

<b>Unit Title</b>	<b>How do French people choose to live?</b>				
<b>Subject group and discipline</b>	Language Acquisition: French	MYP year	3 (Year 9)	Unit duration (hrs)	2 x 6 2 x 7 =26 hours

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context choose 1 and then drill down to exactly which aspect of these the unit will focus on</b>
Culture	Purpose Empathy	<b>Identities and Relationships</b> Students will explore personal, physical, mental, social and spiritual health; <ul style="list-style-type: none"> <li>physical, psychological and social development, health and well-being, lifestyle choices</li> </ul>
<b>Statement of inquiry</b>		
<i>This needs to be non-subject specific (as far as possible) and connect the key concept, related concepts and Global Contexts</i> Showing empathy towards other cultures allows us to understand why and how other people choose to live.		
<b>Inquiry questions</b>		
<b>Factual— What is the purpose of healthy lifestyle? What are the key structures we need to inform and persuade others to lead a healthy lifestyle?</b> <b>Conceptual— How can we show empathy towards others who are unwell/unhealthy?</b> <b>How do French people make healthy lifestyle choices?</b> <b>Debatable— To what extent do people in other French-speaking countries have a healthy lifestyle compared to France?</b>		
<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 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><b>A (Listening)</b>  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"> <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><b>D (Writing)</b>  A stimulus containing other modes such as visual and spatial modes should be used as a prompt for producing the writing task. Examples: a written text with images, a written text with some spatial arrangement.</p> <p>At the end of the capable 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 - to understand how to describe physical and mental ailments, through listening to multi-modal excerpts</p> <p>Role - you are a student at IVC</p> <p>Audience – you are responding to what you hear and making a comment which you will share with your classmates</p> <p>Situation – you are presented with different excerpts to interpret and make a response to.</p> <p>Purpose – to find out how French people access medical support for their physical and mental wellbeing</p> <p>Standards and criteria</p> <p>You should be able to identify the explicit and implicit information through the excerpts and to think about how we make connections through what we hear.</p> <p>Goal - To find out about how French people choose to live a healthy lifestyle and how this compares with ours</p> <p>Role - You are a student at IVC</p> <p>Audience – You are creating a blog post for other young French speaking people to read</p> <p>Situation – You have been asked to make comparisons with different lifestyles from a cultural context</p> <p>Purpose – to demonstrate empathy for how others choose to live, while at the same time being mindful of what a healthy lifestyle is.</p> <p>Standards and criteria</p> <p>You should be able to use a wide range of vocabulary and a wider range of grammatical structures with a high degree of accuracy. The blog post must be in the correct format with a clear sense of audience to suit the context.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Showing empathy towards other cultures allows us to understand why and how other people choose to live.</p> <p>In making a response to the multi-modal excerpts, students are demonstrating empathy for the wellbeing of others and considering how people from other cultures choose to live.</p> <p>Showing empathy towards other cultures allows us to understand why and how other people choose to live.</p> <p>In creating a blog post in response to research, students must show empathy for cultural differences and why we should all choose to lead a healthy lifestyle</p>
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