

IB DP Unit Planner

UNIT	Date:	Duration (
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2. Experiences

Transfer Goals

Approaches to Learning

- **Communication**
- **Self-management**

Approaches to Learning Details

Communication- Interactive and Language skills
 Preview and skim texts to build understanding & read critically and for comprehension
 1.Comprehension - text skimming skills
 a. Translating from target language to English
 b. Summarizing
 c. Understanding & processing questions
 d. Identifying the facts for Strand 1 questions
 e. Identifying author's style and aim Strand 2 questions
 f. Relating to personal experience Strand 3 questions
 g. Drawing conclusions/inferencing (phase 3/4)
 h. Paraphrasing

Organisation Skills
 Structure information appropriately in written, oral and visual work

a. Research - Finding information (25% of the time?)
 b. Processing the information (20% of the time?)
 c. Planning the work (10%)
 d. Writing (paraphrasing, translating, building sentences, using cohesive devices etc ..)
 e. Proof-reading (5 % of the time)

Content

- Sub-topics: Students will study different themes like: Coutumes et traditions, Migrations, Langues et identités
- Text-type: informal email, blog, informal letter, press article, diary, brochure

Skill

Receptive skills:
 Students will do a range of listening and reading comprehensions on the above named topics.
 Listening comprehensions will be about "francophonie", traditions in France and French speaking countries
 Reading Comprehensions will include past papers on traditions, festivals, regional language

Productive skills:
 Students will practice their speaking skills when they present their PPT on different topics such as traditions, rites, convictions and values, language, migrations...

Interactive skills:
 Students will discuss about what does "values" mean and do we need traditions?

Concept

Meaning:
 Students understand that language is used in a range of ways to communicate a message

Audience:
 Students understand that language should be appropriate for the person(s) with whom one is communicating.

TOK Connections

• The knowledge framework

Experience

Does Language describe our experience of the world, or does it shape our experience of the world?

Do you understand the world differently when you learn another language?

Identity

What would be lost if the world shared one common language?

To what extent is our perspective determined by our sense of belonging to a specific culture?

TOK Connection Details

Art de vivre:

Quels sont les éléments qui déterminent notre style de vie?

Comment est-ce que les éléments espace et temps influencent notre mode de vie? Discutez.

Diversité linguistique:

Quelle est la marque identitaire du langage?

Le parler jeune pour se distinguer ou pour se cacher (code à décrypter)?

Pourquoi le parler jeune ne creuse plus la distance entre les milieux sociaux?

Qu' est-ce qu' on entend par unité dans la diversité?

Quelle est l' importance sociale de la préservation d' un dialecte?

Récit de vie:

C'est quoi une identité narrative?

Est-ce que la vie est donc une histoire dont on est l'auteur?

Le récit de vie permet-il pas avant tout la compréhension de soi?

CAS Connections

Learning Experiences and Teaching Experiences

Pedagogical Approaches

- Small group/pair work
- PowerPoint lecture/notes
- Individual presentations
- Group presentations

Learning Experiences Details

Use of visual and written sources to stimulate student discussion and encourage students to speak about how the different traditions.

Vocabulary and word classification exercises

Use of visual source to stimulate thinking about the topic

Use of podcasts to practice for the conversational part of assessment

ATL presentations allow students do have a good understanding of a variety of sub-topics

Differentiation

- Content
- Process
- Product

Differentiation Details

Content:

Use of visual and written sources to encourage students' discussion and thinking.

Vocabulary exercises

Consolidation of vocabulary and grammar structures for students who come from Phase 2 and Phase 3

All vocabulary lists are uploaded on the class resources.

For students who are struggling:

- Tasks that go crescendo from simple to difficult
- Tasksheets with scaffolded instructions to develop oral productive skills

Process:

Students finding the tasks challenging are given more time to complete the tasks.

Students who have learning difficulties are allowed to use online dictionaries and they can use vocabulary lists as well.

Students are also encouraged to use the websites specialised for IB French B students for which the school has a subscription.

Product:

Students with special needs will complete their assessment with our Learning Support teacher. Students arrangements are based on their individual needs.

Higher Level students

- HL students are taught conventions of more formal formats: Lettre officiel, le rapport etc

- HL students will have more complex reading comprehensions that require in-depth understanding

- HL students will also focus on developing argumentative productive skills - the argumentation structure, use of cohesive devices, providing relevant examples, facts, statistics etc ..

Assessments**Summative Assessment**

Individual Oral Assessment

Objective

Productive and Interactive Skills - Individual Oral Assessment

Summative Assessment

Semester exam - Reading and writing

Objective

Productive Skills - Writing

Receptive Skills - Reading

Language and Learning

- **Activating background knowledge**
- **Scaffolding for new learning**
- **Acquisition of new learning through practice**
- **Demonstrating proficiency**

Reflection**What worked well**

The objective of this unit is meant for students to reflect on the following questions:

What are the different variables in the society? How do we perceive others?

What is a stereotype? How do they affect us?

What actions can I take to raise awareness among my friends to enhance cultural tolerance?

This unit is interesting to teach as it is thought provoking and in the context of an international school where students see themselves as the third generation - they are able to relate to discussions in class.

It worked well and the assessments were appropriate.

What didn't work well

This topic worked very well as students can easily relate to the topics dealt with. Next year we are thinking of bringing more explicit links to the IB philosophy - in its wordings(lingo) and bring in the IB learner attributes in summative as well as in formative tasks..

Notes/Changes/Suggestions

In this unit, we taught different aspects:

Explorer la nature du soi et de ce que signifie “être humain” et explorer les expériences qui façonnent notre vie

Thèmes: Coutumes et traditions et Migrations

Identités: Convictions et valeurs, Sous-cultures et Langue et identité

We changed the pictures to assess students. We tried to choose pictures clearly linked to the target culture.

For the semester exam we reformulated the Writing assessment questions and tried to make them clear and straightforward. This was quite challenging - but we are overall happy with the quality of assessments given to the students.

We standardised both Oral and Writing tasks extensively - we went through the criteria multiple times and discussed to reach a common understanding.

Key Resources

Philpot Education

French Companion

Pearson Exclusif

In Thinking

Oxford IB Diploma programme 2nd edition