

Course Overviews MYP French Language Acquisition, UWC Thailand 2020-2021

DUE TO A NEW GUIDE THE CURRENT OVERVIEW IS UNDERGOING A COMPLETE RESTRUCTURE

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 2021 - EMERGENT LEVEL							
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)
Emergent	Unit 1: How can I connect with others in a new language?	Communication Context, Audience	Identities and Relationships	We can build relationships through effective communication by understanding the context of the situation and having an awareness of our audience .	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.
Emergent	Unit 2: What is my cultural identity?	Culture,					All students should: - Describe people - Draw their family tree and people
Emergent	Unit 3: What do you love to eat?						
Emergent	Unit 4: Do you play sports?	Connection Models, Purpose	Personal and Cultural Expression	Sport activities and skills are connected to enhance our physical and spiritual well-being.	Factual: Which sports do you practice? What sports do you like? Conceptual: Why do you have to play sports? What does sport bring us? Debatable: Does sport influence our personality?	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. Information literacy skills: Collect, record and verify data. Access information to inform and inform others. Media skills in literacy: Find, organize, analyze, evaluate, synthesize ethically use information from a variety of sources and media, including digital social media and online networks. Critical thinking skills: Draw reasonable conclusions and generalizations.	All students should: - Classify information - Compare answers to the results - Create a card game - Give and follow the instructions for a yoga lesson - Describe the kind of sportsman - Write simple information about different sports - Explore different sports, their rules, equipment, etc. - Identify new vocabulary words - Present simple information on different sports

						<p>Creative Thinking Skills: Brainstorm and use visual diagrams to generate new ideas and research.</p> <p>Transfer Skills: Apply skills and knowledge in new situations.</p>	
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CYCLE B 2021 - CAPABLE LEVEL

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)
Capable	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>Debatable: Are we influenced by the people around us?</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>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>	<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 • 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
	Unit 2: Que signifie parler français?						
	Unit 3 : Pourquoi est-ce qu'on aime tant la musique?						
	Unit 4 : Comment aider notre planète, la Terre?						

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)
Emergent	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>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>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

					<p>Debatable: what are the cultural differences between French-speaking countries?</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>	<ul style="list-style-type: none"> - 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 assessments allow students to demonstrate their communication and research skills.</p>
Emergent	Unit 2: What are our daily and culinary habits?	Culture Context Purpose	Identity and Relationships	Our cultural background helps define the context in which we live our daily lives and shapes our purpose as adolescents and members of our family and community.	<p>Factual: What are my chores? What do I do in my daily life? What do I eat and not eat?</p> <p>Conceptual: In which way our personal space and routines reflect who we are?</p> <p>Debatable: Are adolescents too busy to participate in daily chores?</p>	<p>Communication skills: to read with critical thinking and to make sense. Make inferences and draw conclusions. Give and receive appropriate feedback. Use editorial forms adapted to different objectives and different audiences. Use a variety of public speaking skills to communicate with a variety of audiences. Write with different goals.</p> <p>Collaborative skills: Actively listen to the views and ideas of others. Delegate and share responsibilities for making decisions.</p> <p>Information literacy skills: collect, record and verify data. Access information to inform and inform others.</p> <p>Critical thinking skills: draw reasonable conclusions and generalizations.</p> <p>Creative Thinking Skills: Brainstorm and use visual diagrams to generate new ideas and research. Consider several possibilities, including those that seem unlikely or impossible. Create new solutions to answer real problems.</p> <p>Transfer skills: apply skills and knowledge in new situations.</p>	<p>All students should:</p> <ul style="list-style-type: none"> - Classify information from visual or written text - Compare results - Describe housing and city - Give and follow instructions - Sort information from visual or written text - Write a blog - Explore different chores that people do. - Compare culinary habits and compare their own preferences with that of others. - Identify new vocabulary words - Present simple information on daily routine, chores and, culinary preferences. - Use the language to give information about daily routine, chores and, culinary preferences. <p>Some students could:</p> <ul style="list-style-type: none"> - Evaluate information - Identify familiar words in a text - Justify his opinion

Emergent	Unit 3: What is around me?	Communication Form Function Message	Orientation in Space and Time	Communicating with others creates a world around you in a moment and in a specific place.	<p>Factual: what is around me? How is the world around me organized?</p> <p>Conceptual: how can we communicate effectively with others?</p> <p>Debatable: Can we influence the world around us?</p>	<p>Communication skills: to read with critical thinking and to make sense. Make inferences and draw conclusions. Give and receive appropriate feedback. Use editorial forms adapted to different objectives and different audiences. Use a variety of public speaking skills to communicate with a variety of audiences. Write with different goals.</p> <p>Collaborative skills: Actively listen to the views and ideas of others. Delegate and share responsibilities for making decisions.</p> <p>Information literacy skills: collect, record and verify data. Access information to inform and inform others.</p> <p>Critical thinking skills: draw reasonable conclusions and generalizations.</p>	<p>All students should:</p> <ul style="list-style-type: none"> - Classify information from visual or written text - Compare results - Describe housing and city - Give and follow instructions - Sort information from visual or written text - Write a blog - Explore different places to visit in the city - Identify new vocabulary words - Present simple information on accommodation, room and city - Use the language to give information about housing and the city <p>Some students could:</p> <ul style="list-style-type: none"> - Evaluate information - Identify familiar words in a text - Justify his opinion
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Emergent	<p>Unit 4: Leisure time at home and on vacation.</p>	<p>Key Concepts: Creativity Related Concepts: Address Meaning</p>	<p>Personal and Cultural Expression</p>	<p>It is through recreation and entertainment that one expresses one's culture and that one gives meaning to what one is like to do.</p>	<p>Factual: What are your favorite hobbies? What are the most popular hobbies?</p> <p>Conceptual: what does leisure bring us? How is entertainment used to convey a message? How do we choose our leisure?</p> <p>Debatable: are the hobbies different according to the generations? Are the hobbies the same as before?</p>	<p>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.</p> <p>Information literacy skills: access information to inform and inform others.</p> <p>Collaborative skills: Delegate and share responsibilities for making decisions. To reach a consensus. Showing empathy. Actively listen to the views and ideas of others.</p> <p>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.</p> <p>Creative thinking skills: Brainstorm and use visual diagrams to generate new ideas and research.</p> <p>Transfer skills: compare one's conceptual understanding in various subject groups and disciplines.</p> <p>Reflective skills: Develop new skills, techniques and strategies for effective learning. Identify the strengths and weaknesses of your personal learning strategies (self-assessment).</p>	<p>All students should:</p> <ul style="list-style-type: none"> - 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 <p>Some students could:</p> <ul style="list-style-type: none"> - Identify family currency in a text - Justify opinions
Emergent	<p>Unit 5: What is the purpose of school?</p>	<p>Connection Structure Purpose</p>	<p>Equity and Development</p>	<p>School provides a structure, a goal in life and allows us to develop and give us different opportunities.</p>	<p>Factual: what do you do during the day? What do you study at school ?</p> <p>Conceptual: what are the uses of school and studies?</p> <p>Debatable: does education offer everyone the same opportunity?</p>	<p>Communication skills: use intercultural understanding to interpret communications. Make inferences and draw conclusions. Organize and represent information logically. Read with critical thinking in order to make sense. Write in different goals. Make inferences and draw conclusions. Use a variety of Oratory techniques to communicate with a variety of audiences.</p> <p>Collaborative skills: manage and resolve conflicts with others, and work as a team. To reach a consensus.</p> <p>Reflective skills: to think about the development of skills specific to learning approaches: what skills do I already have? How can I share my skills to help my peers who need to exercise more? What skills will I be working on now? Reflecting on content: what have I learned today? What are the notions that I do not understand yet? What questions come to mind now? Reflecting on personal learning strategies: what can I do to become a more effective and competent learner? How can I be more flexible in choosing my learning strategies? What are the important factors to help me achieve effective learning?</p>	<p>All students should:</p> <ul style="list-style-type: none"> - Describe the school and the subjects - Draw a timetable - Write an email - Explore different schools and the purpose of the school - Identify new vocabulary words - Present simple information about the school, the subjects studied, the daily activities and the school of the future - Find information on the Internet about the school - Use the language to talk about the school, the subjects and what we like to study <p>Some students could:</p> <ul style="list-style-type: none"> - Identify unfamiliar words in a text - Justify your opinion

						<p>Information literacy skills: access information to inform and inform others.</p> <p>Critical thinking skills: draw reasonable conclusions and generalizations. Collect and organize relevant information to formulate an argument.</p> <p>Creative thinking skills: Brainstorm and use visual diagrams to generate new ideas and research.</p>	
Emergent	Unit 6: Why do we celebrate?	Culture Function Purpose	Personal and Cultural Expression	The celebrations and festivals we celebrate provide us with the opportunity to express and share our values and beliefs.	<p>Factual: what are the festivals we celebrate?</p> <p>Conceptual: What are the different reasons why humans hold festivals and celebrations?</p> <p>Debatable: how do holidays represent the traditions and culture of a country?</p>	<p>Communication skills: to read with critical thinking and to make sense. Give and receive appropriate feedback. Use a variety of public speaking skills to communicate with a variety of audiences. Write in different goals. Read different types of text, for information and for pleasure. Make inferences and draw conclusions.</p> <p>Collaborative skills: to give and receive appropriate feedback. To reach a consensus. Actively listen to the views and ideas of others. Delegate and share responsibilities for making decisions.</p> <p>Reflective skills: thinking about content: What did I learn today? What are the notions that I do not understand yet? What questions come to my mind now?</p> <p>Information literacy skills: collect, record and verify data. Access information to inform and inform others.</p> <p>Media literacy skills: To find, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media, including digital social media and online networks.</p> <p>Creative thinking skills: bustle and use visual patterns to generate new ideas and research.</p>	<p>All students should:</p> <ul style="list-style-type: none"> -Write parties and activities - Write a postcard and a simple thank you / greeting / invitation card - Explore celebrations of famous French-speaking festivals - Identify information from an oral text / writing and visual - Present simple information about facts, festivals, activities and rituals - Find information on the Internet about parties and festivals - Use the language to talk about festivals and festivals <p>Some students could:</p> <ul style="list-style-type: none"> - Identify unfamiliar words in a text - Justify one's opinion