

Unit 3 Plan: La vie quotidienne

Teacher(s)	Astrid Diaz	Subject group and course	IB French ab initio SL-1		
Course part and topic	Chapter 3 - Habits and Daily Routines Theme: Experiences	SL or HL/Year 1 or 2	SL 1	Dates	Oct-Nov (3 Weeks)
Unit description and texts		DP assessment(s) for unit			
<p>This unit covers the vocabulary of the house, daily routines and numbers from 32 to 69, in the context of french teenagers who visit people from other francophone countries. The grammar points presented include: irregular verbs <i>aller</i>, <i>prendre</i> and <i>faire</i>, questions using -est-ce que, pronominal verbs in present tense, future tense, negative sentences with -jamais and adverbs of sequence.</p> <p>Texts: diary, questionnaire, schedule, email, Twitter message.</p>		<p>Quiz (Grammar - vocabulary)</p> <p>Project: Ma maison</p> <p>Performance based test</p> <p>Comprehension Test (Reading - Listening)</p> <p>Production Test (Speaking - Writing)</p>			

INQUIRY: establishing the purpose of the unit

<p>Transfer goals</p> <p><i>List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to “transfer” or apply, their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.</i></p>
<p>Students will be able to:</p>

describe their houses.
describe their daily routines.
ask and give information about peoples' houses, daily routines, schedules and domestic chores.

ACTION: teaching and learning through inquiry

Content/skills/concepts—essential understandings	Learning process
<p><i>Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.</i></p>	
<p><u>Students will know the following content:</u></p> <p>l'heure Les jours de la semaine La maison La routine à la maison Les nombres 32-69 Les verbes irréguliers: aller, faire, prendre La négation: ne... jamais Les questions avec -Est-ce que</p>	<p>Learning experiences and strategies/planning for self-supporting learning:</p> <p><input checked="" type="checkbox"/> Lecture</p> <p><input type="checkbox"/> Socratic seminar</p> <p><input checked="" type="checkbox"/> Small group/pair work</p> <p><input checked="" type="checkbox"/> PowerPoint lecture/notes</p> <p><input checked="" type="checkbox"/> Individual presentations</p> <p><input checked="" type="checkbox"/> Group presentations</p> <p><input checked="" type="checkbox"/> Student lecture/leading</p> <p><input checked="" type="checkbox"/> Interdisciplinary learning</p> <p>Details:</p>

<p>Le futur proche: aller + infinitif</p> <p><u>Students will develop the following skills:</u></p> <p>Students will be able to</p> <ul style="list-style-type: none"> - comprehend written and oral texts of people describing their houses and daily routines. - write a coherent and concise paragraph about their houses. - write an email about a typical day in their lives. - compare their houses and daily routines to those of people from a francophone country. - create a chore schedule to be used at home and present it orally. - discuss the differences between the chores done by teenagers, men and women in their countries and those done by people in a francophone country. <p><u>Students will grasp the following concepts:</u></p> <ul style="list-style-type: none"> - The irregular verb -aller followed by a preposition is used to express where we're going. - The expression - Il y a followed by a noun is used to describe places. - Est-ce que is used to form yes/no questions. - The irregular verb -faire is used to express the domestic chores. - The irregular verb -aller followed by another verb in infinitive form is used to express future actions. 	<p><input checked="" type="checkbox"/> Other/s: Game Based Activities for Vocabulary Game Based Activities for Grammar</p> <p>Formative assessment:</p> <p>Classwork activities Daily Exercises (Listening, Reading, Speaking & Writing) Homework</p> <p>Summative assessment:</p> <p>Multiple Choice Test (Vocabulary & Grammar) Comprehension Test (Reading & Listening) Production Test – Interview (Speaking – Writing)</p> <p>Differentiation:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Affirm identity—build self-esteem <input checked="" type="checkbox"/> Value prior knowledge <input checked="" type="checkbox"/> Scaffold learning <input checked="" type="checkbox"/> Extend learning <p>Details:</p>
--	--

<p>Approaches to learning (ATL)</p> <p><i>Check the boxes for any explicit approaches to learning connections made during the unit. For more information on ATL, please see the guide.</i></p>		
<p><input checked="" type="checkbox"/> Thinking</p> <p><input checked="" type="checkbox"/> Social</p> <p><input checked="" type="checkbox"/> Communication</p> <p><input type="checkbox"/> Self-management</p> <p><input checked="" type="checkbox"/> Research</p> <p>Details:</p>		
<p>Language and learning</p> <p><i>Check the boxes for any explicit language and learning connections made during the unit. For more information on the IB's approach to language and learning, please see the guide.</i></p>	<p>TOK connections</p> <p><i>Check the boxes for any explicit TOK connections made during the unit</i></p>	<p>CAS connections</p> <p><i>Check the boxes for any explicit CAS connections. If you check any of the boxes, provide a brief note in the "details" section explaining how students engaged in CAS for this unit.</i></p>
<p><input checked="" type="checkbox"/> Activating background knowledge</p> <p><input checked="" type="checkbox"/> Scaffolding for new learning</p> <p><input checked="" type="checkbox"/> Acquisition of new learning through practice</p> <p><input checked="" type="checkbox"/> Demonstrating proficiency</p> <p>Details:</p>	<p><input checked="" type="checkbox"/> Core theme</p> <p><input checked="" type="checkbox"/> Optional themes</p> <p><input checked="" type="checkbox"/> Areas of knowledge</p> <p>Details: TOK connections will be focused on:</p> <ul style="list-style-type: none"> • How does culture affect daily routine? 	<p><input checked="" type="checkbox"/> Creativity</p> <p><input checked="" type="checkbox"/> Activity</p> <p><input type="checkbox"/> Service</p> <p>Details:</p>

	<ul style="list-style-type: none"> ● Why are there different ways to tell the time? Is it necessary? ● How does culture affect domestic work and the division of tasks in the house? ● In my own and other cultures what does daily routines reveal about a society? 	
<p>Resources</p> <p><i>List and attach (if applicable) any resources used in this unit</i></p>		
<p>Human Resources: Teacher and Students.</p> <p>Instructional Resources: Smart Board, Power Point Presentations, Jamboard Presentations, Jamboard interactive board, Audios, Videos, Books and Workbooks, Worksheets, White Board, Markers, Game Based web pages such as Kahoot, Quizlet and Blooket, among many others.</p>		

Stage 3: Reflection—considering the planning, process and impact of the inquiry

<p>What worked well</p> <p><i>List the portions of the unit (content, assessment, planning) that were successful</i></p>	<p>What didn't work well</p> <p><i>List the portions of the unit (content, assessment, planning) that were not as successful as hoped</i></p>	<p>Notes/changes/suggestions:</p> <p><i>List any notes, suggestions, or considerations for the future teaching of this unit</i></p>

--	--	--