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Teacher(s)	Claudette Murtha and Cristina Anthony	Subject group & discipline	French		
Unit Title	Friends and Family Unit 3	MYP year	French 1/2	Unit duration (hrs)	4 weeks

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

Key concept	Related concept(s)	Global context
Identity	Structure, Meaning and Context	Identities and Relationships: Human relationships, personal efficacy, motivation, independence and happiness.
<b>Statement of inquiry</b>		
<p>Making connections and building relationships with families, friends, communities and cultures requires empathy and sensitivity to other’s points of view.</p> <p>Lines of inquiry</p> <p>Factual: Students will explore what structure of family is.            Conceptual: Students will distinguish what a family is and how family differs from culture to culture.            Debatable: Students will explain their position about the evolution and meaning of family in different cultures.</p>		
<b>Inquiry questions</b>		

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In the form of:	
Factual questions- (what, which)	Factual: <b>What do we consider a basic family unit?</b>
Conceptual questions- (How, why)	Conceptual: <b>How has the basic family unit changes in recent decades?</b>
Debatable questions (Do or Is...)	Debatable: Is happiness so important that we are putting the family unit in peril for our own personal independence?

Objectives	Summative assessment
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<p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand short conversations about family members and simple descriptions of people</li> <li>• Understand simple questions about family and friends</li> <li>• Identify relationships between family members and short readings about families.</li> <li>• Describe family and friends</li> <li>• Ask and answer questions about this topic.</li> <li>• Talk about family in relationship to me</li> </ul>	<p>Criterion D II: organize basic information and use a range of basic cohesive devices</p> <ul style="list-style-type: none"> <li>• Creating a family tree or album. Real or pretend. Describe relationship, name, age, birthday, profession, likes, dislikes, physical description using pronouns.</li> </ul>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p>
<p>Approaches to learning (ATL)</p>		

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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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