

### French 2- Language Acquisition Year 4

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)
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 Criterion D- I, ii, 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.	<ul style="list-style-type: none"> <li>· I can provide biographical information about myself (name, age, where I live, family, where I go to school etc.).</li> <li>· I can ask and answer questions about biographical information.</li> <li>•I can share information about my personality, preferences, hobbies, skills, and interests.</li> <li>•I can ask and answer questions about preferences, hobbies, skills and interests.</li> <li>· I can identify and describe my community (size, places, attractions, diversity, etc.) and activities.</li> <li>· I can identify what activities can and cannot be done in my community.</li> <li>· I can ask and answer questions about community.</li> <li>· I can talk about the diversity of my school and/or community.</li> <li>· I can compare my community with other communities.</li> <li>· I can ask and answer questions about community.</li> </ul>

<p>Chez moi U1 Theme 2</p>	<p>Culture</p>	<p>Structure &amp; Purpose</p>	<p>Identities &amp; relationships Exploration: identity formation</p>	<p>Cultural influences on home life are reflected in the structure and purpose of home features.</p>	<p>Criterion A- I, ii, iii Criterion D- I,ii, iii</p>	<p>Communication- Make inferences &amp; 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; share ideas with multiple audiences using a variety of digital environments and media</p>	<ul style="list-style-type: none"> <li>• describe my house, including what I like and don't like about it</li> <li>• describe my room when I was younger and compare it to my room now</li> <li>• ask and answer questions about my room and house</li> <li>• compare rooms and houses in my community with rooms and houses in Francophone communities</li> </ul>
<p>Ma personnalité et mes préférences Unit 2 Theme 1</p>	<p>Culture</p>	<p>Meaning &amp; Point of View</p>	<p>Identities &amp; Relationships Exploration : Identity formation</p>	<p>Culture influences identity and changes the point of view of each individual.</p>	<p>Criterion A- i, ii, iii Criterion D- i, ii, iii</p>	<p>Communication- Read critically and for comprehension; read a variety of sources for information and pleasure; write for different purposes; read critically and for comprehension. Thinking Skills VIII Critical Thinking Skills- draw reasonable conclusions and generalizations</p>	<ul style="list-style-type: none"> <li>• describe my personality when I was younger</li> <li>• describe my personality now</li> <li>• compare how I used to be with how I am now.</li> <li>• ask and answer questions about others and answer questions about myself</li> <li>• describe my personality when I was younger</li> <li>• describe my personality now</li> </ul>

							<ul style="list-style-type: none"> <li>• compare how I used to be with how I am now.</li> <li>• ask and answer questions about others and answer questions about myself</li> </ul>
Mes Peurs et mes rêves 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; negotiate ideas and knowledge with peers and teachers; 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	<ul style="list-style-type: none"> <li>• describe what I wanted to be when I grew up</li> <li>• describe what I want to be when I grow up</li> <li>• compare what I wanted to be when I grew up with what I want to be when I grow up</li> <li>• ask and answer questions about others and answer questions about myself.</li> <li>• describe my fears when I was younger.</li> <li>• describe my fears now.</li> <li>• compare my fears when I was younger with my fears now.</li> <li>• ask and answer questions about others and answer questions about myself.</li> </ul>
Une Vie Saine Unit 3 Theme 1	Culture	Audience Purpose	Identities and relationships Exploration : health and	Culture influences lifestyle choices and is expressed differently based	Criterion B- i, ii, iii Criterion D- I, 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

			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.	compared to the consequences of being sedentary. · 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.
Bon appétit Unit 3 Theme 2	Culture	Point of view	Identities & relationships Exploration: health and well-being, lifestyle choices	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

						<p>Organize and depict information logically.</p> <p>Use intercultural understanding to interpret communication.</p> <p>Social.</p> <p>Collaboration-</p> <p>Negotiate ideas and knowledge with peers and teachers.</p> <p>Communicate with a variety of audiences</p> <p>Social. Collaboration skills-</p> <p>Listen actively to other perspectives and ideas</p>	
<p>Mon avenir</p> <p>Unit 4 Theme 1</p>	<p>Connections</p>	<p>Purpose</p>	<p>Fairness and development</p> <p>Exploration: human capability and development</p>	<p>Exploration of human capability and development helps to understand purpose and connections over time.</p>	<p>Criterion B— I, ii, iii</p> <p>Criterion D- I, ii, iii</p>	<p>Communication-</p> <p>Read critically and for comprehension.</p> <p>Read a variety of sources for information and for pleasure.</p> <p>Use intercultural understanding to interpret communication.</p> <p>Negotiate ideas and knowledge with peers and teachers.</p> <p>Organize and depict information logically.</p> <p>Write for different purposes.</p>	<ul style="list-style-type: none"> <li>· identify professions of today and the future.</li> <li>· determine which jobs match different personality types.</li> <li>· identify and describe skills needed for jobs of the future.</li> <li>· explain how interests and talents/skills connect to different careers.</li> <li>· identify the necessary steps to pursue different careers.</li> <li>· ask and answer questions about professions.</li> </ul>

