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

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Systems	Structure and Meaning	Personal and Cultural Expression: Systems, models and methods.

Statement of inquiry

Students and teachers have different and clear roles in a school setting and culture.

Lines of inquiry:

Factual: Students will explore the **differences between the American and the French educational systems.**

Conceptual: With the found information, students will compare and contrast the two educational systems.

Debatable: **With the new knowledge, students will debate which system is better or worse and why.**

Inquiry questions

In the form of:	
Factual questions- (what, which)	Factual: What are the differences between the American and the French educational systems?
Conceptual questions- (How, why)	Conceptual: How can the two educational systems be compared and contrasted?
Debatable questions (Do or Is...)	Debatable: In what ways are the two educational systems better or worse and why?

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Objectives	Summative assessment
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<p>Students will:</p> <ul style="list-style-type: none"> • Understand when people talk about: <ul style="list-style-type: none"> -school supplies -classroom objects -schedules -classes <p>* understand when hearing times relating to the school day</p> <ul style="list-style-type: none"> • recognize opinions <ul style="list-style-type: none"> • Understand and differentiate between systems. • Understand short readings that describe classes and teachers • Understand information about supplies for school • Interpret a schedule from a Franco-phone country • Compare my school with schools in Francophone countries <p>Interpersonal:</p> <ul style="list-style-type: none"> • Discuss my school day and describe where my school supplies are. • Tell what materials I need for each class. • Tell what classes and teachers I have and when I have them (what time of day) • Describe my classes and share my opinion. • Ask others about their class schedules and school supplies <p>u</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Criterion A- IV: Identify basic facts, messages and main ideas and supporting details.</p> <p>Criterion D- II: Organize basic information and use a range of basic cohesive devices.</p> <ul style="list-style-type: none"> • Schedule and video at the beginning shown and again at the end of the unit with comprehension questions. • Create a schedule and present a dialogue about your schedule • Quizzes and formative checks for understanding 	<p>Relationship between summative assessment task(s) and statement of inquiry:</p>
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Approaches to learning (ATL)

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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