

## Language Acquisition-French

### Subject Group Overview

Phase 1:	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content
<b>Unit 1: Parts of the body, actions, and objects</b>	<p>Key concept: Accent and word choice</p> <p>Related concept: Communication</p> <p>Global context: Personal and cultural expression</p>	Accurate accent and word choice is the basis of clear communication, which helps create relationships.	<p>Factual: In what ways do people communicate and help make what they're saying clear?</p> <p>Conceptual: Is correct pronunciation/grammar important? Why or why not?</p> <p>Debatable: Does learning and speaking additional languages detract or add to the skills and knowledge of our mother tongue language?</p>	Organization	Group Conversation and Be the Teacher! Students write and memorize a short skit using introductory vocabulary. Students write and memorize 7 commands to have their group members perform.	Criteria C and D	Introductions, body parts, classroom objects, classroom commands
<b>Unit 2: Likes and Dislikes</b>	<p>Key concept: Connections</p> <p>Related concept: Patterns and Audience</p> <p>Global context: Identities and Relationships</p>	Connecting to the audience requires one to be aware of language and social patterns, how one identifies oneself, and how they may relate to another person.	<p>Factual: What are ways you can express yourself? What ways do you communicate this to others?</p> <p>Conceptual: How do we communicate without speaking? Do non-verbal cues transfer across cultures/languages?</p> <p>Debatable: Are words or actions more important? Why or why not?</p>	Communication	Pen Pal Letter: Write a letter of introduction to your French Pen Pal. Tell them about yourself and your likes/dislikes.	Criteria C and D	Activities, expressing and asking for likes and dislikes, -er verb conjugations

<p><b>Unit 3: Family</b></p>	<p>Key concept: Culture</p> <p>Related Concept: Form, audience, purpose</p> <p>Global context: Identities and Relationships</p>	<p>The family and community to which we belong determine significant aspects of our identity, beliefs and values.</p>	<p>Factual:What aspects of your family life to you consider apart of your culture?</p> <p>Conceptual:Imagine what a student in France may learn about American culture.</p> <p>Debatable:Is family formed by culture or is culture formed by family?</p>	<p>Organization</p>	<p>Vocabulary Test: students translate key words and show comprehension of possessive adjectives. Family Tree Project: show understanding by creating a family tree and describing each family member.</p>	<p>Criteria B, C, and D</p>	<p>Family vocabulary, describing people, adjective agreements, possessive adjective "my"</p>
<p><b>Unit 5: Food</b></p>	<p>Key concept: Culture</p> <p>Related concept: Message and Meaning</p> <p>Global context: Identities and Relationships</p>	<p>Lifestyle choices within a culture often mirror their views on relationships with people, places, or things.</p>	<p>Factual:What lifestyle choices are important to our culture?</p> <p>Conceptual:What does it look like to have a healthy relationship with food? Does this look different for different people?</p> <p>Debatable:Does our culture value healthy living? Why or why not?</p>	<p>Collaboration</p>	<p>Restaurant skit: write and perform a skit focusing on cultural differences and using accurate vocabulary.</p>	<p>Criteria C and D</p>	<p>Story vocabulary, short story telling phrases</p>
<p><b>Unit 6: Goldilocks Story</b></p>	<p>Key concept: Connections</p> <p>Related concept: Accent and Message</p> <p>Global context: Personal and Cultural Expression</p>	<p>Messages delivered through stories are the same across many cultures.</p>	<p>Factual:What is the message sent to children in this story?</p> <p>Conceptual:Why would this story be important or popular for both French and American kids?</p> <p>Debatable:Could kids in other cultures receive a different message from the same story?</p>	<p>Transfer</p>	<p>Putting the story in order: students listen to me describe an event in the story. They then place the event in the correct order chronologically and draw a picture showing their understanding of the event being described.</p>	<p>Criterion A</p>	<p>Story vocabulary, short story telling phrases</p>

<p><b>Unit 7:La Francophonie</b></p>	<p>Key concept: Creativity</p> <p>Related concept: Audience, Form</p> <p>Global context: Identities and Relationships</p>	<p>Creativity forms and drives identity within a culture, as well as helping create a relationship with the audience.</p>	<p>Factual:What other countries and people we've heard of have French as an official language?</p> <p>Conceptual:What connection does the French language have with history, countries, and people?</p> <p>Debatable:Does the French language/culture play a major role world wide? If so how? If not, why not?</p>	<p>Media Literacy</p>	<p>Culture Project: Research a culture topic of interest to the student. This will be chosen from a pre-approved list by the teacher. Students will write introductory slides in French and provide more detailed information and questions in English.</p>	<p>Criteria C and D</p>	<p>Reviewing introductory vocabulary, numbers and using those in an informational context.</p>
<p><b>Unit 8: Weather and the Environment</b></p>	<p>Key concept: Connections</p> <p>Related concept: Patterns and Form</p> <p>Global context: Scientific and Cultural Innovation</p>	<p>Systems and patterns are connected to and help form daily habits and norms.</p>	<p>Factual:What is the weather like near the equator vs. far away?</p> <p>Conceptual:How does weather affect culture?</p> <p>Debatable:</p>	<p>Information Literacy</p>	<p>Flip Grid Video: listen to descriptions of the weather and respond by saying where this weather is typical and why. Then give a description of what the weather is like in the country you had for the Weather Wednesday activity.</p>	<p>Criterion A</p>	<p>Weather vocabulary, verb "faire", review days of the week.</p>
<p><b>Unit 9: Les Pirates</b></p>	<p>Key concept: Connections</p> <p>Related concept: Purpose and Message</p> <p>Global Context: Identities and Relationships (motivation)</p>	<p>The relationship between a person's motivation and their purpose influence their decisions and actions.</p>	<p>Factual:Who is Antoine? Who is François?</p> <p>Conceptual:What is driving the characters to do the things they do?</p> <p>Debatable:Is it okay to sometimes be selfish? Why or why not?</p>	<p>Self-management, organization</p>	<p>Summative on the Les Pirates story: reading character descriptions and identifying the character, answering short questions in French, writing a short summary of the story.</p>	<p>Criteria B, C, D</p>	<p>Reading Les Pirates, completing lit circles, comprehension questions worksheets, vocabulary</p>

Year 2:	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content
<b>Unit 1: Les Animaux</b>	Key concept: Communication  Related concept: Structure  Global context: Personal and cultural expression	Linguistic structure is vital to communicating and expressing oneself accurately.	Factual: What are the conjugations for -ir verbs?  Conceptual: Why is grammar important? How can structure of language influence the meaning?  Debatable: x	Communication for different purposes	Criteria C/D: Animal book. Using correct sentence structure and a variety of verb types to write an informational book about an animal.	Criteria C and D	Animal vocab, 3 types of regular verbs.
<b>Unit 2: En Ville</b>	Key concept: Connections  Related concept:  Global context:	The functionality and purpose of places are connected, regardless of their location.	Factual: How do we form the command form of a verb?  Conceptual: How do we form the command form of a verb?  Debatable: Can we rely on the usage of cell phones for directions? Are skills gained or lost with this reliance?	Organization	Criteria A: use the map provided to follow various sets of directions	Criterion A	Places in town, directions, command form.
<b>Unit 3: Presque Mort</b>	Key concept: Culture  Related concept: Function and purpose	One's identity can be affected through experiences with other cultures and in different contexts.	Factual: Who are the characters in the story?  Conceptual: Relationships play a role in the story. Imagine some situations you have been in that relate to those of the main character.	Information literacy	Criteria B: reading character descriptions and identifying the character, answering short questions in French, writing a short summary of the story.	Criterion B	High frequency vocab from story, following the plot of a story told totally in French.

	Global context: Identities and Relationships		Debatable: Should students at some point be required to do an exchange program similar to Ann's? Why or why not?				
<b>Unit 4: A la mode</b>	Key concept: Culture  Related concept: Audience and structure  Global context: Personal and cultural expression	Artistry is influenced by audience, structure, and culture.	Factual: What is a BAGS adjective? Where are adjectives typically placed in French vs. English?  Conceptual: How do our stylistic choices express who we are?  Debatable: Are stereotypes based on a person's style true?	Collaboration	Criteria C/D: Fashion Show- in groups write descriptions based on the outfit of your choosing. A group member will read your description.	Criteria C and D	Clothing, adjective agreement, BAGS adjective and possessive adjectives
<b>Unit 5: Daily Routine and Reflexive Verbs</b>	Key concept: Communication  Related concept:  Global context:	Patterns in lifestyle choices are expressions of our identity.	Factual: How are reflexive verbs different than regular verbs? How do we use reflexive verbs to describe our daily routines?  Conceptual: What does your daily routine say about you and your lifestyle choices?  Debatable: Do choices or routines make us who we are?	Communication	Criteria A: Create a FlipGrid video responding to various questions regarding their daily routines and using reflexive verbs accurately.	Criterion A	Reflexive verbs as vocab and grammar concepts, transitional vocabulary.
<b>Unit 6: Paris/Futur Proche</b>	Key concept: Culture  Related concept: Structure and patterns	Personal and cultural expression will change depending on the context of our reality.	Factual: How did historical events influence some of the famous Parisian monuments?  Conceptual: Compare/contrast the culture and history of Paris with our surroundings	Self-Management	Criteria B: identify sentences in the future tense vs. present, identify what's what in Paris, use accurate vocabulary to respond to questions and describe things to do.	Criterion B	Introduction to history/monuments around Paris, near future tense

	Global context: Personal and cultural expression		Debatable: Is life better in the country or a big city?				
<b>Unit 7: Les Tâches Ménagères</b>	Key Concept: Culture  Related Concept: Form  Global context: Identities and Relationships	There's relationships between one's culture and what they view as their personal responsibilities.	Factual: What chores are you responsible for at home?  Conceptual: Why are these differences in home life important to their respective cultures?  Debatable: To what extent should children be held accountable in chores around the house?	Organization	Dream house project	Criteria C and D	Around the house vocabulary, chores, masculine/feminine agreement
<b>Unit 8: Passé Composé</b>	Key Concept: Communication  Related Concept: Structure  Global Context: Personal and cultural expression	Accurate grammatical structure is vital to personal communication.	Factual: How can you tell if a phrase is in past, present or future tense?  Conceptual: How does the structure of phrases influence the level of communication you achieve?  Debatable: To what extent does accurate structure of language influence you in your personal life?	Communication	Filling in helping verb, filling in past participle, identifying the passe compose	Criterion B	Structure of past tense and how it compares to the present and future tenses.