

Subject Group Overview

French (MYP 1)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 1 - Quelle est mon identité culturelle?	Culture Identity	<i>Phase 1</i> - Audience, Context	Identities and relationships Identity formation	Our cultural identity is revealed through the country we live in, the people around us and the relationships we establish.	<i>Phase</i> B Reading Demonstrate understanding of explicit and implicit written information in multimodal texts What is the text type? What is the content? What details in the written language relate to the big ideas and explicit features of the multimodal text? (message: literal/explicit, implicit) Demonstrate understanding of conventions What are the language conventions used in the multimodal text? For example, formal and informal language, punctuation, word choice. What is the communicative purpose of the text? Who is the intended audience? What text conventions are used in the multimodal text? For example, use of colour, structure, format—layout and physical organization of the text. Demonstrate understanding of	Description Communication—communication skills •In order for students to demonstrate understanding of explicit and implicit information in multimodal texts (A i & B i) , they will need to read critically and for comprehension (ATL category: Communication, ATL cluster: Communication). •In order for students to use spoken language to communicate and interact with others (C i) , they will need to use a variety of media to communicate with a range of audience. Social •Working effectively with others •Listen actively to other perspectives and ideas Communication • I. Communication skills • Exchanging	Vocabulary •name •nationality •age •family •personality •physical appearance •tastes •languages •Cities and countries Grammar Masculine and feminine The agreement of names in gender and number The agreement of adjectives in gender and number Basic verbs ("to be" and "to have") -ER verbs

relationships between the various components of the multimodal text
Do they share the same context?

Does the text link to the student's personal world?

Emergent level (phase 1 and 2)

i. identify explicit and implicit information (facts, opinions, messages and supporting details)

ii. analyse conventions

iii. analyse connections

C Speaking

Use spoken language to communicate and interact with others

What is the role of the student/speaker?

What is the context?

Who is the audience?

What is the purpose of the interaction?

What is the message?

Demonstrate accuracy and fluency in speaking

How accurately is the language used?

To what extent is the language conversation intelligible?

Communicate clearly and effectively

How well does the student communicate information?

How accurately and fluently are the relevant information and ideas communicated?

Emergent level (phase 1

thoughts, messages and information effectively through interaction

- Use a variety of media to communicate with a range of audiences
- Reading, writing and using language to gather and communicate information
- Read critically and for comprehension

Social

- II. Collaboration skills
- Working effectively with others
- Listen actively to other perspectives and ideas

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 2- Qu'est-ce qu'il y a autour de moi?	Communication	<p><i>Phase 1</i> - Function, Message, Form</p> <p><i>Phase 2</i> - Form, Function, Message</p>	<p>Orientation in space and time</p> <p>Natural and human landscapes and resources</p>	Communication with others allows us to form a world around us at a specific time and place.	<p>and 2)</p> <p>i.use a wide range of vocabulary</p> <p>ii.use a wide range of grammatical structures generally accurately</p> <p>iii.use clear pronunciation and intonation in comprehensible manner</p> <p>iv.communicate all the required information clearly and effectively</p> <p>Phase B Reading Emergent level (phase 1 and 2)</p> <p>i.identify explicit and implicit information (facts, opinions, messages and supporting details)</p> <p>ii.analyse conventions</p> <p>iii.analyse connections</p> <p>D Writing Emergent level (phase 1 and 2)</p> <p>i.use a wide range of vocabulary</p> <p>ii.use a wide range of grammatical structures generally accurately</p> <p>iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices</p> <p>iv.communicate all the required information with a clear sense of</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Use a variety of speaking techniques to communicate with a variety of audiences Use appropriate forms of writing for different purposes and audiences Reading, writing and using language to gather and communicate information Read critically and for comprehension Make inferences and draw conclusions 	<p>common, high-frequency vocabulary and sentence structures for communicating meaning:</p> <p>common questions reasons for likes, dislikes, and preferences cultural aspects of communities</p>

audience and purpose
to suit the context

- Write for different purposes

Social

- II. Collaboration skills
- Working effectively with others
- Delegate and share responsibility for decision-making
- Listen actively to other perspectives and ideas

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Collect, record and verify data
- Access information to be informed and inform others

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Draw reasonable conclusions and generalizations
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 3 - Pourquoi faire la fête?	Culture	<p><i>Phase 1</i> - Purpose, Function</p> <p><i>Phase 2</i> - Function, Purpose</p>	<p>Personal and cultural expression</p> <p>Belief systems, Ritual and play</p>	The holidays and festivals we celebrate give us the opportunity to express and share our values and beliefs.	<p><i>Phase</i></p> <p>A Listening</p> <p>Emergent level (phase 1 and 2)</p> <p>i. identify explicit and implicit information (facts, opinions, messages and supporting details)</p> <p>ii. analyse conventions</p> <p>iii. analyse connections</p> <p>C Speaking</p> <p>Emergent level (phase 1 and 2)</p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. use clear pronunciation and intonation in comprehensible manner</p> <p>iv. communicate all the required information clearly and effectively</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use a variety of speaking techniques to communicate with a variety of audiences • Reading, writing and using language to gather and communicate information • Read critically and for comprehension • Read a variety of sources for information and for pleasure • Make inferences and draw conclusions • Write for different 	<p>might be unlikely or impossible</p> <ul style="list-style-type: none"> • Create novel solutions to authentic problems • X. Transfer skills • Utilizing skills and knowledge in multiple contexts • Apply skills and knowledge in unfamiliar situations <p>Students will:</p> <ul style="list-style-type: none"> • Discover French-speaking festivals and celebrations. • Explore the traditions and beliefs of French-speaking festivals and celebrations. • Take action to share our knowledge about the holidays at school and francophone festivals.

purposes

Social

- II. Collaboration skills
- Working effectively with others
- Delegate and share responsibility for decision-making
- Build consensus
- Listen actively to other perspectives and ideas
- Give and receive meaningful feedback

Self-management

- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Consider content
- What did I learn about today?
- What don't I yet understand?
- What questions do I have now?

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Collect, record and verify data
- Access information to be informed and inform others
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Locate, organize,

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 4 - What is school for?	Connections	<p><i>Phase 1</i> - Purpose, Structure</p> <p><i>Phase 2</i> - Structure, Purpose</p>	Fairness and development	School provides structure and purpose in our lives and allows us to develop and give us all different opportunities.	<p><i>Phase A Listening</i> Emergent level (phase 1 and 2)</p> <p>i. identify explicit and implicit information (facts, opinions, messages and supporting details)</p> <p>ii. analyse conventions</p> <p>iii. analyse connections</p> <p>D Writing Emergent level (phase 1 and 2)</p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. organize information effectively and coherently in an appropriate format using a wide range of</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Use intercultural understanding to interpret communication Use a variety of speaking techniques to communicate with a variety of audiences Reading, writing and using language to gather and communicate information 	<p>Students will:</p> <ul style="list-style-type: none"> Find out what they like to study, their interests and their skills. Explore different schools and the purpose of school. Take action by taking their learning in hand. <p>Grammar :</p> <p>Reflexive verbs</p> <p>The comparison and the superlative</p> <p>The near future</p>

simple and some complex cohesive devices
iv. communicate all the required information with a clear sense of audience and purpose to suit the context

- Read critically and for comprehension
- Make inferences and draw conclusions
- Write for different purposes
- Organize and depict information logically

Social

- II. Collaboration skills
- Working effectively with others
- Manage and resolve conflict and work collaboratively in teams
- Build consensus

Self-management

- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Consider content
- What did I learn about today?
- What don't I yet understand?
- What questions do I have now?
- Consider ATL skills development
- What can I already do?
- How can I share my skills to help peers who need more practice?
- What will I work on next?
- Consider personal learning strategies
- What can I do to become a more efficient and effective

learner?

- How can I become more flexible in my choice of learning strategies?
- What factors are important for helping me learn well?

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Access information to be informed and inform others

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Gather and organize relevant information to formulate an argument
- Draw reasonable conclusions and generalizations
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries

Subject Group Overview

French (MYP 2)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 1 : Quelle est mon identité culturelle?	Culture Identity	<i>Phase 2</i> - Audience, Context	Identities and relationships Identity formation		<i>Phase B Reading</i> Demonstrate understanding of explicit and implicit written information in multimodal texts What is the text type? What is the content? What details in the written language relate to the big ideas and explicit features of the multimodal text? (message: literal/explicit, implicit) Demonstrate understanding of conventions What are the language conventions used in the multimodal text? For example, formal and informal language, punctuation, word choice. What is the communicative purpose of the text? Who is the intended audience? What text conventions are used in the multimodal text? For example, use of colour, structure, format—layout and physical organization of the text. Demonstrate understanding of relationships between	Description Communication—communication skills •In order for students to demonstrate understanding of explicit and implicit information in multimodal texts (A i & B i) , they will need to read critically and for comprehension (ATL category: Communication, ATL cluster: Communication). •In order for students to use spoken language to communicate and interact with others (C i) , they will need to use a variety of media to communicate with a range of audience. Social •Working effectively with others •Listen actively to other perspectives and ideas Communication • I. Communication skills • Exchanging	Vocabulary •name •nationality •age •family •personality •physical appearance •tastes •languages •Cities and countries Grammar Masculine and feminine The agreement of names in gender and number The agreement of adjectives in gender and number Basic verbs ("to be" and "to have") -ER verbs

the various components of the multimodal text Do they share the same context? Does the text link to the student's personal world? Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts, opinions, messages and supporting details) ii. analyse conventions iii. analyse connections	thoughts, messages and information effectively through interaction
C Speaking Use spoken language to communicate and interact with others What is the role of the student/speaker? What is the context? Who is the audience? What is the purpose of the interaction? What is the message? Demonstrate accuracy and fluency in speaking How accurately is the language used? To what extent is the language conversation intelligible? Communicate clearly and effectively How well does the student communicate information? How accurately and fluently are the relevant information and ideas communicated? Emergent level (phase 1 and 2)	<ul style="list-style-type: none">• Use a variety of media to communicate with a range of audiences• Reading, writing and using language to gather and communicate information• Read critically and for comprehension Social <ul style="list-style-type: none">• II. Collaboration skills• Working effectively with others• Listen actively to other perspectives and ideas

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 2- Qu'est-ce qu'il y a autour de moi?	Communication	Phase 2 - Form, Function, Message	Orientation in space and time Natural and human landscapes and resources	Communication with others allows us to form a world around us at a specific time and place.	<p><i>Phase</i></p> <p>B Reading Emergent level (phase 1 and 2)</p> <p>i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections</p> <p>D Writing Emergent level (phase 1 and 2)</p> <p>i.use a wide range of vocabulary ii.use a wide range of grammatical structures generally accurately iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices iv.communicate all the required information with a clear sense of audience and purpose</p> <p>i.use a wide range of vocabulary ii.use a wide range of grammatical structures generally accurately iii.use clear pronunciation and intonation in comprehensible manner iv.communicate all the required information clearly and effectively</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Use a variety of speaking techniques to communicate with a variety of audiences Use appropriate forms of writing for different purposes and audiences Reading, writing and using language to gather and communicate information Read critically and for comprehension Make inferences and draw conclusions Write for different 	<p>common, high-frequency vocabulary and sentence structures for communicating meaning: locations and directions reasons for likes, dislikes, and preferences simple comparisons communities where French is spoken around the world cultural aspects of Francophone communities</p>

to suit the context

purposes

Social

- II. Collaboration skills
- Working effectively with others
- Delegate and share responsibility for decision-making
- Listen actively to other perspectives and ideas

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Collect, record and verify data
- Access information to be informed and inform others

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Draw reasonable conclusions and generalizations
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 3 - Pourquoi faire la fête?	Culture	<p><i>Phase 1</i> - Purpose, Function</p> <p><i>Phase 2</i> - Function, Purpose</p>	<p>Personal and cultural expression</p> <p>Belief systems, Ritual and play</p>	The holidays and festivals we celebrate give us the opportunity to express and share our values and beliefs.	<p><i>Phase</i></p> <p>A Listening</p> <p>Emergent level (phase 1 and 2)</p> <p>i. identify explicit and implicit information (facts, opinions, messages and supporting details)</p> <p>ii. analyse conventions</p> <p>iii. analyse connections</p> <p>C Speaking</p> <p>Emergent level (phase 1 and 2)</p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. use clear pronunciation and intonation in comprehensible manner</p> <p>iv. communicate all the required information clearly and effectively</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Use a variety of speaking techniques to communicate with a variety of audiences Reading, writing and using language to gather and communicate information Read critically and for comprehension Read a variety of sources for information and for pleasure Make inferences and draw conclusions Write for different purposes 	<p>impossible</p> <ul style="list-style-type: none"> Create novel solutions to authentic problems X. Transfer skills Utilizing skills and knowledge in multiple contexts Apply skills and knowledge in unfamiliar situations <p>Students will:</p> <ul style="list-style-type: none"> Discover French-speaking festivals and celebrations. Explore the traditions and beliefs of French-speaking festivals and celebrations. Take action to share our knowledge about the holidays at school and francophone festivals.

Social

- II. Collaboration skills
- Working effectively with others
- Delegate and share responsibility for decision-making
- Build consensus
- Listen actively to other perspectives and ideas
- Give and receive meaningful feedback

Self-management

- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Consider content
- What did I learn about today?
- What don't I yet understand?
- What questions do I have now?

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Collect, record and verify data
- Access information to be informed and inform others
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Locate, organize, analyse, evaluate,

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 4 - What is school for?	Connections	<p><i>Phase 1</i> - Purpose, Structure</p> <p><i>Phase 2</i> - Structure, Purpose</p>	Fairness and development	School provides structure and purpose in our lives and allows us to develop and give us all different opportunities.	<p><i>Phase A Listening</i> Emergent level (phase 1 and 2)</p> <p>i. identify explicit and implicit information (facts, opinions, messages and supporting details)</p> <p>ii. analyse conventions</p> <p>iii. analyse connections</p> <p>D Writing Emergent level (phase 1 and 2)</p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. organize information effectively and coherently in an appropriate format using a wide range of simple and some</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Use intercultural understanding to interpret communication Use a variety of speaking techniques to communicate with a variety of audiences Reading, writing and using language to gather and communicate information Read critically and 	<p>Students will:</p> <ul style="list-style-type: none"> Find out what they like to study, their interests and their skills. Explore different schools and the purpose of school. Take action by taking their learning in hand. <p>Grammar :</p> <p>Reflexive verbs</p> <p>The comparison and the superlative</p> <p>The near future</p>

complex cohesive devices
iv. communicate all the required information with a clear sense of audience and purpose to suit the context

for comprehension

- Make inferences and draw conclusions
- Write for different purposes
- Organize and depict information logically

Social

- II. Collaboration skills
- Working effectively with others
- Manage and resolve conflict and work collaboratively in teams
- Build consensus

Self-management

- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Consider content
- What did I learn about today?
- What don't I yet understand?
- What questions do I have now?
- Consider ATL skills development
- What can I already do?
- How can I share my skills to help peers who need more practice?
- What will I work on next?
- Consider personal learning strategies
- What can I do to become a more efficient and effective learner?

- How can I become more flexible in my choice of learning strategies?
- What factors are important for helping me learn well?

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Access information to be informed and inform others

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Gather and organize relevant information to formulate an argument
- Draw reasonable conclusions and generalizations
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries

French (MYP 3)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 1- Friendly communication	Communication	Phase 2 - Form,			Phase B Reading	Description	common, high-frequency vocabulary

Structure

Emergent level (phase 1 and 2)

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
- ii. analyse conventions
- iii. analyse connections

D Writing

Emergent level (phase 1 and 2)

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices
- iv. communicate all the required information with a clear sense of audience and purpose to suit the context

Communication – communication skills

• In order for students to **demonstrate understanding of explicit and implicit information in multimodal texts (A i & B i)**, they will need to **read critically and for comprehension** (ATL category: Communication, ATL cluster: Communication).

• In order for students to **use spoken/written language to communicate and interact with others (C i & D i)**, they will need to **use a variety of media to communicate with a range of audience.**

Social

- Working effectively with others
- Listen actively to other perspectives and ideas

Communication

- I. Communication skills
- Exchanging thoughts, messages and information effectively through interaction
- Use a variety of

and sentence structures for communication in past, present, and future time frames: a variety of questions descriptions of items, people, and personal interests reasons for preferences, emotions, and physical states Francophone communities around the world

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 2-A quoi sert l'école?	Connections	Phase 2 - Purpose, Structure	<p>Fairness and development</p> <p>Power and privilege, Imagining a hopeful future, Human capability and development, Inequality, Rights</p>	School provides structure and purpose in our lives and allows us to develop and give us all different opportunities.	<p>Phase</p> <p>C Speaking Emergent level (phase 1 and 2) i.use a wide range of vocabulary ii.use a wide range of grammatical structures generally accurately iii.use clear pronunciation and intonation in comprehensible manner iv.communicate all the required information clearly and effectively</p> <p>D Writing Emergent level (phase 1 and 2) i.use a wide range of vocabulary ii.use a wide range of grammatical structures generally accurately iii.organize information</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Use intercultural understanding to interpret communication Use a variety of speaking techniques to communicate with a variety of audiences Use appropriate forms of writing for different purposes and audiences 	<p>speaking techniques to communicate with a variety of audiences</p> <ul style="list-style-type: none"> Reading, writing and using language to gather and communicate information Read critically and for comprehension <p>Social</p> <ul style="list-style-type: none"> II. Collaboration skills Working effectively with others Listen actively to other perspectives and ideas <p>common, high-frequency vocabulary and sentence structures for communication in past, present, and future time frames: comparisons and contrasts beliefs and opinions cultural aspects of communities cultural aspects of Francophone communities</p>

effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices
iv. communicate all the required information with a clear sense of audience and purpose to suit the context

- Reading, writing and using language to gather and communicate information
- Read critically and for comprehension
- Make inferences and draw conclusions
- Write for different purposes
- Organize and depict information logically

Social

- II. Collaboration skills
- Working effectively with others
- Manage and resolve conflict and work collaboratively in teams
- Build consensus

Self-management

- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Consider content
- What did I learn about today?
- What don't I yet understand?
- What questions do I have now?
- Consider ATL skills development
- What can I already do?
- How can I share my skills to help peers who need more practice?
- What will I work on next?

- Consider personal learning strategies
- What can I do to become a more efficient and effective learner?
- How can I become more flexible in my choice of learning strategies?
- What factors are important for helping me learn well?

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Access information to be informed and inform others

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Gather and organize relevant information to formulate an argument
- Draw reasonable conclusions and generalizations
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 3 - Pourquoi faire la fête?	Culture	<p><i>Phase 1</i> - Function, Purpose</p> <p><i>Phase 2</i> - Function, Purpose</p>	<p>Personal and cultural expression</p> <p>Belief systems, Ritual and play</p>	The holidays and festivals we celebrate give us the opportunity to express and share our values and beliefs.	<p><i>Phase</i></p> <p>A Listening</p> <p>Emergent level (phase 1 and 2)</p> <p>i. identify explicit and implicit information (facts, opinions, messages and supporting details)</p> <p>ii. analyse conventions</p> <p>iii. analyse connections</p> <p>B Reading</p> <p>Emergent level (phase 1 and 2)</p> <p>i. identify explicit and implicit information (facts, opinions, messages and supporting details)</p> <p>ii. analyse conventions</p> <p>iii. analyse connections</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Use a variety of speaking techniques to communicate with a variety of audiences Reading, writing and using language to gather and communicate information Read critically and for comprehension Read a variety of sources for information and for pleasure Make inferences and draw conclusions Write for different purposes <p>Social</p> <ul style="list-style-type: none"> II. Collaboration skills Working effectively with others Delegate and share responsibility for decision-making Build consensus Listen actively to other perspectives and ideas 	<ul style="list-style-type: none"> Discover French-speaking festivals and celebrations. Explore the traditions and beliefs of French-speaking festivals and celebrations. Take action to share our knowledge of French festivals and festivals at school. <p>Grammar :</p> <ul style="list-style-type: none"> - Re verbs - Modal verbs (pouvoir, vouloir, devoir, savoir) - the plural of nouns in -al and -au

- Give and receive meaningful feedback

Self-management

- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Consider content
- What did I learn about today?
- What don't I yet understand?
- What questions do I have now?

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Collect, record and verify data
- Access information to be informed and inform others
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

Thinking

- IX. Creative thinking skills
- Generating novel

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 4 - What do you like to eat?	Culture	<p><i>Phase 1</i> - Context, Conventions</p> <p><i>Phase 2</i> - Context, Conventions</p>	<p>Identities and relationships</p> <p>Health and well-being, Lifestyle choices</p>	A country's culinary practices reflect its geographic context, culture and identity.	<p><i>Phase A Listening</i> Emergent level (phase 1 and 2)</p> <p>i. identify explicit and implicit information (facts, opinions, messages and supporting details)</p> <p>ii. analyse conventions</p> <p>iii. analyse connections</p> <p>C Speaking Emergent level (phase 1 and 2)</p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. use clear pronunciation and intonation in comprehensible manner</p> <p>iv. communicate all the required information clearly and effectively</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Use a variety of speaking techniques to communicate with a variety of audiences Reading, writing and using language to gather and communicate information Read critically and for comprehension Write for different purposes <p>Research</p> <ul style="list-style-type: none"> VI. Information literacy skills Finding, interpreting, judging and creating information Access information to be informed and inform others Use memory 	<p>ideas and considering new perspectives</p> <ul style="list-style-type: none"> Use brainstorming and visual diagrams to generate new ideas and inquiries <p>Students will:</p> <ul style="list-style-type: none"> Discover different types of food and national dishes francophones. Explore the dishes we eat and their nutritional value. Take action by tasting new, varied and unique foods. <p>Grammar:</p> <ul style="list-style-type: none"> The partitive article The quantity The imperative

techniques to develop long-term memory

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Gather and organize relevant information to formulate an argument
- Draw reasonable conclusions and generalizations
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Apply skills and knowledge in unfamiliar situations

French (MYP 4)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 1- Friendly communication	Communication	<i>Phase 2</i> - Form, Structure			<p><i>Phase</i></p> <p>B Reading</p> <p>Emergent level (phase 1 and 2)</p> <p>i. identify explicit and implicit information (facts, opinions, messages and</p>	<p>Description</p> <p>Communication – communication skills</p> <p>•In order for students to demonstrate</p>	<p>common, high-frequency vocabulary and sentence structures for communication in past, present, and future time frames: a variety of questions descriptions of items,</p>

supporting details)
ii.analyse conventions
iii.analyse connections

D Writing

Emergent level (phase 1 and 2)

- i.use a wide range of vocabulary
- ii.use a wide range of grammatical structures generally accurately
- iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices
- iv.communicate all the required information with a clear sense of audience and purpose to suit the context

understanding of explicit and implicit information of written information in multimodal texts (A i & B i), they will need to **read critically and for comprehension** (ATL

category: Communication, ATL cluster: Communication).

•In order for students to **use spoken/written language to communicate and interact with others (C i & D i)**, they will need to **use a variety of media to communicate with a range of audience.**

Social

•Working effectively with others

•Listen actively to other perspectives and ideas

Communication

- I. Communication skills
- Exchanging thoughts, messages and information effectively through interaction
- Use a variety of speaking techniques to communicate with a variety of audiences
- Reading, writing and

people, and personal interests reasons for preferences, emotions, and physical states Francophone communities around the world

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 2-What is school for?	Connections	Phase 2 - Purpose, Structure	Fairness and development Power and privilege, Imagining a hopeful future, Human capability and development, Inequality, Rights		<p>Phase</p> <p>C Speaking Emergent level (phase 1 and 2)</p> <p>i.use a wide range of vocabulary ii.use a wide range of grammatical structures generally accurately iii.use clear pronunciation and intonation in comprehensible manner iv.communicate all the required information clearly and effectively</p> <p>D Writing Emergent level (phase 1 and 2)</p> <p>i.use a wide range of vocabulary ii.use a wide range of grammatical structures generally accurately iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Use intercultural understanding to interpret communication Use a variety of speaking techniques to communicate with a variety of audiences Use appropriate forms of writing for different purposes and audiences Reading, writing and using language to gather and communicate information 	<p>using language to gather and communicate information</p> <ul style="list-style-type: none"> Read critically and for comprehension <p>Social</p> <ul style="list-style-type: none"> II. Collaboration skills Working effectively with others Listen actively to other perspectives and ideas

complex cohesive devices
iv. communicate all the required information with a clear sense of audience and purpose to suit the context

- Read critically and for comprehension
- Make inferences and draw conclusions
- Write for different purposes
- Organize and depict information logically

Social

- II. Collaboration skills
- Working effectively with others
- Manage and resolve conflict and work collaboratively in teams
- Build consensus

Self-management

- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Consider content
- What did I learn about today?
- What don't I yet understand?
- What questions do I have now?
- Consider ATL skills development
- What can I already do?
- How can I share my skills to help peers who need more practice?
- What will I work on next?
- Consider personal learning strategies
- What can I do to become a more efficient and effective

- learner?
- How can I become more flexible in my choice of learning strategies?
 - What factors are important for helping me learn well?

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Access information to be informed and inform others

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Gather and organize relevant information to formulate an argument
- Draw reasonable conclusions and generalizations
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 3 - Pourquoi faire la fête?	Culture	Phase 1 - Function, Purpose	Personal and cultural expression	The holidays and festivals we celebrate	Phase A Listening Emergent level (phase 1	Description Communication	• Discover French-speaking festivals and

Phase 2 - Function, Purpose

Belief systems, Ritual and play

give us the opportunity to express and share our values and beliefs.

and 2)

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
- ii. analyse conventions
- iii. analyse connections

B Reading

Emergent level (phase 1 and 2)

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
- ii. analyse conventions
- iii. analyse connections

- I. Communication skills
- Exchanging thoughts, messages and information effectively through interaction
- Give and receive meaningful feedback
- Use a variety of speaking techniques to communicate with a variety of audiences
- Reading, writing and using language to gather and communicate information
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Write for different purposes

Social

- II. Collaboration skills
- Working effectively with others
- Delegate and share responsibility for decision-making
- Build consensus
- Listen actively to other perspectives and ideas
- Give and receive meaningful feedback

Self-management

- V. Reflection skills
- (Re-)considering the

celebrations.

- Explore the traditions and beliefs of French-speaking festivals and celebrations.

- Take action to share our knowledge of French festivals and festivals at school.

Grammar :

- Re verbs
- Modal verbs (pouvoir, vouloir, devoir, savoir)
- the plural of nouns in -al and -au

process of learning;
choosing and using
ATL skills

- Consider content
- What did I learn about today?
- What don't I yet understand?
- What questions do I have now?

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Collect, record and verify data
- Access information to be informed and inform others
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

Thinking

- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 4 - What do you like to eat?	Culture	<p><i>Phase 1</i> - Context, Conventions</p> <p><i>Phase 2</i> - Context, Conventions</p>	<p>Identities and relationships</p> <p>Health and well-being, Lifestyle choices</p>	A country's culinary practices reflect its geographic context, culture and identity.	<p><i>Phase</i></p> <p>A Listening</p> <p>Emergent level (phase 1 and 2)</p> <p>i. identify explicit and implicit information (facts, opinions, messages and supporting details)</p> <p>ii. analyse conventions</p> <p>iii. analyse connections</p> <p>C Speaking</p> <p>Emergent level (phase 1 and 2)</p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. use clear pronunciation and intonation in comprehensible manner</p> <p>iv. communicate all the required information clearly and effectively</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Use a variety of speaking techniques to communicate with a variety of audiences Reading, writing and using language to gather and communicate information Read critically and for comprehension Write for different purposes <p>Research</p> <ul style="list-style-type: none"> VI. Information literacy skills Finding, interpreting, judging and creating information Access information to be informed and inform others Use memory techniques to develop long-term memory <p>Thinking</p> <ul style="list-style-type: none"> VIII. Critical thinking 	<p>to generate new ideas and inquiries</p> <p>Students will:</p> <ul style="list-style-type: none"> Discover different types of food and national dishes francophones. Explore the dishes we eat and their nutritional value. Take action by tasting new, varied and unique foods. <p>Grammar:</p> <ul style="list-style-type: none"> The partitive article The quantity The imperative

- skills
- Analysing and evaluating issues and ideas
- Gather and organize relevant information to formulate an argument
- Draw reasonable conclusions and generalizations
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Apply skills and knowledge in unfamiliar situations

French (MYP 5)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 1 - What does speaking French mean ?	Culture Relationships	<i>Phase 3</i> - Empathy, Idiom, Context	Orientation in space and time Peoples, Boundaries, Exchange and interaction	The languages spoken in different parts of the world reflect the historical influence of certain countries (the Francophonie). France has, in its history, a lot influenced the world. It creates a common sense of belonging to the same language.	<i>Phase C Speaking</i> Capable level (phase 3 and 4) i.use a wide range of vocabulary ii.use a wide range of grammatical structures generally accurately iii.use clear pronunciation and intonation in a comprehensible manner	Description Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Use intercultural understanding to interpret	commonly used vocabulary and sentence structures for communication in past, present, and future time frames: various types of questions opinions about familiar topics idiomatic expressions from across la francophonie

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 2 - How to help our planet, the Earth?	Creativity	<i>Phase 3 - Empathy, Purpose</i>	<p>Globalization and sustainability</p> <p>Human impact on the environment, Consumption, Conservation, Scarcity, Natural resources and public goods</p>	Creative and innovative solutions to global environmental problems in order to provide a better life for all living creatures who share planet Earth.	<p>iv. communicate all the required information clearly and effectively</p> <p>D Writing Capable level (phase 3 and 4)</p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices</p> <p>iv. communicate all the required information with a clear sense of audience and purpose to suit the context</p> <p><i>Phase 3</i> B: Comprehending written and visual text</p> <p>i. show understanding of information, main ideas and supporting details, and draw conclusions</p> <p>ii. understand basic conventions including aspects of format and style, and author's purpose for writing</p> <p>iii. engage with the written and visual text by identifying ideas,</p>	<p>communication</p> <ul style="list-style-type: none"> Use a variety of speaking techniques to communicate with a variety of audiences Use appropriate forms of writing for different purposes and audiences <p>Research</p> <ul style="list-style-type: none"> VII. Media literacy skills Interacting with media to use and create ideas and information Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks) <p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Use a variety of speaking techniques to communicate with a variety of audiences Negotiate ideas and knowledge with 	commonly used vocabulary and sentence structures for communication in past, present, and future time frames: opinions about familiar topics elements of a variety of types of texts

opinions and attitudes and by making a response to the text based on personal experiences and opinions

C: Communicating in response to spoken and/or written and/or visual text

i. respond appropriately to spoken and/or written and/or visual text

ii. interact in rehearsed and unrehearsed exchanges

iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations

iv. communicate with a sense of audience and purpose

peers and teachers

- Collaborate with peers and experts using a variety of digital environments and media

- Reading, writing and using language to gather and communicate information
- Make inferences and draw conclusions
- Structure information in summaries, essays and reports

Social

- II. Collaboration skills
- Working effectively with others
- Practise empathy
- Take responsibility for one's own actions

Self-management

- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Develop new skills, techniques and strategies for effective learning
- Consider ATL skills development
- What can I already do?
- How can I share my skills to help peers who need more practice?
- What will I work on next?
- Consider ethical, cultural and

environmental
implications

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Process data and report results
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
- Demonstrate awareness of media interpretations of events and ideas (including digital social media)

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 3 - What is school for?	Connections	<p><i>Phase 2</i> - Structure, Purpose</p> <p><i>Phase 3</i> - Purpose, Structure</p>	<p>Fairness and development</p> <p>Power and privilege, Imagining a hopeful future, Inequality,</p>	School provides structure and purpose in our lives and allows us to develop and give us all different opportunities.	<p><i>Phase A Listening</i></p> <p>Emergent level (phase 1 and 2)</p> <p>i. identify explicit and implicit information (facts, opinions,</p>	<p>ideas</p> <ul style="list-style-type: none"> Evaluate and manage risk Formulate factual, topical, conceptual and debatable questions Consider ideas from multiple perspectives IX. Creative thinking skills Generating novel ideas and considering new perspectives Use brainstorming and visual diagrams to generate new ideas and inquiries Create original works and ideas; use existing works and ideas in new ways X. Transfer skills Utilizing skills and knowledge in multiple contexts Compare conceptual understanding across multiple subject groups and disciplines Make connections between subject groups and disciplines <p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages 	<p>commonly used vocabulary and sentence structures for communication in past, present, and future time frames:</p> <p>degrees of likes and</p>

Difference and inclusion

messages and supporting details)
 ii. analyse conventions
 iii. analyse connections

C Speaking

Emergent level (phase 1 and 2)

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in comprehensible manner
- iv. communicate all the required information clearly and effectively

and information effectively through interaction

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Reading, writing and using language to gather and communicate information
- Read critically and for comprehension
- Make inferences and draw conclusions
- Write for different purposes
- Organize and depict information logically

Social

- II. Collaboration skills
- Working effectively with others
- Manage and resolve conflict and work collaboratively in teams
- Build consensus

Self-management

- V. Reflection skills
- (Re-)considering the process of learning; choosing and using

dislikes opinions about familiar topics elements of a variety of types of texts

ATL skills

- Consider content
- What did I learn about today?
- What don't I yet understand?
- What questions do I have now?
- Consider ATL skills development
- What can I already do?
- How can I share my skills to help peers who need more practice?
- What will I work on next?
- Consider personal learning strategies
- What can I do to become a more efficient and effective learner?
- How can I become more flexible in my choice of learning strategies?
- What factors are important for helping me learn well?

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Access information to be informed and inform others

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 4 - What do you like to eat?	Culture	<i>Phase 2</i> - Context, Conventions	Identities and relationships Health and well-being, Lifestyle choices	A country's culinary practices reflect its geographic context, culture and identity.	<i>Phase A Listening</i> Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts, opinions, messages and supporting details) ii. analyse conventions iii. analyse connections B Reading Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts, opinions, messages and supporting details) ii. analyse conventions iii. analyse connections	ideas <ul style="list-style-type: none"> Gather and organize relevant information to formulate an argument Draw reasonable conclusions and generalizations IX. Creative thinking skills Generating novel ideas and considering new perspectives Use brainstorming and visual diagrams to generate new ideas and inquiries 	Students will: <ul style="list-style-type: none"> Discover different types of food and national dishes francophones. Explore the dishes we eat and their nutritional value. Take action by tasting new, varied and unique foods. Grammar: <ul style="list-style-type: none"> The partitive article The quantity The imperative

purposes

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Access information to be informed and inform others
- Use memory techniques to develop long-term memory

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Gather and organize relevant information to formulate an argument
- Draw reasonable conclusions and generalizations
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Apply skills and knowledge in unfamiliar situations