

<b>Teacher(s)</b>	Mamta Kathuria	<b>Subject group and discipline</b>	Language Acquisition – French		
<b>Unit title</b>	All about me/ I and myself	<b>MYP year</b>	1/ <b>Phase 1</b>	<b>Unit duration (hrs)</b>	15 hours

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

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
Connections	Context Meaning Function	<b>Identities and relationships (Exploration)</b>
<b>Statement of inquiry</b>		
The connections between the roles that the individual play in a cultural context and their ideas serve as a base to define the relationships that they possess. <b>(needs to be broader)</b>		
<b>Inquiry questions</b>		
<p><b>Factual</b>—What effect does the relationship have on the way in which we use the language and the message that we transmit.</p> <p><b>Conceptual</b>—How well are we able to know a person through personal details</p> <p><b>Debatable</b>—To what extent spoken words or appearance helps us to form an opinion about a person.</p>		
<b>Objectives</b>	<b>Summative assessment</b>	

Year 1/ Phase 1	Outline of summative assessment task(s) including assessment criteria:	Relationship between summative assessment task(s) and statement of inquiry:
<p><b>Criterion A:</b> Comprehending spoken and visual text</p> <ul style="list-style-type: none"> <li>i. identify basic facts, messages, main ideas and supporting details in everyday situations</li> <li>ii. recognize basic conventions</li> <li>iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p><b>Criterion B:</b> Comprehending spoken and visual text</p> <ul style="list-style-type: none"> <li>i. identify basic facts, messages, main ideas and supporting details</li> <li>ii. recognize basic aspects of format and style, and author’s purpose for writing</li> <li>iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p><b>Criterion C:</b> Communicating in response to spoken, written and visual text</p> <ul style="list-style-type: none"> <li>i. respond appropriately to simple short phrases</li> <li>ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics</li> <li>iv. communicate with a sense of audience.</li> </ul> <p><b>Criterion D</b> Using language in spoken and written form</p> <ul style="list-style-type: none"> <li>i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</li> </ul>	?	<p>Students will read 2 texts which will be based on the types of families in different cultures and the relationship they have with each other.</p> <p>Students will write a postcard to their pen pal describing their family, friends and pets.</p>

ii. organize basic information and use a range of basic cohesive devices iii. use language to suit the context.		
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**Approaches to learning (ATL)**

**Communication: Communication skills-**  
 Exchanging thoughts, messages and information effectively through interaction • Use intercultural understanding to interpret communication • Use appropriate forms of writing for different purposes and audiences; **Brief discussion of activity**

**Self-management: Organization skills**  
 Managing time and tasks effectively • Bring necessary equipment and supplies to class • Keep an organized and logical system of information files/notebooks

**Action: Teaching and learning through inquiry**

<b>Content</b>	<b>Learning process</b>
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### **Learning experiences and teaching strategies**

#### **Week 1:**

On the first day of the class the students will be handed a French name card at the door. In order to make them familiar with the French culture they will be shown a video showing the countries in which French is spoken and few cultural aspects like famous food, languages spoken, places to visit in France, famous people etc. They will play name games standing in a circle. I will model "Je m'appelle Charu" "Comment tu t'appelles?" and then pass a ball to another student. Once everyone has been introduced, then in the second round the ball will be tossed to another student across the way until everyone has gotten it, and they will need to remember the order. We will then add in "Il s'appelle....." to tell the name of who the ball came from and where it is going. This way they will remember their French name and the structure to ask and tell their name.

The second day they will be introduced to greetings and farewells through a song. A puppet will be used to start the conversation:

You: Salut, Comment ca va? Puppet: Cava, merci.

Puppet and you: Bienvenue a classe de francais.

Students will be asked to model the same conversation with their friends

Third day and fourth day I will share with my students a bit about myself, my family, my country of origin, and something fun I did during the summer. I create a short story book and use pictures to illustrate it. The students will be encouraged to talk about themselves using the similar structure and tell the class about themselves. They will create a similar story book as a homework and present it in the class.

#### **Week 2:**

Students will be taught etre and its usages. The conjugation of the verb and its usage will be written on the board. Students will be divided in a group of 3 and a picture of a famous personality will be given to each group and the students will be asked to write four sentences describing these people using the verb "Etre." From the examples, you wrote on the board, students will see that these sentences will involve stating where the person is from, what his physical characteristics are, their nationality and what his job is.

Vocabulary of nationality and profession would be taught to the students using video and the game of bingo

#### **Week 3:**

To teach the usage of the verb etre I will share with my students a bit about myself, my family, my country of origin, and something fun I did during the summer. I create a short story book and use pictures to illustrate it. Students will be asked to use the same structure and introduce themselves and they will be asked to make a

	<p>ppt about themselves as a homework and then present it in class</p> <p><b>Week 4</b> Students will be taught adjectives to describe person physically. In order to reinforce the adjectives the students will be encouraged to play a game where one of the student describe a person physically without revealing its name and the other students have to guess the name of the personality after listening to the description. Numbers will be taught using a rap song and a worksheet.</p> <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>• Formative 1 - Students will be divided in pair and each pair would be given a card with details written like name, profession, nationality, physical features. Students will model the role given in their card and present it in the class.</li> <li>• Formative 2 - Students will be given a picture of a cartoon character which they will describe using the vocabulary learnt in class.</li> <li>• Interrogative words will be taught by framing questions based on the information given of their favourite celebrities. This concept will be reinforced by asking the students to make a survey in which they will have to include questions to inquire about the details of their friends</li> </ul> <p><b>Week 6</b> The verb avoir will be taught and its usages and it will be practiced using worksheets</p> <hr/> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• peer support in small, mixed-ability groups (help others to succeed)</li> <li>• different sets of worksheets or exercises depending on students' abilities</li> <li>• allowing students to work on their own best pace</li> <li>• scaffolding of task requirements</li> <li>• extended time for assignments</li> </ul>
<b>Resources</b>	
<p>Teachers' support material / teachers' resources</p> <p>Educational and others web pages</p>	

**Reflection: Considering the planning, process and impact of the inquiry**

Prior to teaching the unit	During teaching	After teaching the unit
<p>The unit relationships will give an opportunity to the students to make connections with their classmates and know them better through role plays, pair work and group presentations. This unit will not only start the language learning process but also introduce the students to the vibrant and lively culture of French countries. Moreover, the unit would also give an opportunity to the students to inquire about the types of family structures which exist in France and how are they different from India</p>	?	?

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<b>Unit title</b>	My School	<b>MYP year</b>	1 Phase 1	<b>Unit duration (hrs)</b>	15

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

Key concept	Related concept(s)	Global context
Creativity	Audience Purpose	Scientific and Technical Innovation - ingenuity

**Statement of inquiry**

Creativity and ingenuity impact the purpose and how the audience reacts.

**Inquiry questions**

**Factual**—Students identify the objects and subjects associated with school

**Conceptual**—Students present school schedules and items required for each class

**Debatable**—Students discuss advantages and disadvantages to different school systems around the world.

Objectives	Summative assessment
<p><b>Criterion c:</b>            iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics            iv. communicate with a sense of audience</p> <p><b>Criterion D :</b>            i. write and speak using a basic range of vocabulary, grammatical structures and conventions            ii. When speaking, use clear pronunciation and intonation</p>	<p><b>Outline of summative assessment task(s) including assessment criteria:</b></p> <p><b>Task</b> Speaking -- Bien Venue a notre college</p> <p><b>Goal</b> Explain a school schedule and description of the school to a new student.</p> <p><b>Role</b> You are part of a big brother program.</p> <p><b>Audience</b> The audience is a new student to the school.</p> <p><b>Situation</b> You are a member of your school's big brother/ big sister program and you have just been assigned a buddy from France. You need to explain their schedule and the items they will need. You may want to include your favourite subject and describe your school .</p> <p><b>Product</b> You will speak in French for 1.5 to 2 minutes. You need to discuss with the student the classes they have, the sequencing of their classes, and the supplies they will need. You may also want to talk about some of the pros and cons of their schedule.</p> <hr/> <p><b>Success</b> You will be graded using a modified rubric for MYP Phase 1 Criteria C and D.</p>

**Relationship between summative assessment task(s) and statement of inquiry:**  
Allows students to be creative through discussing preferences, likes and dislikes, and directing their conversation towards a different audience using register.

**Approaches to learning (ATL)**

Negotiate ideas and knowledge with peers and teachers  
 Use a variety of speaking techniques to communicate with a variety of audiences  
 Listen actively to other perspectives and ideas

**Action: Teaching and learning through inquiry**

Content	Learning process
<p><b>Grammar structure and vocabulary:</b>            -Vocabulary related to school , subjects            - time table            - adjectives            -Time , Months , date            - adjective possessive (revision )</p>	<p><b>Learning experiences and teaching strategies</b></p> <ul style="list-style-type: none"> <li>• Warming-up with a video explaining school systems followed by discussion on it.</li> <li>• Students learn to express their opinions about various subjects</li> <li>• Students are able to understand different sports</li> </ul>

<p>-sports - Verb – faire /aller - La journée scolaire – reflexive verbs – se lever , se coucher ,s’appeler - Frame questions -er verbs in details</p>	<p>Collaborative tasks (discussing their school routine) Role plays and class discussion in order to strengthen their communication skills (this will be done in a group of 4 and one student in each group will have good command on the language)</p> <ul style="list-style-type: none"> <li>• Students identify different messages in a reading text and reply question (information about a person)</li> <li>• Writing the opinions on the school life and about the school</li> </ul>
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Teaching class room instructions by putting placards in the class room .</li> <li>• Revision of all the class room items.</li> <li>• Vocabulary , review numbers 1-60, play youtube video based on it .</li> <li>• Similarity ,practise for month and dates .</li> <li>• Read through inquiry reading with partner, highlight verbs, circle school subjects</li> <li>• Categorize all school subjects Write school subjects in packet name of the teacher, opinions about school subject using different adjectives and verbs like aimer /detester</li> <li>• Explain the concept of verbs in french and introducing –er verbs , working on conjugation handout, play YouTube song for -er verbs</li> <li>• Review –er song Fill in regular –er verbs in vocabulary packet,a dice game with 12 different verbs and 6 subjects or students roll 6 sided die, when they roll a 6 they grab the pen from their partner and start writing</li> <li>• Repeat er verb song Each pair makes 6 sentences based on the parts listed on the board.</li> <li>• Doing verb – faire with list of sports and the verb “aller “</li> <li>• Practice stating the time that each period of the school day starts inside-outside circle with time and what class you go to.</li> <li>• Explaining French School System slide show and comparing it with Indian school system</li> <li>• make graphic organizer—fill in times, classes, and school supplies together Students fill in reasons they like/hate the class in English Homework: make flashcards for parts of speaking (time/class, school supplies needed, reasons), practice speaking</li> <li>• Running dictation with times and classes (a 8h tu as la classe de littérature--at 8:00 you have Language and Lit class) Homework: schedule worksheet</li> <li>• Like/hate practice with boardgame-- Students answer specific questions</li> </ul>	<p><b>Formative assessment</b></p> <p><b>Formative Assessment 1 (C)</b> School Subjects</p> <p>Students will divide 10 school subjects into 4 predetermined categories, define 5 school subjects in English, and write a complete sentence stating what school supplies they need for specific classes.</p> <p><b>Formative Assessment 2 (D strands)</b> Telling time</p> <p>Students will answer two questions in complete sentences related to time, write the time in words in French for specific times given in numbers, and complete sentences stating the time in words.</p>
	<p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• peer support in small, mixed-ability groups (help others to succeed) (Role Play ) – To build communication skill and vocabulary .</li> <li>• different sets of worksheets or exercises depending on students’ abilities</li> <li>• allowing students to work on their own best pace</li> <li>• extended time for assignments</li> <li>• Vocabulary support</li> </ul>

<p>that require them to use the verb+infinitive structure in order to advance on the game board and be the first in their group to reach the end</p> <ul style="list-style-type: none"> <li>• Writing “La vie scolaire “using some pronominal verbs .</li> </ul>	
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**Resources**

**Workbooks/ Textbooks**  
 Teachers’ support material / teachers’ resources  
 Educational and others web pages

**Reflection: Considering the planning, process and impact of the inquiry**

Prior to teaching the unit	During teaching	After teaching the unit
<p>There is a lot of vocabulary in this unit. Be sure to explain why we are learning so much and what it will allow them to do by the end of the unit.</p>		