

Course Overviews MYP Mandarin Language Acquisition, UWC Thailand 2022-2023

All units taught in grades 6 to 10 are by “Phases” (levels) and are continuously being developed and improved to best meet the needs of the students at UWCT. Therefore, the following overview is only a reflection of current plans for the course. Some changes to these course overviews may occur as a result of planning done throughout the academic year.

| CYCLE B 2022 - EMERGENT LEVEL | | | | | | | |
|---|--|---|---|---|--|---|---|
| Unit Number and Title | Key and Related Concepts | Global Context | Statement of Inquiry | Inquiry Questions | Approaches To learning skills taught / learnt / developed in this unit | Content (topics / knowledge/ subject specific skills) | Summative Assessment and MYP Criteria Assessed |
| Unit 1: How can I connect with others in a new language? | Communication Context, Audience | Identities and Relationships Identity formation | We can build relationships through effective communication by understanding the context of the situation and having an awareness of our audience . Learning about the context (place, time, people) of a new language may lead students to connect and relate to it more easily. | Factual: Where do we speak the target language? Conceptual: What defines my identity? Debatable: How does learning this new language allow me to better connect with the target culture? | Communication skills: -Read with a critical mind and for the purpose of making sense. -Make inferences and draw conclusions. -Give and receive appropriate feedback. Information literacy skills: -Process the data and present the results. - Access information to inform and inform others. Transfer skills: -Apply skills and knowledge in new situations. -Compare conceptual understanding in various subject groups and disciplines. | All students should: - Explore the different countries of the target language. - Identify new vocabulary words representative of their identity (age, nationality, birthday) - Communicate their classroom needs in the target language. - Present simple information about yourself and others. - Researching information on the Internet about the target language and culture. - Using the language to introduce yourself and other people. | Criteria B: Reading Students read an email about an individual sharing personal information about themselves, and answer relevant questions regarding facts and details, text conventions and make connections to self using the ideas in the text as evidence. Criteria C: Speaking Context: It's the beginning of the school year. You volunteer as a journalist for the UWCT's youtube channel. To build relationships in the community, you are asked to create a Vlog in which you interview some of the new students and introduce them to the UWCT community . |
| Unit 1: What is my cultural identity? | Culture Context Meaning | Identity and Relationships Identity Formation | Our cultural identity may be influenced by the context of our life, and the relationships that we establish with those around us, which give meaning to our lives. We build understanding (meaning) of the language by identifying its patterns , which can be used to express our identity . | Factual: What defines my identity? What are the cultural differences between Chinese-speaking countries? Conceptual: How do our relationships give meaning to our lives? How does the context of our life (the country, nationality, neighbourhood, school we go to) influence our cultural identity? Debatable: Is the concept of 'family' and what is considered 'family' culturally dependent? | Communication skills: to read with a critical mind and for the purpose of making sense. Make inferences and draw conclusions. Give and receive appropriate feedback. Information literacy skills: connecting various sources of information. Process the data and present the results. Access information to inform and inform others. Transfer skills: apply skills and knowledge in new situations. Compare conceptual understanding in various subject groups and disciplines. | Students Should Know: Identity Personal Relationships Social Organization Work-place Students should be able to: - Describe people - Draw their family tree and people - Identify new vocabulary words - Present simple information about yourself and others. -Identify individuals based on physical descriptors in written and oral texts. - Know animals they have, love and hate. - ask questions about pets and identify key information. | Criterion C(optional) and D: Speaking and writing You want to meet a new student from school. You are paired up with an older student from the boarding house. You will interview them to know more about them, their culture and where they are from. You prepare a poster with their information and present your boarding student to the class (description, life, nationality, family, languages, etc.) Criterion B: Reading Students read and interview others and collect key personal and cultural information from the interview. |
| Unit 2: What do you love to eat? | Culture (conventions, context) | Identities and relationships | Cooking or culinary customs of a country reflects its context through culture, identity and geography. | Factual: What do you like to eat? Conceptual: How can food represent the culture of a country? Debatable: What is the best food in the world? | Communication skills: -Speaking, listening, reading, writing while demonstrating critical thinking. -Exchanging thoughts, messages and information effectively through interaction Share ideas with multiple audiences using a variety of digital environments and media | Students Should Know: Identity Foods and Drinks Students will be able to: - Share their preferences on food. - Discuss meals and their ingredients | Criteria C: Speaking Skit at the restaurant. Criteria A: Listening Students watch their peers act-out their restaurant skit and answer key questions where they identify facts and details, analyze the conversation conventions and |

| | | | | | | | |
|--|------------------------------------|--|--|--|---|---|--|
| | | | | | <p>Social skills:</p> <ul style="list-style-type: none"> - Help others succeed. <p>Research skills:</p> <ul style="list-style-type: none"> -Finding, interpreting, judging and creating information Interact with media to use and create ideas and information Present information in a variety of formats and platforms <p>Thinking skills:</p> <ul style="list-style-type: none"> -Analyzing and evaluating issues and ideas -Using skills and knowledge in multiple context Combine knowledge, understanding and skills to create products or solutions | <ul style="list-style-type: none"> - Request food-related information in different venues (market, restaurant etc.) - Communicate their dietary limitations and requirements. | make personal connections with their skit using the ideas from the text. |
| Unit 3: The pleasures of life. | Connection Function, Purpose | Identities and relationships (health and well-being) | <p>Sport activities and skills are rituals that enhance our physical and spiritual well-being.</p> <p>Expressing the way we use our personal time through hobbies and activities in order to share practices and our general wellbeing</p> | <p>Factual: Which sports do you practice? What sports do you like? What are my interests? Which activities do I do to enhance my well-being?</p> <p>Conceptual: Why do you have to play sports? What does sport bring us? How can I improve my well-being? How might the school support my well-being?</p> <p>Debatable: Does sport influence our personality? To which extent is being well necessary? Are passions and interests fixed or malleable? Do our daily activities influence our personality?</p> | <p>Communication Skills: Write with different objectives. Make inferences and draw conclusions. Organize and represent information logically. Use a variety of oratory techniques to communicate with a variety of audiences. Make inferences and draw conclusions. Define ideas and knowledge in consultation with peers and teachers. To read in a critical way and in order to make sense. Give and receive appropriate feedback. Read a variety of sources for information and for pleasure</p> <p>Research skills: Collect, record and verify data. Access information to inform and inform others. Find, organize, analyze, evaluate, synthesize ethically use information from a variety of sources and media, including digital social media and online networks.</p> <p>Social skills: Encourage others to contribute</p> <p>Self-management skills: Practise being aware of body–mind connections</p> <p>Thinking skills: Draw reasonable conclusions and generalizations. Consider ideas from multiple perspectives. Brainstorm and use visual diagrams to generate new ideas and research. Apply skills and knowledge in new situations.</p> | <p>Students should know:</p> <p>Experiences Hobbies (Leisure activities +Sports)</p> <p>Students will be able to: share their and their loved ones' hobbies with detail (what,when,where, with whom) - Reporting on interest of others (interview - reporting)</p> <ul style="list-style-type: none"> - Develop vocabulary related to well-being, passion, interests, activities, hobbies, sports, etc. - Follow the instructions for a yoga lesson (Jean dit) - Read and understand a daily schedule or plan - Explore different activities that contribute to well-being - Identify new vocabulary words - Understand simple information on different activities | <p>Criterion B: Students read an interview in which someone shares personal information on their passions and how they spend their time.</p> <p>Criteria D: Writing</p> <p><i>This summative assessment allows students to identify, indicate information and evaluate the benefits of some sports that UWCT offers.</i></p> <p>ATL:</p> <ul style="list-style-type: none"> - Critical thinking skills: Draw reasonable conclusions and generalizations. - Communication Skills: Write with different Objectives.Organize and represent information logically. Use a variety of oratory techniques to communicate with a variety of audiences. <p>New 2022 Crit. Listening and writing</p> |
| Unit 4: The structures of life. | | | | | | <p>Students should know:</p> <p>Experiences Daily Routine</p> <p>Students will be able to: Share with others what a day in their life looks like, including the routines that govern them.</p> | <p>Criteria C: Speaking</p> <p>Criteria A: Listening</p> <p>New 2022 Crit. Reading and speaking</p> |

CYCLE B 2021 - CAPABLE LEVEL

| Unit Number and Title | Key and Related Concepts | Global Context | Statement of Inquiry | Inquiry Questions | Approaches To learning skills taught / learnt / developed in this unit | Content (topics / knowledge/ subject specific skills) | Summative Assessment and MYP Criteria Assessed |
|---|----------------------------------|------------------------------|---|---|--|--|--|
| Unit 1: What defines our relationships ? | Connection Context Meaning | Identities and relationships | The relationships and relationships we establish with others help shape our personality and give meaning to our identity. | <p>Factual : What kind of relationships do we develop with others?</p> <p>Conceptual: Can we understand each other between different generations?</p> | <p>Communication skills: Reading with a critical mind and in order to gain meaning. Write in different objectives. Give and receive appropriate feedback. Organize and represent information logically.</p> | <p>All students should:</p> <ul style="list-style-type: none"> • classify information • compare photos of young people before and today • describe family relationships, friendship and influences | <p>Speaking and Reading: students read a story to indicate, justify, and use the language orally to talk about family and friendships.</p> <p>Writing : Students students to identify, describe and justify the importance of family</p> |

| | | | | | | | |
|--|--|---|---|--|---|---|--|
| | | | | <p>Debatable: Are we influenced by the people around us?</p> | <p>Collaborative skills: Delegate and share responsibilities for making decisions. Reach consensus. Showing empathy. Actively listen to the views and ideas of others.</p> <p>Critical Thinking Skills: Draw reasonable conclusions and generalizations. Formulate factual, thematic, conceptual questions that invite debate. Collect and organize relevant information in order to formulate an argument. Interpret data.</p> <p>Creative Thinking Skills: Brainstorm and use visual patterns to generate new ideas and research.</p> <p>Transfer skills: Compare his conceptual understanding in various subject groups and disciplines.</p> | <ul style="list-style-type: none"> • to give advice • write simple information about the family, a biography • identify new vocabulary words • present information about family and friendship • search for information on the internet • use language to talk about family, friends and influences <p>Some students could:</p> <ul style="list-style-type: none"> • identify unfamiliar words in a text • justify opinions | |
| <p>Unit 2: What does it mean to speak [language]?</p> | <p>Connections Culture Context Empathy Idiom</p> | <p>Orientation in space and time</p> | <p>The languages spoken in different regions reflect the historical influence of certain countries. The connection to a language may create a sense of belonging among people from different regions.</p> | <p>Factual: Where do we speak [language] around the world or within the country?</p> <p>Conceptual: How can we learn and understand a language and its culture when looking at the history of the region where it's spoken?</p> <p>Debatable: How has past and contemporary history influenced the language?</p> | <p>Communication skills: Use a variety of speaking/writing techniques to communicate with a variety of audiences</p> <p>Social skills: Give and receive meaningful feedback.</p> <p>Self-management skills: Resilience - Practice "bouncing back" after adversity, mistakes and failures.</p> <p>Research skills: Evaluate and select information sources and digital tools based on their appropriateness to specific tasks.</p> <p>Thinking skills: Transfer skills - Combine knowledge, understanding and skills to create products or solutions</p> | <p>All students should:</p> <ul style="list-style-type: none"> - know/learn/understand the cultural assets and influence of the studied language - vocabulary on nationalities, cultural aspects (e.g. food, music, movies, tourism, etc.) - be able to speak in a dialogue situation (basic questions and answers about culture) - write a blog about a specific cultural aspect of the studied language - select relevant information and data from research - build their (group) vocabulary list <p>Some students could:</p> <ul style="list-style-type: none"> - use idiomatic expressions appropriately in the work they produce - tell a story, using past tenses (if applicable) from a character/celebrity of the target culture | <p>Speaking: dialogue between students about the general culture OR interview with a teacher about the general culture (students must speak for 2 min)</p> <p>Writing: write a 100-150 word blog about a specific cultural aspect of the target culture (song, movie, theatre play, book, food, etc.)</p> <p>Listening: audio-visual text of 3 to 5 minutes about an artist or a cook (vlog, videoclip, short documentary)</p> <p>Reading: a blog or a short article or else about a cultural aspect of the target culture (400 words maximum)</p> |
| <p>Unit 3 : Why do we like music so much?</p> | <p>Connections (audience, form)</p> | <p>Personal and cultural expression</p> | <p>Music is a creative form of expression that reflects personal, social and cultural experience through time and space.</p> <p>Using music as a medium may connect us to the culture, creativity, messages that lie within the francophonie.</p> | <p>Factual: Why are there different styles of music? Why do we listen to music? What are the characteristics of francophone music?</p> <p>Conceptual: What connections can we make between cultural and musical diversity? What are the benefits of listening to music? What does music tell us about culture?</p> <p>Debatable: Should music be censored? Do you agree or disagree with the following statement: "Music is the best way to unite people."?</p> | <p>Communication skills: Draw conclusions and make inferences (read between the lines)</p> <p>Social skills: Build consensus</p> <p>Self-management skills: Consider content (What did I learn today? What don't I yet understand? What questions do I have?)</p> <p>Research skills: Make informed choices about personal viewing experiences</p> <p>Thinking skills: Create original works and ideas; use existing works and ideas in new ways</p> | <p>All students should:</p> <ul style="list-style-type: none"> - discover 5 to 10 songs - practice fill-in-the-blanks (listening) (Lyrics Training app) - learn the vocabulary surrounding music - express their opinion on music videos (writing) - learn vocabulary about taste and description (loud, just, calm, etc.) - discover artists and bands (classics) - learn a song (and each class sings their song to other groups) <p>Some students could:</p> <ul style="list-style-type: none"> - analyse aspects of oral language (popular versus formal) - analyse figures of speech - learn to use rhymes - Practice creative writing | <p>Listening: music video comprehension</p> <p>Reading: Reading critique of an artist, band, song or show</p> <p>Speaking: sing a song, present an artist, one-on-one discussion about lyrics of songs,</p> <p>Writing: Appreciation for a song (blogue, email, Instagram or Facebook post)</p> |

| | | | | | | | |
|---------------------------------|---|----------------------------------|--|---|--|--|---|
| Unit 4 : The environment | Global interaction (Message, conventions) | Globalization and sustainability | Raising awareness through interaction like messages may contribute to lead the community into a sustainable contribution to the environment. | <p>Factual: What are the ecosystems in Phuket? How many land and marine known species are there in Phuket?</p> <p>Conceptual: How fast is the Earth heating up? How did/does the wildlife evolve? How will the wildlife evolve? Is the situation of the environment getting better or worse? What would Phuket look like if the environment changed drastically?</p> <p>Debatable: How is the environment affected by the economy? Should we all stop doing some activities or eating certain things to help improve the environment? Will we ever find a balance between nature and humans?</p> | <p>Communication skills: Use appropriate forms of writing for different purposes and audiences</p> <p>Social skills: Encourage others to contribute</p> <p>Self-management skills: Use appropriate strategies for organizing complex information</p> <p>Research skills: Make informed choices about personal viewing experiences</p> <p>Thinking skills: Propose and evaluate a variety of solutions</p> | <p>Authentic connection: field trip, discovering our environment. Nat geo wild- gibbons? (Online learning...)</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> - understand, formulate and use arguments - understand and express opinions (je pense que, j'admets que, il faut comprendre que, etc.) - gain vocabulary related to (the human impact on) the environment - raise awareness about environmental issues - Develop vocabulary about ecosystems, wildlife, environmental issues, natural hazards | <p>Criterion B (reading)</p> <p>Read an article or different posts from conservationists and answer questions.</p> <ul style="list-style-type: none"> - Paul Nicklen - Sea Legacy - Seaspiracy - BBC Earth - Gibbons Rehabilitation Phuket <p>Read a news from African News about endangered animals and answer to questions.</p> <p>Criterion D (writing)</p> <p>Give three situations of communication with different text types options. The student chooses one situation and one text type. They write 250-300 words.</p> <ul style="list-style-type: none"> - Raising awareness about wildlife related issues (poster) - Express their opinion about a specific situation (blog) - Suggest a project for sustainability in the school (formal letter) - Write a brochure to promote eco-friendly tourism in Phuket |
|---------------------------------|---|----------------------------------|--|---|--|--|---|

| Grade 10 | | | | | | | | |
|-----------------------|--|-----------------------------------|----------------------------|--|--|---|---|---|
| Phase | Unit Number and Title | Key and Related Concepts | Global Context | Statement of Inquiry | Inquiry Questions | Approaches To learning skills taught / learnt / developed in this unit | Content (topics / knowledge/ subject specific skills) | Summative Assessment and MYP Criteria Assessed |
| Emergent - Proficient | Unit 1: What is my cultural identity? | Culture Context, Recipients | Identity and Relationships | Our cultural identity is revealed through the country we live in, the people around us, and the relationships that we establish. | <p>Factual: where do we speak French?</p> <p>Conceptual: what defines my identity?</p> <p>Debatable: what are the cultural differences between French-speaking countries?</p> | <p>Communication skills: to read with a critical mind and for the purpose of making sense. Make inferences and draw conclusions. Give and receive appropriate feedback.</p> <p>Information literacy skills: connecting various sources of information. Process the data and present the results. Access information to inform and inform others.</p> <p>Transfer skills: apply skills and knowledge in new situations. Compare conceptual understanding in various subject groups and disciplines.</p> | <p>All students should:</p> <ul style="list-style-type: none"> - Describe people - Draw their family tree and people - Explore the different countries of the Francophonie - Identify new vocabulary words - Present simple information about yourself and others - Looking for information on the Internet about the Francophonie and celebrities - Using the language to introduce yourself and other people - Tell the date and birthdays - Share their fashion preferences. - describe their personality and that of others. <p>Some students could:</p> <ul style="list-style-type: none"> - Write a simple letter / e-mail and / or introducing other people - Identify unfamiliar words in a text <p>The quality of the learner's profile for this chapter is "inform," and the key learning approach focuses on communication skills. As many activities as possible to begin with research, and criteria A, B, C, and D in the formative</p> | <p>Possible Summative assessments: (depending on student preference, level and class make-up)</p> <p>- Summative Assessment 1 Criteria B: Reading Criteria D: Writing Students read an interview of a delegate and answer comprehension questions. Then, students write a blog describing the delegate on the school blog.</p> <p><i>This summative assessment allows students to describe and use the language orally to introduce themselves, others and personal information. Text type: Interview.</i></p> <p>-Summative assessment 2 Criteria c: Speaking Students take the role of delegates and participate in an interview for a school confernece.</p> |

| | | | | | | | | |
|-----------------------------|---------------------------------------|--|----------------------------------|---|--|---|---|--|
| | | | | | | | assessments allow students to demonstrate their communication and research skills. | |
| Emergent - Proficient | Unit 2: What are your hobbies? | Key Concepts: Creativity Related Concepts: Address Meaning | Personal and Cultural Expression | It is through recreation and entertainment that one expresses one's culture and that one gives meaning to what one is like to do. | Factual: What are your favorite hobbies? What are the most popular hobbies? Conceptual: what does leisure bring us? How is entertainment used to convey a message? How do we choose our leisure? Debatable: are the hobbies different according to the generations? Are the hobbies the same as before? | Communication skills: to read with critical thinking in order to make sense. Write for different purposes. Give and receive appropriate feedback. Organize and depict information logically. Information literacy skills: access information to inform and inform others. Collaborative skills: Delegate and share responsibilities for making decisions. To reach a consensus. Showing empathy. Actively listen to the views and ideas of others. Critical thinking skills: drawing reasonable conclusions and generalizations. Formulate factual, thematic and conceptual questions that invite debate. Collect and organize relevant information to formulate an argument. Interpret data. Creative thinking skills: Brainstorm and use visual diagrams to generate new ideas and research. Transfer skills: compare one's conceptual understanding in various subject groups and disciplines. Reflective skills: Develop new skills, techniques and strategies for effective learning. Identify the strengths and weaknesses of your personal learning strategies (self-assessment). | All students should: - Analyze results - Classify information - Compare photos, hobbies - Create a board game - Write about hobbies - Write about simple hobbies in an email, a testimonial, a report or an article - Explore different hobbies, board games, their rules, etc. - Identify new vocabulary words - Present simple information on different hobbies and board games Some students could: - Identify family currency in a text - Justify opinions | Summative Assessment Criterion B: Reading <i>This summative evaluation allows students to identify information and understand a written text about our leisure choices.</i> Summative Assessment 2: Criteria C: Speaking Photo description. Summative Assessment 3: (Write an article) Criteria D: Writing <i>This summative assessment allows students to identify, describe and compare youth recreation today.</i> |

| | | | | | | | | |
|------------------------------|--------------------------------|--|---|--|---|--|---|---|
| Emergent -- Proficient | Unit 3: The environment | Key: Culture Related: Context Purpose | Globalization and sustainability Human impact on the environment | Environmental responsibility is a growing cultural value that positively impacts our local and global environments . | Factual: What is a community? What is solidarity ? Conceptual: How do our actions impact our community and environment ? Debatable: How can our actions improve our impact on the environment? | Communication skills: -Use appropriate forms of writing for different purposes and audiences (Blog and email as text types) -Read critically and for a purpose. -Exchange information appropriately Self-management skills: Use appropriate strategies for organizing complex information Thinking skills: -Propose and evaluate a variety of solutions -Draw reasonable conclusions and generalisations | All students should: -write and answer an email using appropriate conventions -Write a blog using appropriate conventions -Read and answer surveys about their eco-friendly behaviors. -Recommend actions to become more eco-friendly -know environment-related vocabulary surrounding the reductions of: food waste, electricity, air pollution, ecological footprint etc. -Provide recommendation using the impersonal verb + infinitive (il est essentiel de, il faut...) Most students should: -know present, future, imperative. | Summative task: Criteria C - Speaking: Students give a speech to their fellow UWCT peers urging them to make small changes in their lives in order to lead more eco-friendly life-styles. Criteria D - Writing: Students write a blog linked to UWCT website to be used as a resource for anyone willing to improve their impact on their environment. |
|------------------------------|--------------------------------|--|---|--|---|--|---|---|

