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Teacher(s)	Claudette Murtha and Cristina Anthony	Subject group & discipline	French		
Unit Title	Eat, Drink and Enjoy!	MYP year	French 1/2	Unit duration (hrs)	4 weeks

### Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Culture	Purpose and Convention	Identities and Relationships: Personal efficacy and agency; attitudes, motivation, independence; happiness and good life.

#### Statement of inquiry

Our lifestyle choices and what we consume affect our health and well-being and purpose for living.

Lines of inquiry:

Factual: Students will investigate vocabulary and phrases essential to eating and dining experiences.

Conceptual: Students will explore the culture aspects of food in Francophone countries.

Debatable: Students will inquire into when violations of social norms are considered rude or inappropriate.

#### Inquiry questions

In the form of:

Factual questions-  
(what, which)

Factual: **What word and phrases are most essential to a successful eating and dining experience in the Francophone world?**

Conceptual questions-  
(How, why)

Conceptual: **How might you alter your own behavior while eating and dining in Francophone countries to fit in better?**

Debatable questions  
(Do or Is...)

Debatable: Should it be expected that visitors to another country change their own behavior as a way of respecting social norms? Explain your reasoning.

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Objectives	Summative assessment	
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand a café/restaurant menu</li> <li>• Ask and answer basic information about food and restaurants and ordering food.</li> <li>• Ask and understand bills in Euros up to 100</li> <li>• Set a time/place to meet and understand when someone else does.</li> <li>• Ask and respond to an invitation</li> <li>• State likes and dislikes regarding food, drink, and life choices.</li> <li>• Understand café etiquette</li> </ul>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Criterion Di: Write and speak using a basic range of vocabulary, grammatical structures and conventions.</p> <p>When speaking use clear pronunciation and intonation</p> <ul style="list-style-type: none"> <li>• Create a restaurant or Café menu. Review time money, directions, invitation, time, calendar. Give items from each area – 3 dishes have ingredients.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Shopping experience – directions, hours of operation, lists of foods to make a dishes, etc...</li> </ul>	<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**

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

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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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