p>iii.analyse connections.</p> <p>Criterion D: Writing</p> <p>At the end of the capable level, students should be able to:</p> <p>i.use a wide range of vocabulary</p> <p>ii.use a wide range of grammatical structures generally accurately</p> <p>iii.organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices</p> <p>iv.communicate all the required information with a clear sense of audience and purpose to suit the context.</p>	<p>Situation – you are responding to a blog thread about friendships and family.</p> <p>Purpose – you want to find out more about how other people are motivated by friendship choices and how the family dynamic works.</p> <p>Standards and criteria:</p> <p>You will need to understand the conventions of the text type and to be able to produce a similar response to the ones you have read.</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 - Exchanging thoughts messages and information effectively through interaction – this will be explicitly taught when discussing relationships with friends and making plans with friends

Social - Working effectively with others – this will be explicitly taught when debating and discussing role models.