

Unit Title	How do young people use technology in their leisure time?				
Subject group and discipline	Language Acquisition: French	MYP year	3 (Year 9)	Unit duration (hrs)	2 x 6 2 x 5 22 hours

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context choose 1 and then drill down to exactly which aspect of these the unit will focus on
Creativity	Message Context	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		
<i>This needs to be non-subject specific (as far as possible) and connect the key concept, related concepts and Global Contexts</i>		
Technological advances allow for a greater understanding of different messages and contexts through creativity		
Inquiry questions		
Factual— Which technologies can we use to view/share content digitally? Which messages do we convey when we post online? Conceptual— How can we use technology safely to view content online? Does our online usage depend on the context? Debatable— To what extent has technology changed our creativity?		
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 A: Listening</p> <p>At the end of the capable level, 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 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> <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</p> <p>At the end of the capable level, students should be able to:</p> <ul style="list-style-type: none"> i. use a wide range of vocabulary 	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Goal - To understand how young people in France and French speaking countries use their leisure time and how this compares with the UK</p> <p>Role - you are a student at IVC</p> <p>Audience – You will make a comment, for your classmates to read, on what you have heard and read in the target language</p> <p>Situation – you are listening to and reading multimodal resources and want to find out more information</p> <p>Purpose – to find out more information about how young French speaking people spend their leisure time, using a variety of media</p> <p>Standards and criteria</p> <p>You will need to understand the conventions of the audio-visual text types and to be able to make a response to the context</p> <p>Goal - To understand how your friends in the UK use their leisure time</p> <p>Role - you are a student at IVC</p> <p>Audience – You will engage in a dialogue with a French speaking friend in the target language to convey information.</p> <p>Situation – you are making speaking with a French speaking friend.</p> <p>Purpose – to find out more information about how young French speaking people spend their leisure time</p> <p>Standards and criteria</p> <p>You will need to understand the conventions of the task and to be able to make a response to the context</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Technological advances allow for a greater understanding of different messages and contexts through creativity</p> <p>Students need to be able to understand the different messages which are conveyed through the audio visual material and be able to respond appropriately.</p> <p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Technological advances allow for a greater understanding of different messages and contexts through creativity</p> <p>Students need to be able to convey a variety of messages to someone else through the target language about technological advances.</p>
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<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>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 – Use intercultural understanding to interpret communication – explicitly taught when preparing for the listening and reading summative assessment task</p> <p>Self-management – Managing time and tasks effectively – explicitly taught through research task on French film –</p>		