

Grade 10 Language Acquisition - French

Units of Study

UNIT 1:	Communication and Media: Television In Our Lives	Start: August	Duration: 8 weeks
<ul style="list-style-type: none"> • Concepts: Communication • Subject Specific Skills: Students will use a variety of digital environments and media to communicate with a range of audiences. • Learning Experiences: Students will explore French television programs through class discussions and research on Internet. They will reflect on the place and the influence of TV in their own life. They will watch, analyse, write and perform a variety of tv shows, collaborating with peers . 			

UNIT 2:	Our Relationship With Others	Start: October	Duration: 7 weeks
<ul style="list-style-type: none"> • Concepts: Connection, Identities and Relationships • Subject Specific Skills: Students will analyse, describe and communicate experiences and opinions about friendship and family in written and oral forms. • Learning Experiences: Students will explore the importance of friends and family members in their lives. They will learn how to describe their relations with their friends, siblings and parents, and analyse to what extend these relations determine their well-being. 			

UNIT 3:	E Portfolio Unit (Partial Unit Planner PCUP released in November 2018)	Start: January 19	Duration: 9 Weeks
<ul style="list-style-type: none"> • Concepts: • Subject Specific Skills: • Learning Experiences: 			

UNIT 4:	Our Near Future	Start: April	Duration: 4 weeks
<ul style="list-style-type: none"> • Concepts: Development • Subject Specific Skills: Students will reflect and analyse their own strengths and weaknesses, in order to prepare optimally for the DP. • Learning Experiences: Students will extend their ability to express themselves using correct, varied and elaborate grammatical structures and they will be introduced to DP content, specificities and expectations. They will discuss their future plans, providing opinions and justifications. 			

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Unit 1: Communication and media: television in our lives

Start: August

Duration: Weeks 6 Hours:20

LEARNING EXPERIENCES: In this unit, students will explore the influence of television in their lives. They will talk about television shows and express opinions, agreements or disagreements. They will explore the impact of television on young people, and discuss advertising and its effects. Students will develop their oral skills while creating a mini TV show: they will perform various segments of a TV show and their final product will be recorded.

KEY CONCEPT:
Communication

Related Concepts: Audience- Point of view -Message

STATEMENT OF INQUIRY:

People use different types of media/means of communication in their daily lives for different purposes. These can have a positive or negative influence on them.

INQUIRY QUESTIONS:

Factual:

What types of media do I use most? What are my favorite TV shows? Do I watch TV online or on a TV screen? How many hours per day? What are my favorite commercial adverts? Do I read newspaper, magazines?

Conceptual:

What are the general tendencies regarding youth use of media nowadays? Can we live without media/means of communication facilities including the Internet? How are commercial adverts made to attract the public to buy a product?

Debatable:

Does TV have a good or a bad influence on children? What is the future of TV sets?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Visual comprehension

Students watch a video in French. They show understanding of messages, main ideas and supporting details, and they recognize basic conventions. They engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

B: Reading comprehension

Students read text in which they identify facts, main and more complex ideas, and supporting details. They recognize aspects of format and style, and author's purpose for writing. They identify ideas, opinions and attitudes in the text and make connections with own experiences and attitudes

ATLs:

Collaboration

RESOURCES / LITERATURE OPTIONS:

- Elan 1 textbook
- Adosphère 4 textbook Module 1
- Les clés Fle B1 textbook
- Websites: Internet Actuel, Le kiosque numérique, Utube: les jeunes et l'internet, Culturepub,

SUMMATIVE ASSESSMENT TASKS:

1. **Criterion A : Comprehending spoken and visual text** "Micro trottoir" on reality TV
2. **Criterion B:** reading comprehension

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Unit 2: Our relationship with others

Start: October

Duration: 7 Weeks (20 Hours)

LEARNING EXPERIENCES: In this unit, students will explore the importance of friends and family members in their lives. They will increase their vocabulary related to the theme of the family and how to express the different degrees of friendship. They will describe their relations with their friends, siblings and parents, and analyse to what extent these relations determine their well-being. Students will make small improvisations in class and engage in speed dating activities.

KEY CONCEPT: Connection	Related Concepts Empathy / Point of view / Purpose
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STATEMENT OF INQUIRY:	Relationships determine our well being.
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INQUIRY QUESTIONS:	
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Factual:	Do you get along with your family and friends? Do you have a lot of friends? Are your virtual friends important to you? Do you have a best friend?
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Conceptual:	What are the criteria of friendship? Do you believe that friendship lasts all life or do you think that at each stage of life there are different friends?
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Debatable:	Do you think that a true friendship without love is possible between girls and boys? Is friendship as important as family ? Can we be happy alone ?
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OBJECTIVES AND ASSESSMENT CRITERIA:	
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C: Communicating in spoken and written form	Students produce a text or they answer questions during a one to one conversation with their teacher. They express a good range of ideas and feelings and communicate information in familiar and some unfamiliar situations; ideas are relevant and detailed and students communicate with a considerable sense of audience and purpose.
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D: Using Language	Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.
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ATLs:	social: to pay attention to the perspectives and ideas of other people
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RESOURCES / LITERATURE OPTIONS:

- Books: Adosphère 3, Discovery French
- Videos: Mary Glasgow (friendship), Youtube , TV5 Monde
- Websites: quiz / skits impro
- Various texts
- Language online (practice grammar facts, such as reflexive verbs and different types of negative sentences)

SUMMATIVE ASSESSMENT TASKS:

1. Writing task
2. Oral task

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Unit 3: e-portfolio unit

Start: January

Duration: 6 Weeks (18 Hours)

LEARNING EXPERIENCES: This unit is dedicated to the eportfolio. The subject, concepts and inquiry questions will be released during the course of the year by the IB. Students work will be used for the MYP Certificate.

KEY CONCEPT: ?	Related Concepts / Subject Specific: tbc
STATEMENT OF INQUIRY:	tbc
INQUIRY QUESTIONS:	
Factual:	tbc
Conceptual:	tbc
Debatable:	tbc
OBJECTIVES AND ASSESSMENT CRITERIA:	
A: Visual comprehension	Students watch a video in French. They show understanding of messages, main ideas and supporting details, and they recognize basic conventions. They engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
B: Reading comprehension	Students read text in which they identify facts, main and more complex ideas, and supporting details. They recognize aspects of format and style, and author's purpose for writing. They identify ideas, opinions and attitudes in the text and make connections with own experiences and attitudes
C: Communicating in spoken and written form	Students produce a text or they answer questions during a one to one conversation with their teacher. They express a good range of ideas and feelings and communicate information in familiar and some unfamiliar situations; ideas are relevant and detailed and students communicate with a considerable sense of audience and purpose.
D: Using Language	Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.
ATLs:	tbc

RESOURCES / LITERATURE OPTIONS:

- tbc

SUMMATIVE ASSESSMENT TASKS:

1. Criterion A : visual comprehension
2. Criterion B : reading comprehension
3. Criterion C: Communicating in spoken and written form
4. Criterion D: Using Language

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Unit 4: Our near Future

Start: April

Duration: 4 Weeks (12 Hours)

LEARNING EXPERIENCES: Students will prepare for their transition for DP. They will revisit their learning during the year and reinforce some aspects of the French language. They will be introduced to DP content, specificities and expectations.

KEY CONCEPT: Connections

Related Concepts : Conventions, context, structure, purpose

STATEMENT OF INQUIRY:

Information and organization makes us stronger learners.

INQUIRY QUESTIONS:

Factual:

What content and what language skills do I need for next year ?

Conceptual:

Which qualities are required to become a successful language learner ?

Debatable:

Being an IB student will give many opportunities as a language learner ?

OBJECTIVES AND ASSESSMENT CRITERIA:

C: Communicating in spoken and written form

Students will express a good range of ideas and communicate information in familiar and some unfamiliar situations; ideas are relevant and detailed and students communicate with a considerable sense of audience and purpose.

ATLs:

Communication, thinking, reflect

RESOURCES / LITERATURE OPTIONS:

- Course videos on the IB courses
- Criteria
- Examination samples / Past papers / Mark schemes
- Dictionaries

SUMMATIVE ASSESSMENT TASKS:

1. Paper 1 practice
2. Paper 2 practice