

## French

Topic	Key Concepts	Related Concepts	Theme	ATL skills	Lines of Inquiry	Summative Assessments	Assessment Objectives
Economies	Function Responsibility Connection	Systems, justice, interdependence	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making, economic activities and their impact on humankind and the environment.	TBC	- Different processes of decision making - Impact of our decisions on the economy. -The connections between local, national, and global economies	<p>Writing:</p> <ul style="list-style-type: none"> <li>• Write a dialogue: at the restaurant, at the supermarket</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Answer simple questions related to real-life scenes</li> <li>• Read and analyse texts related to learning outcomes.</li> <li>• Respond to comprehension questions on written documents related to real-life scenes</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>• Communicate information about their needs, and prices</li> </ul> <p>Listening:</p> <ul style="list-style-type: none"> <li>• Understand predictable instructions, especially if the messages are spoken slowly and repeated.</li> <li>• Understand simple conversations related to the learning outcomes.</li> <li>• Respond to comprehension questions on recorded documents related to learning outcomes.</li> </ul>	<p>Launch simple conversation: at the restaurant, at the supermarket</p> <p>Ask about the price</p> <p>Say a price</p> <p>Name different kinds of food</p>



Technology and society	Form Change Connection	Properties, transformation, networks, and relationships	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	TBC	<ul style="list-style-type: none"> <li>- Characteristics and properties of solids, liquids, and gases</li> <li>- How and why matter changes</li> <li>- Manipulating materials to affect change</li> </ul>	<p>Writing:</p> <ul style="list-style-type: none"> <li>• Write a paragraph to indicate itinerary</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Answer simple questions related to the city, jobs, directions and places in the city.</li> <li>• Read and analyse texts related to learning outcomes.</li> <li>• Respond to comprehension questions on written documents related to the city/ directions</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>• Communicate information about city/directions.</li> <li>• Ask other simple questions about directions and places in the city.</li> </ul> <p>Listening:</p> <ul style="list-style-type: none"> <li>• Understand predictable instructions, especially if the messages are spoken slowly and repeated.</li> <li>• Understand simple conversations related to the learning outcomes.</li> <li>• Respond to comprehension questions on recorded documents related to learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>- recognize the places in the city</li> <li>- Ask about directions</li> <li>- Indicate directions</li> <li>• Recognize and use spatial prepositions correctly.</li> <li>• Read an informative paragraph about itinerary</li> <li>- Numbers</li> </ul>
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<p>Hobbies, instructions, needs</p>	<p>Perspective Form Causation</p>	<p>Subjectivity, differences, consequences</p>	<p>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.</p>	<p>TBC</p>	<p>- Forms of persuasive communication - Reasons for communicating in various formats - Impact on audience</p>	<p>Writing: • Write a paragraph to hobbies Reading: • Answer simple questions related to hobbies • Read and analyse texts related to learning outcomes. • Respond to comprehension questions on written documents related to hobbies  Speaking: • Communicate information about hobbies• - Ask others about their hobbies. Listening: • Understand predictable instructions, especially if the messages are spoken slowly and repeated. • Understand simple conversations related to the learning outcomes. • Respond to comprehension questions on recorded documents related to learning outcomes.</p>	<p>- Recognize different hobbies - Express his hobbies - Refuse invitation - Accept invitation - Justify his point of view - Propose something</p>
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Climate	Causation Responsibility Function	Impact, initiative, 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.	TBC	<ul style="list-style-type: none"> <li>- Challenges and risks for children</li> <li>- Ways in which organizations work to protect children</li> <li>- Rights to equal opportunities</li> </ul>	<p>Writing:</p> <ul style="list-style-type: none"> <li>• Write a paragraph to seasons and weather</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Answer simple questions related to climate</li> <li>• Read and analyse texts related to learning outcomes.</li> <li>• Respond to comprehension questions on written documents related to seasons/ weather</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>• Communicate information about seasons, weather</li> <li>• Ask other simple questions about seasons, and weather</li> </ul> <p>Listening:</p> <ul style="list-style-type: none"> <li>• Understand predictable instructions, especially if the messages are spoken slowly and repeated.</li> <li>• Understand simple conversations related to the learning outcomes.</li> <li>• Respond to comprehension questions on recorded documents related to learning outcomes.</li> </ul> <p>"</p>	<p>Become familiar with weather vocabulary.</p> <ul style="list-style-type: none"> <li>• Describe the four seasons.</li> <li>• Learn the clothes we wear each season.</li> <li>• Use the adjectives of colors.</li> <li>• Become familiar with the activities that we can do during each season.</li> <li>- Recognize the rural activities</li> <li>- Recognize the activities at the beach</li> <li>• Describe the nature (basic)</li> </ul>
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Exhibition	All Concepts	Pattern, behaviour, impact, growth, relationships, belief, values, responsibility	<p>Where We Are in Place and Time</p> <p>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</p>	All Attributes	Exhibition	Exhibition	Exhibition
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My family, my culture and I	Form Change Connection	Properties, growth, interdependence	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	TBC	<ul style="list-style-type: none"> <li>- Biological, emotional and social wellbeing</li> <li>- Changes that occur during adolescence/puberty</li> <li>- How relationships contribute to our sense of self</li> </ul>	<p>Writing:</p> <ul style="list-style-type: none"> <li>• Write a descriptive paragraph about my family and I</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Answer simple questions related to identity</li> <li>• Read and analyse texts related to learning outcomes.</li> <li>• Respond to comprehension questions on written documents related to identity</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>• Communicate information about identity</li> <li>• Ask other simple questions about identity</li> </ul> <p>Listening:</p> <ul style="list-style-type: none"> <li>• Understand predictable instructions, especially if the messages are spoken slowly and repeated.</li> <li>• Understand simple conversations related to the learning outcomes.</li> <li>• Respond to comprehension questions on recorded documents related to learning outcomes.</li> </ul>	<p>To greet (formal and informal ways).</p> <ul style="list-style-type: none"> <li>• To say goodbye (formal and informal way)</li> <li>• To say his/her name/family name.</li> <li>• To Ask Q: what is your name / How are you? / How old are you? / What is your nationality.</li> <li>• Count from 0-20 (in numbers and letters).</li> <li>• Express feelings. (Feelings with “être” and feelings with “avoir”).</li> <li>• Express tastes. (loisirs/ aliments)</li> <li>• Name the family members (grands-parents : grand-père (papi), grand-mère (mami), parents : père (papa), mère (maman), enfants : frère, sœur).</li> </ul>
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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.

