# French 2 - Language Acquisition Year 4

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Key concept</th>
<th>Related concept(s)</th>
<th>Global context</th>
<th>Statement of inquiry</th>
<th>MYP subject specific objective(s)</th>
<th>ATL skills</th>
<th>Content (topics, knowledge, skills)</th>
</tr>
</thead>
</table>
| Ma communauté et moi| Connections | Purpose Audience   | Identities & relationships Exploration: identity formation | Identity is formed by making purposeful connections and sharing relationships with various audiences.                                                                                                                | Criterion A- I, iii               | Communication * make inferences and draw conclusions * find information for disciplinary and interdisciplinary inquiries using a variety of media * use a variety of speaking techniques to communicate with a variety of audiences * organize and depict information logically. | - I can provide biographical information about myself (name, age, where I live, family, where I go to school etc.).  
- I can ask and answer questions about biographical information.
- I can share information about my personality, preferences, hobbies, skills, and interests.
- I can ask and answer questions about preferences, hobbies, skills and interests.
- I can identify and describe my community (size, places, attractions, diversity, etc.) and activities.
- I can identify what activities can and cannot be done in my community.
- I can ask and answer questions about community.
- I can talk about the diversity of my school and/or community.
- I can compare my community with other communities.
- I can ask and answer questions about community.                                                                 |
<p>|                     |             |                    |                |                                                                                                                                                                                                                      | Criterion D- I, ii, iii           |                                                                             |                                                                                                                                                                                                                           |</p>
<table>
<thead>
<tr>
<th>Chez moi</th>
<th>Culture</th>
<th>Structure &amp; Purpose</th>
<th>Identities &amp; relationships</th>
<th>Cultural influences on home life are reflected in the structure and purpose of home features.</th>
<th>Criterion A- i, ii, iii</th>
<th>Criterion D- i, ii, iii</th>
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<tbody>
<tr>
<td>U1 Theme 2</td>
<td></td>
<td></td>
<td>Exploration: identity formation</td>
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<td>Ma personnalité et mes préférences</td>
<td>Culture</td>
<td>Meaning &amp; Point of View</td>
<td>Identities &amp; Relationships</td>
<td>Culture influences identity and changes the point of view of each individual.</td>
<td>Criterion A- i, ii, iii</td>
<td>Criterion D- i, ii, iii</td>
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<tr>
<td>Unit 2 Theme 1</td>
<td></td>
<td>Exploration: identity formation</td>
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</table>

- describe my house, including what I like and don’t like about it
- describe my room when I was younger and compare it to my room now
- ask and answer questions about my room and house
- compare rooms and houses in my community with rooms and houses in Francophone communities
- describe my personality when I was younger
- describe my personality now
- compare how I used to be with how I am now.
- ask and answer questions about others and answer questions about myself
- describe my personality when I was younger
- describe my personality now
| Unit 2 Theme 2 | Connections | Meaning Purpose | Personal and cultural expression Exploration: metacognition and abstract thinking | Daily life is connected to our abstract thinking and reflects personal meanings through dreams, fears, and abstract thinking. | Criterion C- i, ii, iii, iv | Communication—Use a variety of speaking techniques to communicate with a variety of audiences; collaborate with peers and experts using a variety of digital environments and media; organize and depict information logically; use a variety of speaking techniques to communicate with a variety of audiences. Thinking—Critical thinking skills—Draw reasonable conclusions and generalizations. | • compare how I used to be with how I am now.  
• ask and answer questions about others and answer questions about myself. |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Unit 3 Theme 1 | Culture | Audience Purpose | Identities and relationships Exploration: health and lifestyle choices and is expressed differently based | Criterion B- i, ii, iii | Criterion D- l, ii, iii | Communication-use appropriate forms of writing for a variety of purposes and audiences; make a | Identify physical and stress-reducing activities that contribute to a healthier life.  
• identify and explain the benefits of being active. |

**Mes Peurs et mes rêves**

- Connections
- Meaning Purpose
- Personal and cultural expression Exploration: metacognition and abstract thinking
- Daily life is connected to our abstract thinking and reflects personal meanings through dreams, fears, and abstract thinking.

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**Une Vie Saine**

- Culture
- Audience Purpose
- Identities and relationships Exploration: health and lifestyle choices and is expressed differently based
- Criterion B- i, ii, iii
- Criterion D- l, ii, iii

- Communication-use appropriate forms of writing for a variety of purposes and audiences; make a
- Identify physical and stress-reducing activities that contribute to a healthier life.
  - identify and explain the benefits of being active.
| Bon appétit | Culture | Point of view | Cultural norms influence lifestyle choices and point of view. | Criterion A- I, ii, iii | Criterion C- I, iii, iv | Communication Use intercultural understanding to interpret communication. Give and receive meaningful feedback. Use a variety of speaking techniques to communicate with a variety of audiences. Make inferences and draw conclusions. | - identify healthy and unhealthy food choices. - identify the benefits and consequences of food choices. - identify the ingredients of a dish/meal and determine if they are healthy and easily accessible. - make recommendations about how to make a recipe healthier. - ask and answer questions about food choices |

| - identify healthy and unhealthy food choices. - describe the physical and stress-reducing activities that are a part of my life. Make recommendations about how to live a healthier life. - ask and answer questions about the value of physical and stress-reducing activities. |

- well-being, lifestyle choices. on the audience and purpose of the act response to the text based on personal experiences and opinions, student must use intercultural understanding to interpret communication; negotiate ideas and knowledge with peers and teachers; use appropriate forms of writing for different purposes. Thinking- Creating-thinking skills Apply existing and generate new ideas, products or processes.
<table>
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<tr>
<th>Mon avenir</th>
<th>Unit 4 Theme 1</th>
<th>Connections</th>
<th>Purpose</th>
<th>Exploration of human capability and development helps to understand purpose and connections over time.</th>
<th>Criterion B— I, ii, iii</th>
<th>Criterion D- I, ii, iii</th>
<th>Communication— Read critically and for comprehension. Read a variety of sources for information and for pleasure. Use intercultural understanding to interpret communication. Negociate ideas and knowledge with peers and teachers. Organize and depict information logically. Write for different purposes.</th>
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<td>Purpose</td>
<td>Fairness and development Exploration: human capability and development</td>
<td>Exploration of human capability and development helps to understand purpose and connections over time.</td>
<td>Communication— Read critically and for comprehension. Read a variety of sources for information and for pleasure. Use intercultural understanding to interpret communication. Negociate ideas and knowledge with peers and teachers. Organize and depict information logically. Write for different purposes.</td>
<td>- identify professions of today and the future. - determine which jobs match different personality types. - identify and describe skills needed for jobs of the future. - explain how interests and talents/skills connect to different careers. - identify the necessary steps to pursue different careers. - ask and answer questions about professions.</td>
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