

DP unit planner 1

Teacher(s)	Michelle Hill	Subject group and course	Group 2, French B		
Course part and topic	Experiences / Migrations	SL or HL/Year 1 or 2	HL Year 2	Dates	September - November
Unit description and texts		DP assessment(s) for unit			
<p>Immigration: causes and challenges; stereotypes and discrimination</p> <p>Students will examine the causes and consequences of immigration in French speaking countries. They will read texts in <i>Le monde en français</i> (Cambridge) and answer IB-type questions; they will read the comic “Salima, d’Alep à Joliette” and write a diary from the perspective of one of Salima’s daughters; they will listen to songs (<i>Né quelque part</i> by Maxime le Forestier; <i>Là-Bas</i> by Jean-Jacques Goldman; <i>Ouvrez les Frontières</i> by Tiken Jah Fakoly).</p> <p>Students will read articles and watch YouTube videos on French secularism, and debate whether young Muslim women should be allowed to wear a veil in school. They will watch the movie <i>Welcome</i> and discuss the plight of Bilal, a young Kurd who is trying to go to England and finds himself in an illegal immigrant camp in France (Open-minded; Critical thinkers).</p> <p>Students will listen to <i>La Chanson des Restos</i> and discuss the value of the charitable association created by Coluche. They will read the IB texts <i>Restos du Coeur: Le provisoire s’est installé</i> as well as <i>100.000 SDF vivent en France</i> and answer the IB questions related to each.</p> <p>Students will determine stereotypes on immigrants and connect them to national identity, double, culture, prejudice, and discrimination. They will watch reports from France24, read articles, watch <i>Les</i></p>		<p>Paper 2 (interpretive): reading comprehension and oral comprehension</p> <p>Paper 1 (written productive): types of text such as informal letter, page of diary, interview, article</p> <p>Oral interactive: debate</p>			

Intouchables, and listen to songs (*La même* by GIMS; *St Denis* by GCM; *Je suis chez moi* by Black M).

INQUIRY: establishing the purpose of the unit

Transfer goals

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.

1. Students will examine the various reasons that motivate migrations and question stereotypical beliefs on the topic.
2. Students will distinguish between integration, assimilation and insertion and infer the value and consequences of each pattern.
3. Students will demonstrate their understanding of readings and songs about immigrants by creating diaries, letters and articles where they, themselves, play the role of an immigrant.

ACTION: teaching and learning through inquiry

Content/skills/concepts—essential understandings	Learning process <i>Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.</i>
<p><u>Students will know the following content (Knowledgeable; Critical Thinkers):</u></p> <ol style="list-style-type: none"> 1. Students will be able to define, recognize and use in new contexts numerous French terms related to immigration, such as refugees, Maghrébins, host country, far-right political party, asylum seeker, HLM, brain drain, etc. 2. Students will be able to state the reasons for immigration. 	<p>Learning experiences and strategies/planning for self-supporting learning:</p> <p><input checked="" type="checkbox"/> Lecture</p> <p><input checked="" 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>3. Students will be able to distinguish between integration, assimilation, insertion.</p> <p>4. Students will be able to differentiate between several groups of immigrants in French speaking countries, such as those coming from North Africa (Maghrébins), from Syria, or from India (Roms).</p> <p><u>Students will develop the following skills (Inquirers; Communicators):</u></p> <p>Students will be able to infer meaning from written sources such as articles, brochures, comic strips, excerpts of literature, as well as from audio sources such as songs, podcasts and films (Inquirers).</p> <p>Students will be able to write different types of text with the appropriate conventions and register, such as diaries, interviews, blogs, letters, interviews.</p> <p>Students will be able to use oral skills, both productively in presentations and interactively in small group discussions and debates (Communicators)</p> <p><u>Students will grasp the following concepts (Open-minded; Reflective):</u></p> <p>Different individuals have different perspectives based on where they are born and raised, their culture and their life experiences.</p> <p>Learning about other cultures will develop empathy and facilitate communication.</p> <p>Stereotyping is part of human natural cognitive process and a natural need to belong to a group, but can be overcome by identifying our patterns of thinking, learning about other subcultures and being intentionally empathetic).</p>	<div data-bbox="1189 209 2029 526"> <input checked="" type="checkbox"/> Individual presentations <input type="checkbox"/> Group presentations <input type="checkbox"/> Student lecture/leading <input type="checkbox"/> Interdisciplinary learning Details: <input type="checkbox"/> Other/s: </div> <div data-bbox="1189 526 2029 1228"> <p>Formative assessment:</p> <p>Homework feedback</p> <p>Self and peer assessments.</p> <p>Translation and creation of sentences using the new vocabulary</p> <p>Taboo game with definition of terms</p> <p>Answering questions in writing and orally</p> <p>Annotation of texts being read</p> <p>Daily conversations</p> <p>Small group discussions</p> <p>Vocabulary and definitions through Quizlet</p> <p>Answering questions from multimedia, such as 1jour1actu</p> <p>Integrated Performance Assessment</p> <p>Listening comprehensions</p> <p>Models of Paper 1 and Paper 2 assessments</p> </div> <div data-bbox="1189 1228 2029 1391"> <p>Summative assessment:</p> <p>Vocabulary quizzes (fill in the blanks, definitions, translations)</p> <p>Unit test</p> </div>
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	<p>Writing of Paper 1 types of texts: diary, informal letter, interview</p> <p>Reading of Paper 2 texts</p> <p>Listening comprehension of Paper 2 audio</p> <p>Oral presentation</p> <p>Debate</p>	<p>Differentiation:</p> <p><input checked="" type="checkbox"/> Affirm identity—build self-esteem</p> <p><input checked="" type="checkbox"/> Value prior knowledge</p> <p><input checked="" type="checkbox"/> Scaffold learning</p> <p><input checked="" type="checkbox"/> Extend learning</p> <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 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</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</i></p>

information on the IB's approach to language and learning, please see the guide .		note in the "details" section explaining how students engaged in CAS for this unit.
<input checked="" type="checkbox"/> Activating background knowledge <input checked="" type="checkbox"/> Scaffolding for new learning <input checked="" type="checkbox"/> Acquisition of new learning through practice <input checked="" type="checkbox"/> Demonstrating proficiency Details:	<input checked="" type="checkbox"/> Core theme <input checked="" type="checkbox"/> Optional themes <input type="checkbox"/> Areas of knowledge Details:	<input type="checkbox"/> Creativity <input type="checkbox"/> Activity <input type="checkbox"/> Service Details:
Resources <i>List and attach (if applicable) any resources used in this unit</i>		
<p>Livre de l'Étudiant (Pearson) p336-349: <i>Être Noire en France; Couples mixtes – Au delà des préjugés; Là-Bas; Laïcité ; L'intégration en question ;</i></p> <p>French B - A comprehensive preparation (IBID): <i>Restos du Coeur: Le provisoire s'est installé</i> (p. 318-321) ; <i>100.000 SDF vivent en France</i> (p316-318)</p> <p>Comic strip : « Salima, d'Alep à Joliette » http://bdsdi.aqoci.qc.ca/</p> <p>DVD: <i>Welcome; Les Intouchables</i></p> <p>Welcome pedagogical file : Cinéfête 2011</p> <p>Songs: <i>Né quelque part</i> by Maxime le Forestier; <i>La chanson des Restos</i> (Les Enfoirés) ; <i>Ouvrez les Frontières</i> by Tiken Jah Fakoly ; <i>La même</i> by GIMS; <i>St Denis</i> by GCM; <i>Je suis chez moi</i> by Black M</p> <p>Powerpoint : French vocabulary terms and definitions on immigration</p> <p>Quizlet: https://quizlet.com/26116364/limmigration-flash-cards/</p> <p>1jour1actu: http://1jour1actu.com/info-animee/cest-quoi-un-migrant/ ; https://www.1jour1actu.com/info-animee/qui-sont-les-roms/ ; https://www.1jour1actu.com/info-animee/cest-quoi-la-laicite/ ; https://www.1jour1actu.com/info-animee/cest-stereotype/</p> <p>Cyprien: <i>Je suis Roumain</i> https://www.youtube.com/watch?v=qDfl78d26U4</p>		

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

What worked well <i>List the portions of the unit (content, assessment, planning) that were successful</i>	What didn't work well <i>List the portions of the unit (content, assessment, planning) that were not as successful as hoped</i>	Notes/changes/suggestions: <i>List any notes, suggestions, or considerations for the future teaching of this unit</i>
<p>Students mastered basic vocabulary and were able to use them in writing and in speaking.</p> <p>The use of online activities, such as Quizlet and GimKit were fun, yet engaging and challenging.</p> <p>The types of texts were well-written, especially when following the format we studied for each of them.</p> <p>Small group discussions were productive, as students felt comfortable taking risks and speaking spontaneously in French.</p> <p>Students enjoyed the use of songs and often downloaded them on their phones.</p> <p>Students were very engaged while viewing the shorts and the films.</p> <p>Students reported that they enjoyed games such as Taboo where they had to use their French spontaneously in a non-graded activity.</p> <p>Students felt more comfortable with specific single assessments (such as a vocabulary quiz, or the writing of one type of text, or one reading/listening comprehension) than when assessing several skills through an IPA or a practice IB test.</p>	<p>The concept of secularism (laïcité) was a difficult concept for students to understand.</p> <p>Listening comprehension (especially without a video to help with some visuals) is still one of the tasks that students have the most difficulties completing.</p> <p>Students had some trouble managing time on reading comprehensions.</p> <p>The length of the types of texts that student wrote was not always on par with the IB requirements.</p> <p>During oral activities that involved the whole class, some students stayed quiet and were not confident enough to take part in the discussions.</p> <p>Many aspects of this unit are not static and I find it difficult to find a balance between using “old” resources and finding, creating questions for, and using new resources and texts.</p>	<p>Practice shorter audio exercises before asking students to complete full IB oral comprehensions.</p> <p>Emphasize the importance of not stopping at every word while reading, and trying to guess the gist of the sentences. Teach students some formal reading strategies, such as highlighting, annotating, etc.</p> <p>Teach students to engage with each other rather than with me and to elaborate their answers with examples from class, their personal experiences, etc.</p> <p>Teach students to encourage other students to speak by asking their opinions, complimenting them on their comments, etc.</p>