

IB DP Unit Planner

UNIT	Date:	Duration (hours): 24
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1. Identité

Transfer Goals

Approaches to Learning

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

Approaches to Learning Details

Generally students need to have good self-management skills

Self-management: Organization skills - Managing time and tasks

1. Keep an organized system & logical system of notes/files for Languages
2. Use regular review of subject matter to improve retention:
 - Pre-requisite vocabulary and grammar online booklets provided - review efficiently
3. Plan short term and long term assignments; meet deadline:
 - a. Check the homework website regularly
 - b. Create plans for formative tasks and summative assessments

Content

- Sub-topics: Students will study different themes like : parent-child relationship, friendship, social organization
Students will learn vocabulary, idioms and sentences structures about these topics.
- Text-type: informal email, blog, informal letter, press article, diary

Skill

Receptive skills:

Students will do a range of listening and reading comprehensions on the above named topics.
Listening comprehensions will be about identity, families, holidays, homosexuality
Reading Comprehensions will include past papers on family habits, modern family organization, stereotypes

Productive skills:

Students will practice their speaking skills when they present their PPT on different topics such as traditions, homosexuality, religion, single parent families, nationalism/patriotism, woman role in the society, minorities, education..

Interactive skills:

Students will discuss about what does "human being" mean?

Concept

Audience:

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

Context:

Students understand that language should be appropriate to the situation in which one is communicating.

Purpose:

Students understand that language should be appropriate to achieve a desired intention, goal or result when communicating.

TOK Connections

• **Ways of knowing**

Dans un conflit, comment peut-on savoir qui a raison ou qui a tort?
Le concept de ce qui constitue une famille est-il différent selon les cultures?

TOK Connection Details

L'identité : un concept que l'on acquiert ou qui est inné?

CAS Connections

Learning Experiences and Teaching Experiences

Pedagogical Approaches

- **Small group/pair work**
- **PowerPoint lecture/notes**
- **Individual presentations**
- **Student lecture/leading**

Learning Experiences Details

Use of visual and written source to stimulate students' thinking and discussion about the topic
Students will learn to recognise and to reproduce specific informal/familiar language, visual effects and symbols in a variety of formats. They will be given checklists which can be used to recognise or reproduce specific details that relate to their chosen format.
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
- Task sheets 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.

Assessments

Summative Assessment

Paper 2 Reading and Listening paper

Objective

Receptive Skills - Listening
Receptive Skills - Reading

Summative Assessment

Paper 1 Writing assessment

Objective

Productive Skills - Writing

Formative Assessment

Tolerance and Racial harmony project

Awareness campaign on racism through aPPT/Prezi/Keynote/Infography

Communication skills: Share ideas with multiple audiences using a variety of digital environments and media

1. Presentation: Use of text on slides/texts as prompts for original narration
2. Oral Skills: Pronunciation/Intonation/Body language
3. Graphics: Creation/Illustrations/Transitions/Visual effects
4. Content: Ideas/Vocabulary/ Grammar
5. Research: Choice of sources/References (varied/reliable)

Objective

Productive and Interactive Skills - Individual Oral Assessment

Productive and Interactive Skills - Interactive Oral Activity

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:

We ask them to define their relationships, to think of all the variables that influence relationships and to reflect on how relationships could be problematic in some societies.

This unit worked very well as students can easily relate to the topics dealt with. They are specially interested in discussing interpersonal relationships with friends and parents.

What didn't work well

Students have sophisticated opinions but they are often unable to communicate high level thinking in a second language.

Notes/Changes/Suggestions

We should introduce more IB type exercise at the end of Grade 10.

Key Resources

Philipot Online resources
Le monde en Français
InThinking
French course companion
Oxford IB Diploma programme 2nd edition