**IBMYP Subject Overview**

**Subject Area: Language Acquisition Course: French 1-B MYP Level: Phase 1 Teacher(s)**: **Ludley**

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| Time **Frame**  **(Dates)** | Unit Title and Topic | **MYP Objective(s)** | SOL(s) | **Key Concept** | **Related Concepts** | **Global Context** | **Statement of Inquiry** | **MYP Assessment Task**  **&**  **ATL Focus** | **MYP Criteria** | **Learner Profile Focus** |
| September- October | Review of Units 1-3 from French 1A  Je me souviens  <https://docs.google.com/document/d/1IcpybZXDDU9d14ojH7FEjjmCJhaRT_BP4woS_PfF1q0/edit> | Criteria A & D | 1,2,  3&4 | Connections | Structure, Context, Function | Identities & Relationships | How do I fit in? | Mon école Virtual Scrapbook- in small groups students create a virtual tour with audio narration.  ATL: Collaboration skills | D | Thinker |
| October - Nov | Unit 4:  Le monde personnel et familier  Describing oneself and others. Talking about personal possessions  <https://docs.google.com/document/d/1hkYvqBMfwBPW9PrkjVho-n6bYnoOTlQLbf1p-8yrOsU/edit> | Criteria  B & D | 1, 2, 5, 6 | Communication | Patterns, Word choice | Identities and Relationships | What are the similarities and differences that determine our relationships with others? | Listening comprehension and writing task (dictation comparison between two friends)  ATL: Reflective skills, developing skills for effective learning | B & D | Communicators |
| January- February | Unit 5:  En ville/Autour de moi .  Describing locations, places of interest and directions in relation to activities we might participate in.  <https://docs.google.com/document/d/1rua5pCpk87PUha_MzkYOB8BtyxYphndtUBZi_-V4nuM/edit> | Criteria  A & D | 1,2 & 12 | Culture | Purpose, Audience  Meaning | Orientation in Space and Time | Culture is shared with an audience by interconnecti-ng personal identity with the world around us | Listening comprehension and writing task  ATL: Using language to gather and communicate information. | A &C | Communicators |
| March- April | Unit 6:  Allons au centre commercial!/Le Shopping)  Creating opinions and preferences through clothing/fashion and shopping.  <https://docs.google.com/document/d/1vaLHr9M5p2pWDEbgANhDH07jKjnsTbOhXQpletpSmbo/edit> | Criterion B & C | 3,4, 5 & 6 | Creativity | Word Choice  Context | Personal and Cultural Expression | How does creativity in the context of our personal choices influence Cultural expression ?  Making connections between word choice and message helps to interpret others’ philosophies and ways of life. | Students will respond orally in French to questions in French about their personal tastes and preferences.  ATL: Communication skills. Interpreting and using effectively modes of communication | Criterion A & C | Communicators |
| May | Review (Units 4, 5, 6) | Criterion A,B, C & D | 1 - 12 | Creativity | Function and Context | Personal and Cultural Expression | How do cultural stereotypes influence our understanding of popular literature? | Students will read a French language Comic book and summarize in a both written and visual format.  ATL: Organization skills | A,B, C & D | Open-minded |

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| \*Room to grow as pacing improves\* | Qu’est-ce qu’on a fait? Le Temps Libre  Unit 7 is about leisure time activities | Criteria C & D | 5,6,10 & 11: | Communication | Structure & Message | Personal & Cultural Expression | How do the language structures we use affect our message and communication? | Students will respond to a friend who has written to ask about they did over Spring Break. They respond to the questions and ask what the friend didforhis/her holiday.  ATL: Thinking skills | C & D | Risk-takers |
|  | Les Repas  Unit 8 is about food and meals | Critera C& D | 1,2,5,67,8 & 12 | Culture | Conventions and Purposes | Globalization and Sustainability | How does one choose how much and what we should eat? | Students will role play different situations discussing with the teacher the food they will bring, or prepare, or what they would like to eat for various occasions.  ATL: Communication skills | C & D | Balanced |

Support of Personal Project: *(Develop a narrative description of the ways in which your class supports the development of skills students will need to complete the Personal Project (completed in MYP Year 5). Areas to consider include, but are not limited to, the development of students’ autonomy, self-confidence, reflection, perseverance, time-management, organization, and research.)*

***Students will develop the skills to communicate in another language by exploring other cultures and forming social skills in different settings. They will learn how to build positive relationships through word choices and the way they present themselves. They will continuously reflect on how they can effectively communicate with others. They will take these skills and use them, in any language, in real life situations.***