

Course Overviews MYP French Language Acquisition, UWC Thailand 2018-2019

All units taught in grades 6 to 10 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.

Phase	Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Content (topics / knowledge/ subject specific skills)
1	1: Bonjour, j'habite ici	Communication Meaning Patterns Structure	Identities and relationships	Language acquisition starts with "building blocks" of language that we can use to communicate.	Factual: What are the different categories of words in French? Conceptual: How are sentences constructed? Debatable: Is it possible to predict the gender of a noun?	Basic vocabulary to describe self, family and friends as well as to enquire. Simple conversations to present oneself.
1	2: Les sports et les loisirs	Communication Meaning Patterns Structure	Identities and relationships	Language patterns play an important role in enabling meaningful communication.	Factual: What are the common conjugational patterns in present tense verbs? Conceptual: How can I predict patterns? Debatable: Do irregular verbs need to be learned by rote or are there alternatives?	Description of common sports and leisure activities. Negative forms. Regular verb endings. Some irregular verbs Speaking in the past
1	3: Le collège	Communication Meaning Patterns Structure	Personal and cultural expression	Language can be used to communicate effectively about relevant issues and topics	Factual: What are the conjugation patterns for the imperfect tense? Conceptual: How do language reflect cultural bias/roles/ how does language evolve? Debatable: Do we need schools? Will studying in a different country change you?	Vocabulary of school subjects. Expressing likes & dislikes. Justifying opinions. Time phrases. The imperfect tense
1	4: La bouffe	Communication Meaning Patterns Structure	Personal and cultural expression	Facts and ideas can be communicated across languages using universally recognised symbols and gestures.	Factual: What food do you like and why? Conceptual: If we have patterns why are there exceptions? Debatable: Is the notion of regional cuisines disappearing?	Vocabulary of common foods and drinks. Speaking in the future. Consolidation of different tenses
1	5: La santé et les maladies	Communication Meaning Patterns Structure	Personal and cultural expression	Problems that are common across cultures strengthen our understanding of our and others' community and culture.	Factual: How do we express health problems in French? Conceptual: Are there common roots for words that describe illnesses and/or symptoms? Debatable: Is health an integral part of happiness?	Vocabulary of illnesses and ailments. How to explain symptoms to someone and how to understand treatments. Consolidation of different tenses and practise in different contexts.
Phase	Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Content (topics / knowledge/ subject specific skills)
1-2	Unité 1 Chez moi: ma maison, mon château (9 weeks)	Communication, Culture and patterns	Personal and cultural expression Culture	Describing and comparing housing units Our homes reflect our basic physical, social, emotional and aesthetic needs.	Factual: What is the importance of the noun in the noun group structure? Conceptual: In which way the structure language reflects the structure of our society? Debatable: Is home a building/ housing unit or the people we live with? What makes a home?	Location of housing units Types of housing units Rooms of the house House layout Demonstrative (ces/ cet/ cette, ceci) Relative structures (je pense/ trouve/ crois que, il me semble que) Superlatives Revision of the imperfect, present and future tenses. Revision of the negative structures Revision of the adjectival and article agreement Revision of word order Informal letter and email
1-2	Unité 2 Ma chambre, mon royaume et mes tâches ménagères (7 weeks)	Communication, Culture and patterns	Personal and cultural expression Orientation in space and time Aesthetic	Describing and comparing bedrooms In which way our personal space reflect who we are? Talking about house chores and how they are distributed. Who is doing what?	Factual: How do we identify a noun? Conceptual: In which way the language structure reflects the structure of our society? Debatable: is the distribution of house chore more equal nowadays?	Furniture Prepositions of place House chores Reinforcement of the imperfect, present and future tenses. Revision of superlative structures Reinforcement of the negative structures Reinforcement of the adjectival and article agreement Revision of word order Introduction of comparatives
1-2	Unité 3 Ma ville, mon empire	Communication, Culture and patterns	Aesthetic Orientation in time and space Communication	Using language to persuade	Factual: Which structures do we use when we want to persuade someone? Conceptual: Why do we have patterns when there are exceptions to the rule?	Places in town and directions Superlatives and comparisons Introduction of the imperative tense

	(6 weeks)		Culture		Debatable: Are persuasive texts always convincing?	Use of the punctuation to convince: advert format Impersonal verbs (one can, one has to...) Reinforcement of the imperfect, present and future tenses. Reinforcement of the negative structures Reinforcement of the adjectival and article agreement Revision of word order Informal letter and email Format of a poster/ advert
1-2	Unité 4 Ma musique (5 weeks)	Communication, Aesthetic, Culture and patterns	Personal and cultural expression	Looking into how lyrics reinforce the message	Factual: what types of music exist? Conceptual: Are there links between our moods/ feelings and the type of music we listen to? Debatable: Can our music taste change? Are lyrics important? Is live music better than recorded music? Does one need to be talented to become successful in music?	Types of instruments and musics Superlatives and comparisons Revision of the imperative tense Use of the punctuation to convince: advert format Impersonal verbs (one can, one has to...) Reinforcement of the imperfect, present and future tenses. Reinforcement of the negative structures Reinforcement of the adjectival and article agreement Revision of word order Format of a poster/ advert and blog
1-2	Unité 5 Mon cinéma (9 weeks)	Communication, Culture and patterns	Personal and cultural expression	Using the language to inform vs using the language to persuade	Factual: what types of films exist? Conceptual: Are there links between our moods/ feelings and the type of films we fancy watching? Debatable: Can our taste in films change? Is the storyline important? Is theatre better than films? Does one need to be talented to become successful as an actor?	Types of films Superlatives and comparisons Revision of the imperative tense Use of the punctuation to convince: advert format Impersonal verbs (one can, one has to...) Reinforcement of the imperfect, present and future tenses. Reinforcement of the negative structures Reinforcement of the adjectival and article agreement Revision of word order Format of a poster/ advert and blog
1-2	EXTENSION Ma mode (5 weeks)	Communication, Culture and patterns	Personal and cultural expression Orientation in space and time Aesthetic	Using the language to inform or to persuade	Factual: Are there parallels in fashion trends through time? Conceptual: Is what we wear an important element of who we are? Debatable: is it possible to always create something new in fashion?	Types of patterns, clothing items, material Superlatives and comparisons Revision of the imperative tense Use of the punctuation to convince: advert format Impersonal verbs (one can, one has to...) Reinforcement of the imperfect, present and future tenses. Reinforcement of the negative structures Reinforcement of the adjectival and article agreement Revision of word order Format of a poster/ advert and blog
Grade	Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Content (topics / knowledge/ subject specific skills)
2-3	Unit 1: quel est l'impact de l'éducation	Connection Perspectives	Globalization and sustainability	L'éducation est un droit de l'homme. Ne pas aller à l'école est à l'origine d'inégalités, par contre avoir une éducation peut aider pour un futur meilleur.	Factual: L'école, c'est quoi? Conceptual: Pourquoi est-ce qu'on va à l'école? Debatable: «Pour parvenir à la paix réelle dans le monde, il nous faudra commencer par les enfants.» (Ghandi): Qu'en pensez-vous? Comment savons-nous qu'un monde plus éduqué est un monde meilleur et pacifique?	Places of learning and subjects, facilities Superlatives and comparisons Imperative, future, present, imperfect and preterit tenses Use of the punctuation to convince: advert format Impersonal verbs (one can, one has to...) Reinforcement of the negative structures Reinforcement of the adjectival and article agreement Revision of word order Informal letter, poster, blog, article and email formats
2-3	Unit 2: Les copains	Communication and culture	Identities and relationships	We will inquire about how we interact with friends, how pocket money is spent and dreams for the future.	Factual: What are the qualities of a good friend? Conceptual: How social relationships work in a French culture environment versus other cultures? Debatable: Do we need friends or friends are our chosen family?	Talking about friends - comparative adjectives - pocket money - negative sentences - talking about technology/gadgets - plans for the holidays - immediate future - talking about plans and dreams - conditional mode - talking about youth clubs.
2-3	Unit 3: Vers l'avenir	Communication and Identity - Patterns, structure	Identity and personal expression	We will inquire about plans for the near future and how we make plans for the long-term future	Factual: How do we prepare ourselves for our future? Conceptual: Is subject based vocabulary illustrating the sexism of society? Debatable: Is learning a new language an asset for my future? (at university, workplace)	Planning what you are going to do using 'on va + infinitive' - Talking about the future - Using the near future tense - Talking about future careers - Why languages are important - Using modal verbs - Using connectives.

2-3	Unit 4: En bonne santé	Communication and culture	Identity and personal expression	Foods and eating habits are forms of creative expression that reflect personal, social and cultural experiences.	<p>Factual— What foods are most common in French speaking countries? How are they different from what we eat in the United States? How are they similar? Are eating habits the same within the French speaking world?</p> <p>Conceptual— How is food a reflection of the culture?</p> <p>Debatable— French cuisine and eating habits are better and healthier than American food. Why or why not?</p>	Talking about illness using 'avoir mal à, aux' - Saying what is wrong - Parts of the body and illnesses vocabulary - Healthy living - Using negatives - Understanding and giving advice - Using imperatives - Colloquialisms - Healthy living - Recognising 'False friends'.
2-3	Unit 5: Les gens comme nous	Communication and Identity - Patterns, structure	Identities and relationships	We will inquire about how to use language to describe, to inform and to persuade	<p>Factual: Does the way we describe people have an influence on others' perceptions? The case of a criminal story</p> <p>Conceptual: How do we vary the structures we use to fit purpose?</p> <p>Debatable: Are sportsmen superhumans?</p>	Using pronouns: mon ton son ma ta sa mes tes ses notre votre leur nos vos leurs - Describing other people using correct adjective endings - Saying what you think of someone - Using the perfect tense of 'être' et 'avoir' verbs - Using the perfect tense to talk about other people - Resolving a crime story.
Grade	Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Content (topics / knowledge/ subject specific skills)
Phase 2 (G9)	Unit 1: Les vêtements, la mode et moi (9 weeks)	Communication, Culture and patterns	Personal and cultural expression Orientation in space and time Aesthetic	Using the language to inform or to persuade	<p>Factual: Are there parallels in fashion trends through time?</p> <p>Conceptual: Is what we wear an important element of who we are?</p> <p>Debatable: is it possible to always create something new in fashion?</p>	Types of patterns, clothing items, material Superlatives and comparisons Revision of the imperative tense Use of the punctuation to convince: advert format Impersonal verbs (one can, one has to...) Reinforcement of the imperfect, present and future tenses. Reinforcement of the negative structures Reinforcement of the adjectival and article agreement Revision of word order Format of a poster/ advert and blog
Phase 2 (G9)	Unit 2: Mon cinéma (9 weeks)	Communication, Culture and patterns	Personal and cultural expression	Using the language to inform vs using the language to persuade	<p>Factual: what types of films exist?</p> <p>Conceptual: Are there links between our moods/ feelings and the type of films we fancy watching?</p> <p>Debatable: Can our taste in films change? Is the storyline important? Is theatre better than films? Does one need to be talented to become successful as an actor?</p>	Types of films Superlatives and comparisons Revision of the imperative tense Use of the punctuation to convince: advert format Impersonal verbs (one can, one has to...) Reinforcement of the imperfect, present and future tenses. Reinforcement of the negative structures Reinforcement of the adjectival and article agreement Revision of word order Format of a poster/ advert and blog
Phase 2 (G9)	Unit 3: Vers l'avenir (*under review)	Communication and Identity - Patterns, structure	Identity and personal expression	When we are teenagers, plans for the near future and how we make plans for the long-term future can be a daunting task.	<p>Factual: How is our future decided?</p> <p>Conceptual:</p> <p>Debatable: Is learning a new language an asset for my future? (at university, workplace)</p>	Planning what you are going to do using 'on va + infinitive' - Talking about the future - Using the near future tense - Talking about future careers - Why languages are important - Using modal verbs - Using connectives.
Phase 2 (G9)	Unit 4: En bonne santé (*under review)	Communication and culture	Identity and personal expression	We will inquire about food found in supermarkets and about the concept of health.	<p>Factual: How do we shop for food in Western vs the world?</p> <p>Conceptual:</p> <p>Debatable: Is the concept of health different in different parts of the world?</p>	Talking about illness using 'avoir mal à, aux' - Saying what is wrong - Parts of the body and illnesses vocabulary - Healthy living - Using negatives - Understanding and giving advice - Using imperatives - Colloquialisms - Healthy living - Recognising 'False friends'.
Phase 2 (G9)	Unit 5: Les gens comme nous (*under review)	Communication and Identity - Patterns, structure	Identities and relationships	We will inquire about how to use language to describe, to inform and to persuade	<p>Factual: Does the way we describe people have an influence on others' perceptions? The case of a criminal story</p> <p>Conceptual:</p> <p>Debatable: Are sportsmen superhumans?</p>	Using pronouns: mon ton son ma ta sa mes tes ses notre votre leur nos vos leurs - Describing other people using correct adjective endings - Saying what you think of someone - Using the perfect tense of 'être' et 'avoir' verbs - Using the perfect tense to talk about other people - Resolving a crime story.
Phase	Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Content (topics / knowledge/ subject specific skills)
2-3 (G10)	Unit 1: quel est l'impact de l'éducation	Connection Perspectives	Globalization and sustainability	L'éducation est un droit de l'homme. Ne pas aller à l'école est à l'origine d'inégalités, par contre avoir une éducation peut aider pour un futur meilleur.	<p>Factual: L'école, c'est quoi?</p> <p>Conceptual: Pourquoi est-ce qu'on va à l'école?</p> <p>Debatable: «Pour parvenir à la paix réelle dans le monde, il nous faudra commencer par les enfants.» (Ghandi): Qu'en pensez-vous? Comment savons-nous qu'un monde plus éduqué est un monde meilleur et pacifique?</p>	Places of learning and subjects, facilities Superlatives and comparisons Imperative, future, present, imperfect and preterit tenses Use of the punctuation to convince: advert format Impersonal verbs (one can, one has to...) Reinforcement of the negative structures Reinforcement of the adjectival and article agreement Revision of word order Informal letter, poster, blog, article and email formats

2-3 (G10)	Under construction					
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