

Language acquisition year 4 French 1

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)
It's who I am	Connections	Meaning Message	Identities and relationships	Identity formation is based on connections, meaningful relationships and the messages that we value.	C. i. ii. iii. iv D. i. ii. iii	Communication <ul style="list-style-type: none"> • read critically and for comprehension • negotiate ideas and knowledge with peers and teachers • use a variety of speaking techniques to communicate with a variety of audiences • use intercultural understanding to interpret communication • organize and depict information logically • write for different purposes 	<ul style="list-style-type: none"> • state my name and something about myself for a purpose (name/nickname, prior school, learning style, etc.) • provide biographical information about myself (age, birth month, birth order, etc.) • describe my personality • express my basic preferences • identify similarities and differences between myself and a friend (learning style, favorites, preferences, personality, etc.) • ask questions of others and answer questions about myself
My family and me	Culture	Structure function	Identities and relationships	Analyzing identities and relationships reveals how culture impacts and changes family structures and functions.	B. i. iii. C. i. ii. iii. iv. D. i. ii. iii.	Social- collaboration skills <ul style="list-style-type: none"> • listen actively to other perspectives and ideas (social-collaboration skill) Communication <ul style="list-style-type: none"> • must read critically and for comprehension 	<ul style="list-style-type: none"> • identify my family members and pets for a purpose (name, age and relationship) • describe my family (size, number of people/pets, origin, personality and preferences) • describe the physical appearance of myself and my family members

						<ul style="list-style-type: none"> • use intercultural understanding to interpret communication • negotiate ideas and knowledge with peers and teachers • use a variety of speaking techniques to communicate with a variety of audiences • organize and depict information logically • 	<ul style="list-style-type: none"> • express similarities and differences between myself and my family (preferences, personality, and physical traits) • ask questions of others and answer questions about myself and my family
What is your school life like?	Culture	structure	Identities and relationships	Culture shapes our educational structures which is reflected in our identity and lifestyle.	A. i. ii. iii. D. i. ii. iii	<p>Communication</p> <ul style="list-style-type: none"> • make inferences and draw conclusions • use intercultural understanding to interpret communication • 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 • share ideas with multiple audiences using a variety of digital environments and media 	<ul style="list-style-type: none"> • identify school subjects & supplies needed for these classes • state where classes/rooms are in a school building • state what time classes, school meals, and other activities start and end • describe my school day and daily class schedule • describe what I do in different classes • express my class preferences and explain why • explain why I like or don't like a specific class • ask and answer questions about classes and school schedules

School meals	Culture	Structure context	Identities and relationships	Culture and identity play an important role in the structure of school lunches based on the context of health and well-being.	A. i. iii. B. i. ii. iii. D. i. ii. iii.	<p>Communication</p> <ul style="list-style-type: none"> • read critically and for comprehension • make inferences and draw conclusions • organize and depict information logically • use intercultural understanding to interpret communication • use a variety of speaking techniques to communicate with a variety of audiences • write for different purposes 	<ul style="list-style-type: none"> • identify and describe healthy and unhealthy foods • identify and describe healthy and unhealthy eating habits • compare school meals in different countries • ask and answer questions about school meals
My style	Creativity	Message audience	Identities and relationships	How we express our creativity for different audiences conveys a variety of messages about our identity.	B. i. ii. iii. D. i. ii. iii.	<p>Communication</p> <ul style="list-style-type: none"> • read critically and for comprehension • use intercultural understanding to interpret communication • make inferences and draw conclusions • use a variety of speaking techniques to communicate with a variety of audiences • organize and depict information logically • use a variety of speaking techniques to communicate with a variety of audiences 	<ul style="list-style-type: none"> • identify and describe clothing/accessories using details about color, material, brand etc. • describe clothing and accessories I like to wear. • ask and answer questions about clothing. • describe my personal style. • describe clothing and accessories I like to wear. • identify and describe my clothing/accessories using details about color, material, brand etc. • explain how my personal style reflects my personality and interests.

							<ul style="list-style-type: none"> · identify what/who influences my personal style and how that influence can be seen. · ask and answer questions about the influences on personal style. · ask and answer questions about my style and clothing. · identify the clothing/accessories I wear for the different activities I do and explain why · ask and answer questions about the clothing/accessories needed for different activities.
My faves	Creativity	Purpose function	Identities and relationships	The purpose and function of our lifestyle choices reflect creativity and interests in our personal lives.	A. i. ii. iii B. i. ii. iii. C. i. ii. iii. iv. D. i. ii. iii.	social – collaboration skills <ul style="list-style-type: none"> • listen actively to other perspectives and ideas • exercise leadership and take on a variety of roles within groups. Communication <ul style="list-style-type: none"> • use intercultural understanding to interpret communication • take effective notes in class • make inferences and draw conclusions • read critically and for comprehension • read a variety of sources for information and for pleasure 	I CAN... <ul style="list-style-type: none"> · identify my hobbies, skills, and interests. · explain where my hobbies and interests come from (influences, personality etc.). · ask and answer questions about hobbies, skills, and interests · identify and prioritize my responsibilities in terms of demands on my time. · ask and answer questions about hobbies, skills, and interests. · ask and answer questions about how I spend my time · identify the equipment/supplies/clothing

						<ul style="list-style-type: none"> • organize and depict information logically • share ideas with multiple audiences using a variety of digital environments and media 	<p>needed for the activities I enjoy.</p> <ul style="list-style-type: none"> · explain why the equipment/supplies/clothing are necessary · start, maintain, and end a conversation on a variety of familiar topics · exchange information about subjects that are of interest to me · describe, explain and justify choices related to daily activities and personal preferences · use my language to perform a task that requires multiple steps · use my language to handle a situation that may have a complication · use more nuanced, precise, and varied language in all modes · generate questions to guide planning for community and personal events · negotiate information related to events, plans, instructions, and directions · identify the basic purpose, main idea and supporting details of a variety of authentic resources such as ads, announcements, and other simple recordings
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							<ul style="list-style-type: none"> · use my knowledge of cultural norms to engage in social interactions appropriately · compare products, practices and perspectives between cultures · describe and dramatize stories and celebrations in my family and those of my peers in the target culture · express how much it costs to participate in my personal hobbies and interests · ask and answer questions about the equipment/supplies/clothing needed for various activities · explain how much it costs to participate in my personal hobbies and interests · ask and answer questions about the equipment/supplies/clothing needed for various activities.
My community	Culture	Form structure	Orientation in time and space	Culture is reflected in our community boundaries and structures, which are expressed in different forms.	B i. iii D. i.	<p>Communication</p> <ul style="list-style-type: none"> • use intercultural understanding to interpret communication • read critically and for comprehension • use appropriate forms of writing for different purposes and audiences 	<ul style="list-style-type: none"> • describe my house and where it is located • explain what activities my family and I do in our house and where we do them • identify places in my community and explain what activities happen there • ask and answer questions about my

							<p>house and places in my community</p> <ul style="list-style-type: none">• identify popular tourist destinations in Maryland• suggest locations in Maryland for people to visit• describe what activities people can do in various locations in Maryland• ask and answer questions about tourist destinations in Maryland
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