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Teacher(s)	Claudette Murtha and Cristina Anthony	Subject group & discipline	French		
Unit Title	Intro to French (Greetings and Farewells)	MYP year	French 1/2	Unit duration (hrs)	3 weeks

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

Key concept	Related concept(s)	Global context
Communication	Audience, Purpose, Form	Identities and Relationships: Identity formation, self-esteem, status, roles and role models
<b>Statement of inquiry</b>		
<p>Communication can connect information, concepts, ideas and values across cultures (the related concepts are not yet clearly developed in your statement... also, choose an exploration of the global context that will focus your work and add that to the box above...)</p> <p>Lines of inquiry:</p> <p>Factual: <b>Students will explore culturally-appropriate greetings and leave-takings</b></p> <p>Conceptual: <b>Students will inquire into basic personal information from various communications. (conceptual understanding will allow students to make meaning of the concepts you have chosen above... communication, audience, purpose, form)</b></p> <p>Debatable: <b>Students will explore differences and similarities related to beliefs and values of French-speaking cultures and American culture</b></p>		
<b>Inquiry questions</b>		

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In the form of:	Factual: What do we need to know in order to greet and have simple conversations with someone from a French-speaking country?
Factual questions- (what, which)	
Conceptual questions- (How, why)	Conceptual: How do we greet someone physically in most Francophone countries? How important is it to know, understand, and use appropriate physical and verbal greetings in another country?
Debatable questions (Do or Is...)	Debatable: <b>In what ways</b> do different cultures influence relationships and families?

<b>Objectives</b>	<b>Summative assessment</b>
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<p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand basic greetings and leave-takings and expressions of well-being.</li> <li>• Learn and practice vocabulary and gestures related to basic greetings, farewells, and introductions.</li> <li>• Use courtesy expressions.</li> <li>• Recognize functional phrases for making introductions on the telephone through comprehensible input.</li> <li>• Recognize numbers 1-100</li> <li>• Identify cognates</li> <li>• Age, name, phone, number, birthday, nationality, tell time</li> <li>• I can understand questions about this topic.</li> <li>• I can understand information from basic communication methods.</li> <li>• I can identify cognates</li> </ul>	<p>Outline of summative assessment task(s) including assessment criteria:          Student identifies basic facts, messages, main ideas and supporting details –</p> <p>Criterion A,I</p> <ul style="list-style-type: none"> <li>• Look at a picture and guess what the people might be saying to each other based in the scene (age of people, context)</li> </ul> <p>Criterion C IV Communicate with a sense of audience</p> <ul style="list-style-type: none"> <li>• Students respond impromptu to 5 greetings/leave-takings</li> </ul> <p>Criterion D II – Organize basic information and use a range of basic cohesive devices</p> <ul style="list-style-type: none"> <li>• Create a skit saying: hello, introduce someone, ask name, nationality and age, b-day</li> </ul>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students use concepts, values, and expression in another language to communicate</p>
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**Approaches to learning (ATL)**

In order for a student to communicate effectively in French, students must use appropriate formal and informal cues.

ATL Category: Communication

Skill Cluster: Communication

**Action: Teaching and learning through inquiry**

Content	Learning process
<ul style="list-style-type: none"> <li>• <b>Vocabulary for greetings, leave-takings</b></li> <li>• <b>Expressions of courtesy</b></li> <li>• <b>Numbers</b></li> <li>• <b>Masculine/feminine nouns</b></li> <li>• <b>Nationalities</b></li> <li>• <b>Être</b></li> <li>• <b>Articles</b></li> <li>• <b>Formal vs. informal</b></li> </ul>	<p><b>Learning experiences and teaching strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Flashcards, matching, authentic dialogues, Video Flash from D'accord textbook,</b></li> <li>• <b>Partner work</b></li> <li>• <b>Use of pictures to describe how people are communicating</b></li> <li>• <b>Songs from Alain le Lait</b></li> </ul>

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**Formative assessment**  
**\*Matching quiz, whiteboards**

**Differentiation**

- **Reduced amount of**

**Resources**

**D'accord text,**  
**TPRS stories**  
**Alain Le Lait songs**  
**Songs from You Tube (alphabet)**

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

Prior to teaching the unit	During teaching	After teaching the unit
<p>Ask:            How do you greet your friends? Family?            Teachers? Clerk at the story?, etc...            Identify cognates</p>	<p>Frequent comprehension checks on scale of 1-5            Ticket out the door            Opening activities            Try to do all 4 modes of communication each period: listening, reading, speaking, and writing.</p>	<p>Re-teach according to results on assessments (2 days). Re-test certain areas.</p> <p>Lunch and after school help for students who are struggling.</p>