

French

| Topic | Key Concepts | Related Concepts | Theme | ATL skills | Lines of Inquiry | Summative Assessments | Assessment Objectives |
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| All about me | Responsibility Change Perspective | Values, growth, subjectivity | 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. | Social Research | - Our own cultural heritage - Generational changes - Cultural similarities and differences | <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, and 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/ your family: 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 questions on very short, recorded documents relating to learning outcomes. | <ul style="list-style-type: none"> • To greet (formal and informal ways). • To say goodbye (formal and informal way) • To say his/her name/family name. • To Ask Q: what is your name / How are you? / How old are you? / What is your nationality? • Count from 0-20(in numbers and letters). • Express feelings. (Feelings with “être” and feelings with “avoir”.) • Express tastes.(loisirs/ aliments) • Name the family members (grands-parents : grand-père (papi), grand-mère (mami), parents : père (papa), mère (maman), enfants : frère, sœur). |



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| Weather and seasons | Connection Form Responsibility | adaptation, consequences | 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. | Thinking Communication | <ul style="list-style-type: none"> - How does weather influence the way people live - What are the elements of weather - How can we influence the climate | <p>Writing:</p> <ul style="list-style-type: none"> • Write a small paragraph about season and weather <p>Reading:</p> <ul style="list-style-type: none"> • Answer simple questions related to season, weather • Read words and simple sentences related to learning outcomes. • Responding to comprehension questionnaires on simple written documents relating to situations in the everyday life. <p>Speaking:</p> <ul style="list-style-type: none"> • Communicate information about weather • 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 questions 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. - Recognize the rural activities - Recognize the activities at the beach • Describe the nature (basic) - Count from 20-30 |
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| food and culture | Form Function Change | Properties, communication and behaviour, adaptations | 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. | Communication Thinking | <ul style="list-style-type: none"> - Forms of performing arts - How to create a successful performance - Similarities and differences between the features of Performing Arts | <p>Writing:</p> <ul style="list-style-type: none"> • Write a small paragraph about breakfast (french food) <p>Reading:</p> <ul style="list-style-type: none"> • Answer simple questions related to food. • 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 food. • 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 questions on very short, recorded documents relating to learning outcomes. | <ul style="list-style-type: none"> - Express your feelings with "avoir" and "être" - Express your needs - Refuse something - Become familiar with french monuments - Become familiar with french culinary culture - Count from 30-40 |
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| Directions | Form Causation Change | Patterns, consequences, sequences and adaptation | Where We Are in Place and Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives | Research Self-management | - How exploration has taken place over time - Reasons people explore - Explorers and explorations | <p>Writing:</p> <ul style="list-style-type: none"> • Write simple sentences to the precise itinerary. <p>Reading:</p> <ul style="list-style-type: none"> • Answer simple questions about directions • 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 directions. • 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 questions on very short, recorded documents relating to learning outcomes. | <ul style="list-style-type: none"> - recognize the places in the city - Ask about directions - Indicate directions - Recognize different means of transportation. • Recognize the simplest spatial prepositions. • Read the informative paragraph about itinerary |
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| Transportation n/ jobs | Function Causation Connection | Communication, pattern and impact, relationships and interdependence | 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. | Thinking Social | <ul style="list-style-type: none"> - Different types of forces and how they work - The relationship between force and motion - How we use our knowledge of forces to invent | <p>Writing:</p> <ul style="list-style-type: none"> • write simple sentences related to transportation <p>Reading:</p> <ul style="list-style-type: none"> • Answer simple questions related to learning outcomes. • Read simple texts related to learning outcomes. • Respond to comprehension questions on simply written documents relating to learning outcomes. <p>Speaking:</p> <ul style="list-style-type: none"> • Communicate information about transportation/ jobs • Ask other simple questions about way of transportation <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 different means of transportation - Use spatial prepositions - Recognize the most common jobs - Write sentences by using the verb "aller" |
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| Daily routine | Perspective Function Responsibility | Subjectivity, communication, initiative and rights | 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 Self-management | - Needs versus wants - Financial systems - Home to make a business successful | Writing: • Write a simple paragraph about needs and wants. Reading: • Answer simple questions related to learning outcomes. • Read simple texts related to learning outcomes. • Respond to comprehension questions on simply written documents relating to learning outcomes. Speaking: • Communicate information about needs, and wants • Ask other simple questions about needs, and wants Listening: • 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. | - Use idiomatic expressions related to the daily routine - Read the time - Use reflective verbs correctly - Write a small paragraph about your daily routine. |
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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.

