

## French

Topic	Key Concepts	Related Concepts	Theme	ATL skills	Lines of Inquiry	Summative Assessments	Assessment Objectives
My school and my routine	Function Form Connection	Daily routines, time, home and school	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.	- Thinking - Communication	Choices we make everyday, physical and mental well-being, consequences and choices	<p>Writing:</p> <ul style="list-style-type: none"> <li>Put sentences in order related to action verbs and daily routine.</li> <li>Describe pictures by answering to question: qu'est-ce qu'il/elle fait? Ex: Il/elle saute.</li> <li>Complete a sentence by using the appropriate word.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>Answer simple questions related to school, taste and transportation, daily routine, and school activities.</li> <li>Read simple texts sentences related to learning outcomes.</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>Communicate information about his daily routine and taste (I like/ I don't like).</li> <li>Ask other simple questions about their activities and their tastes. (Qu'est-ce tu fais? Qu'est-ce que tu aimes? Qu'est-ce que tu n'aimes pas?)</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>Memorize some "comptines" related to learning outcomes.</li> </ul>	<p>Recognize the vocab. of school. (school material, in the playground)</p> <ul style="list-style-type: none"> <li>Recognize the vocab of simple actions at home (daily routine)/school.</li> <li>Read simple sentences.</li> <li>Expressing your tastes in the activities in class. (Ex: I like to read / I don't like to draw, etc.).</li> </ul> <p>- Count till 20</p>



My identity	Form, Function	Me, family, greetings, body parts.	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.	communication and research skills	Different types of maps, how people read and create maps, where we use and find maps.	<p>Writing:</p> <ul style="list-style-type: none"> <li>• Introduce yourself in a very simple way by answering simple questions on information such as first name, last name, age, and tastes.</li> <li>• Fill out an identity card.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Answer simple questions related to identity, numbers, family, and body parts.</li> <li>• Read words and simple sentences related to learning outcomes.</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>• Communicate information about yourself: first name, last name, age, tastes, feelings, following questions or without being questioned.</li> <li>• Ask other simple questions about themselves.</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>• Memorize some “comptines” related to greeting, family, body parts and numbers</li> </ul>	<p>- To greet/ Say goodbye (Bonjour, au revoir)</p> <ul style="list-style-type: none"> <li>• Present him/herself (name, family name, âge, gender [je suis une fille, je suis un garçon]).</li> <li>• Express emotions.</li> <li>• express their needs.</li> <li>• Distinguish between boy and girl.</li> <li>• Count from 0-10.</li> <li>• Write the numbers in letters (from 0-5 at least).</li> <li>• Name the family members (maman, papa, frère et soeur).</li> </ul>
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Sharing the planet	Causation Responsibility Function	Animals. Communities (school/ home)	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 skills, thinking skills, communication skills	- Impact of our actions on resources - The importance of sustainable practices - Reusing resources in different ways	<p>Writing:</p> <ul style="list-style-type: none"> <li>• Put sentences in order related to learning outcomes.</li> <li>• Describe pictures by answering to question.</li> <li>• Complete a sentence by using the appropriate word.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Answer simple questions related to animals, parts of the home.</li> <li>• Read simple texts related to learning outcomes.</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>• Communicate information about animals, school community, and parts of the home.</li> <li>• Ask other simple questions about animals, school community, and parts of the home.</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>• Memorize some “comptines” related to learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>- Name different names of pets.</li> <li>• Distinguish between animals on the farm and animals in the forest.</li> <li>• Recognize different places in the city.</li> <li>• Recognize the simplest spatial prepositions.</li> <li>• Recognize the vocab related to weather, and season.</li> <li>• Read simple sentences.</li> </ul>
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How the World Works	Form Change Connection	Transportation, weather, season	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, communication skills	<ul style="list-style-type: none"> <li>- Properties of light and sound</li> <li>- Manipulating light and sound for creativity</li> <li>- What life would be like without light and sound</li> </ul>	<p>Writing:</p> <ul style="list-style-type: none"> <li>• Put sentences in order related to learning outcomes.</li> <li>• Describe pictures by answering to question.</li> <li>• Complete a sentence by using the appropriate word.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Answer simple questions related to weather, transportation, seasons,.</li> <li>• Read simple texts sentences related to learning outcomes.</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>• Communicate information about weather, transportation, and season.</li> <li>• Ask other simple questions about weather, transportation, and season.</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>• Memorize some “comptines” related to learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize different means of transportation.</li> <li>• Say where do you live. (City or village).</li> <li>• Recognize different places in the city.</li> <li>• Recognize the simplest spatial prepositions.</li> <li>• Recognize the vocab related to weather, and season.</li> <li>• Read simple sentences.</li> </ul>
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Where we are in place and time	Function Causation Responsibility	City, places in the town, school, house	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.	Thinking, research skills	- The exploration of space - Structure of the universe - Responsibility of astronauts	<p>Writing:</p> <ul style="list-style-type: none"> <li>• Put sentences in order related to learning outcomes.</li> <li>• Describe pictures by answering question.</li> <li>• Complete a sentence by using the appropriate word.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Answer simple questions related to learning outcomes.</li> <li>• Read simples texts related to learning outcomes.</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>• Communicate information about city, home.</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>• Memorize some “comptines” related to learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>- Name the most common places in the city.</li> <li>- Identify the different places in school.</li> <li>- Review the different parts of house.</li> <li>- correctly Use the different prepositions of place.</li> <li>- Read simpe sentences related to the theme.</li> <li>- Master the usage of numbers from 20-30 (en chiffres et en lettres).</li> </ul>
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French culture	Form Fonction	culture, tradition, food	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 and social skills	- Different types of celebrations - Celebrations connect to beliefs and values - Reasons people celebrate	Writing: • Put sentences in order related to learning outcomes. • Describe pictures by answering to question. • Complete a sentence by using the appropriate word. Reading: • Answer simple questions related to food, fruits, vegetables, and french breakfast • Read simples texts sentences related to learning outcomes. Speaking: • Communicate information about food, fruits, vegetables, and french breakfast. • Ask other simples questions about food, fruits, vegetables, and french breakfast. Listening: • Understand predictable instructions, especially if the messages are spoken slowly and repeated. • Understand simple conversations related to the learning outcomes. • Memorize some “comptines” related to learning outcomes.	- Recognize the vocabulary related to french food taken at breakfast. - Consolidate the vocabulary related to fruits and vegetables. - Distinguish between verbs "manger" and " boire". - Read and write simple words by recognizing the french alphabet/ sounds
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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.

