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Teacher(s)	Claudette Murtha and Cristina Anthony	Subject group & discipline	French		
Unit Title	Sports and Leisure Activities Unit 6	MYP year	French 1/2	Unit duration (hrs)	4 weeks

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Global Interactions	Message and Audience	Personal and Cultural Expression: Opportunity, risk, consequences and responsibilities.

Statement of inquiry

Leisure activities and sports reflect culture and personal interest; they provide opportunities to connect with others in diverse communities.

Lines of inquiry:

Factual: Students will explore the different leisure activities and sports in French-speaking countries.

Conceptual: Students will explore and investigate how leisure activities and sports connect people near and far.

Debatable: **Students will inquire into the impact of nationalism and fairness that players and fans have during competitions.**

Inquiry questions

In the form of:	
Factual questions- (what, which)	Factual: What do teenagers in Francophone countries do for fun and competitive sports?
Conceptual questions- (How, why)	Conceptual: How do sports and leisure activities connect people and develop relationships within French-speaking countries?
Debatable questions (Do or Is...)	Debatable: Are world competitions and leisure activities different in message an audience than in your culture?

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Objectives	Summative assessment	
<p>Students will:</p> <ul style="list-style-type: none"> • Read about sports and activities • Ask and respond to questions • Relate sports to seasons and weather • Know body parts and discuss where something hurts. • Ask and respond to questions about weather, sports, activities and body pain. 	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Criterion B iii: engage with written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</p> <p>Variety of listening and visual clips with text.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p>
Approaches to learning (ATL)		

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Action: Teaching and learning through inquiry

Content	Learning process
	<p>Learning experiences and teaching strategies</p>
	<p>Formative assessment</p>

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Differentiation

Resources

Reflection: Consider the planning, process and impact of the inquiry

Prior to teaching the unit

During teaching

After teaching the unit

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