

| French | | | | | | | |
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| Topic | Key Concepts | Related Concepts | Theme | ATL skills | Lines of Inquiry | Summative Assessments | Assessment Objectives |
| My identity | Perspective Change Causation | Subjectivity, transformation, consequences | Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. | Thinking Communication Self-management | <ul style="list-style-type: none"> - Factors that influence self-identity - How a growth mindset develops a learner - Our responsibility toward others | <p>Writing:</p> <ul style="list-style-type: none"> • Write a small paragraph to introduce yourself in a very simple way by answering simple questions about first name, last name, age, tastes, nationality. • Fill out an identity card. <p>Reading:</p> <ul style="list-style-type: none"> • Answer simple questions related to identity, numbers, family, tastes, emotions, and body parts. • Read words and simple sentences related to learning outcomes. • Responding to comprehension questionnaires on simply written documents relating to situations in the everyday life. <p>Speaking:</p> <ul style="list-style-type: none"> • Communicate information about yourself: first name, last name, age, tastes, feelings, nationality following questions or without being questioned. • Ask other simple questions about themselves. <p>Listening:</p> <ul style="list-style-type: none"> • Understand predictable instructions, especially if the messages are spoken slowly and repeated. • Understand simple conversations related to the learning outcomes. • Responding to comprehension questionnaires on very short, recorded documents relating to learning outcomes. | <ul style="list-style-type: none"> • Familiarize yourself with greetings. • Say and ask a name. • Ask the Q: what is your name / How are you? / How old are you? / What is your nationality? • Say goodbye. • Count from 0-20 (in numbers and letters). • Express feelings. • Express tastes. • Name the family members (grands-parents : grand-père (papi), grand-mère (mami), parents : père (papa), mère (maman), enfants : frère, sœur). • Ask and say if we have an object. |



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| weather, and seasons | Form Function Change | Patterns, Role, adaptation | How the World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. | Research Self-management | <ul style="list-style-type: none"> - Structure of Earth's land and water - How Earth revolves and rotates - How natural forces have changed the Earth's physical features | <p>Writing:</p> <ul style="list-style-type: none"> • Write a simple paragraph to describe the weather. • Write a simple paragraph to describe clothes. <p>Reading:</p> <ul style="list-style-type: none"> • Answer simple questions related to learning outcomes. • Read words and simple sentences related to learning outcomes. • Responding to comprehension questions on simple written documents relating to learning outcomes. <p>Speaking:</p> <ul style="list-style-type: none"> • Communicate information about weather, season, and transportation. • Ask other simple questions about Weather, seasons, and days of the week using present, past and future form of verb "être". <p>Listening:</p> <ul style="list-style-type: none"> • Understand predictable instructions, especially if the messages are spoken slowly and repeated. • Understand simple conversations related to the learning outcomes. • Responding to comprehension questionnaires on very short, recorded documents relating to learning outcomes. | <ul style="list-style-type: none"> • Become familiar with weather vocabulary. • Name the four seasons. • Read and write the days of the week and months of the year. • Learn the clothes we wear each season. • Use the adjectives of colors. • Become familiar with the activities that we can do during each season. • Learn means of transportation and their effects on weather. • Write simple sentences about weather and activities during seasons. • Read simple sentences. |
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| Jobs and Communities | Function Responsibility Connection | Systems, citizenship and rights, networks | How We Organise Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making, economic activities and their impact on humankind and the environment. | Communication Social | <ul style="list-style-type: none"> - How communities are organised - How different communities are connected - Our responsibility in a community | <p>Writing:</p> <ul style="list-style-type: none"> • Write about professions and daily routine. <p>Reading:</p> <ul style="list-style-type: none"> • Answer simple questions related to learning outcomes. • Read words and simple sentences related to learning outcomes. • Responding to comprehension questionnaires on simply written documents relating to learning outcomes. <p>Speaking:</p> <ul style="list-style-type: none"> • Communicate information about yourself: daily routine, a profession in the future • Ask other simple questions about themselves: what is their profession? Where do they work? etc. ... <p>Listening:</p> <ul style="list-style-type: none"> • Understand predictable instructions, especially if the messages are spoken slowly and repeated. • Understand simple conversations related to the learning outcomes. • Responding to comprehension questionnaires on very short, recorded documents relating to learning outcomes. | <ul style="list-style-type: none"> • Recognize the vocab. of school (in class/ in the playground). • Read time (basic: pile, et quart, et demie) • Recognize and name the most common occupations. • Recognize the feminine and masculine forms of professions. • Write simple sentences about the professions of family members. • Read simple sentences. |
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| Animals and habitats | Form Connection Responsibility | Properties, systems, | Sharing the Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution. | Research Self-management | <ul style="list-style-type: none"> - How ecosystems support life - The interdependent relationships in ecosystems - How humans affect the balance | <p>Writing:</p> <ul style="list-style-type: none"> • Describe his/her favorite animal and explain why. <p>Reading:</p> <ul style="list-style-type: none"> • Answer simple questions related to learning outcomes. • Read words and simple sentences related to learning outcomes. • Responding to comprehension questions on simply written documents relating to learning outcomes. <p>Speaking:</p> <ul style="list-style-type: none"> • Communicate information about animals, habitats, and the importance of animals. • Ask other simple questions about his/her favorite animal <p>Listening:</p> <ul style="list-style-type: none"> • Understand predictable instructions, especially if the messages are spoken slowly and repeated. • Understand simple conversations related to the learning outcomes. • Responding to comprehension questionnaires on very short, recorded documents relating to learning outcomes. | <ul style="list-style-type: none"> • Recognize the most common pets. • Recognize the most common animals in the forest. • Recognize the habitat of some animals • Express and justify an opinion (preferred animal?/why?) • Understand simple stories about the importance of animals in the ecosystem. • Write simple sentences about animals. • Memorize songs related to animals. |
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| Communities | Causation Change Perspective | Pattern and impact, growth and transformation, prejudice and belief | Where We Are in Place and Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, exploration and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. | Communication Thinking | <ul style="list-style-type: none"> - Reasons why people move - How migration leads to change - Personal immigration histories | <p>Writing:</p> <ul style="list-style-type: none"> Describe his/her city/house/ simple directions <p>Reading:</p> <ul style="list-style-type: none"> Answer simple questions related to learning outcomes. Read words and simple sentences related to learning outcomes. Responding to comprehension questions on simply written documents relating to learning outcomes. <p>Speaking:</p> <ul style="list-style-type: none"> Communicate information about city, and house <p>Listening:</p> <ul style="list-style-type: none"> Understand predictable instructions, especially if the messages are spoken slowly and repeated. Understand simple conversations related to the learning outcomes. Responding to comprehension questionnaires on very short, recorded documents relating to learning outcomes. | <ul style="list-style-type: none"> Name the most common places in the city. Name the different parts of the house. Correctly use the different prepositions of place. Read simple sentences related to the theme. Master the usage of numbers from 20-30 (en chiffres et en lettres). |
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| Feelings and culture | Form Change Causation | Similarities and differences, growth and transformation, consequences | How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | Social Thinking | <ul style="list-style-type: none"> - How people express themselves through stories - The creative process - Different ways stories can be expressed | <p>Writing:</p> <ul style="list-style-type: none"> • write about taste, and culinary french culture <p>Reading:</p> <ul style="list-style-type: none"> • Answer simple questions related to learning outcomes. • Read words and simple sentences related to learning outcomes. • Responding to comprehension questions on simply written documents relating to learning outcomes. <p>Speaking:</p> <ul style="list-style-type: none"> • Communicate information about french food, and specialties <p>Listening:</p> <ul style="list-style-type: none"> • Understand predictable instructions, especially if the messages are spoken slowly and repeated. • Understand simple conversations related to the learning outcomes. • Responding to comprehension questionnaires on very short, recorded documents relating to learning outcomes. | <ul style="list-style-type: none"> - Recognize the vocabulary related to french food taken at breakfast. - Recognize the vocabulary related to drinks taken by French people at breakfast. - Consolidate the vocabulary related to fruits and vegetables. - Distinguish between the verbs "manger" and "boire". - Conjugate verbs " manger" and " boire" with the pronoun "je" at the present form. - Read and write simple words by recognizing the french alphabet/ sounds - Make simple sentences: express what do they like/don't like food/ what do they eat at breakfast. |
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Taking Action

Taking action is one of the five essential elements of the PYP and an intricate part of the inquiry cycle which could be interpreted as a “conclusion” to learning. When taking action, students make connections to new knowledge they have acquired and apply their skills in everyday life.

