

Subject Group Overview -Language Acquisition FRENCH

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Rationale

MYP Language acquisition is subdivided in phases to reflect the fact that students should follow a language programme based on their readiness level rather than their grade level. This is particularly important for language beginners who need to build a base before progressing towards higher levels. The IBO is fully aware of this and recommends not giving emphasis to Global contexts in phases 1 and 2.

At BIS, the progression of language skills is based on that of two textbook series: Club @dos for grades 6, 7, 8 et 9 , and Version Originale 3 for grade 10. All phases normally take one year to complete. Sometimes, some phases might be joined if the group has too many phases in it.

Grades 6,7,8

- Phase 1 and 2 are on based on Club @dos 1 & 2 (Level A1 and A2 on CEFR)
- Phase 3 and 4 are based on Club @dos 2 & 3 (Level A2 and B1 on CEFR)
- Phase 5 and 6 focus their learning on authentic resources such as novels and online resources that are age appropriate. (Level B2 and C1 CEFR)

Grades 9-10

- Students in grades 9-10 may be in phase 2 to phase 6.
- Phase 2,3 or 4 students may follow programmes based on Club @dos 2 and 3 as well as Version Originale 3. (Level A2 and B1 on CEFR)
- Phase 5 and 6 focus their learning on authentic resources such as novels and online resources that are age appropriate. (Level B2 and C1 CEFR)

Key and related concepts

- The Key Concepts that must be addressed in language acquisition classes are Communication, Culture, Creativity, and Connections. However, other concepts may also be addressed.
- In MYP language acquisition, related concepts are grouped according to phases, the requirement being to address each concept at least once in the course of the relevant phases groupings(Phases 1 and 2, phases 3 and 4 , phases 5 and 6)
- To reflect the flexible nature of our programmes, Key and Related concepts are determined by phases instead of grades. Therefore, numbers highlighted below are determined according to relevant phase groupings.

2019-2021

Grades 6, 8, Phase 1 - (Based on Club @dos1)

Unit title:	Key concept:	Related concept(s) :	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
CA1/1 -Les copains et moi. 7 weeks	Connections	message, patterns	Identities and relationships	Patterns help us to send clear messages in order to make connections and establish good relationships.	Ai,ii,iii B, i, Ci,ii,iii,iv D i,ii,iii	I. Communication skills <i>Exchanging thoughts, messages and information effectively through interaction</i> -Use intercultural understanding to interpret communication -Interpret and use effectively modes of non-verbal communication III. Organization skills <i>Managing time and tasks effectively</i> - Bring necessary equipment and supplies to class - Keep an organized and logical system of information files /notebooks	The purpose of this unit is for students to be able to greet people in the target language, introduce themselves by mentioning basic identity information such as where they live and where they are from, and describe someone's personality. Know - verbs etre avoir , s'appeler, some personality adjectives Understand - French syntax has its own set of codes which are different to English D0 Understand basic interactions about personal introductions, introduce yourself and someone else., identify people and objects
CA1/2 - Qu'est-ce que j'aime? 7 weeks	Connections	Form , purpose patterns	Identities and relationships	The purpose of connections is to define identities and establish relationships.	Aiii B,iii C, i,ii,iii D i,ii	VIII. Critical thinking skills <i>Analysing and evaluating issues and ideas</i> - Revise understanding based on new information and evidence X. Transfer skills <i>Utilizing skills and knowledge in multiple contexts</i> - Apply skills and knowledge in unfamiliar situations	In this unit the students will start expressing their opinion about hobbies, they will learn how to ask someone's age and say their age, and also identify and describe objects. Know vocab of school equipment, months, numbers, ER verb endings, definite articles Understand - regular verbs follow patterns, article and adjectives follow noun gender patterns Do - identify and describe objects, ask and give info about birthdays, express tastes and distates
CA1/3 - L'école 7 weeks	Systems	Structure, function, form	Identities and relationships	The structure of systems help us develop our identity.	Ci,ii,iii,iv D i,ii,iii	I Communication skills <i>Exchanging thoughts, messages and information effectively through interaction</i> - Use appropriate forms of writing for different purposes and audiences VI. Information literacy skills	In this unit the students will learn about the context of a school. They will identify school objects, talk about their school subjects, their timetable and explain what belongs to them. <ul style="list-style-type: none"> Pronunciation and spelling of nasal sounds: on / en / in

						<p><i>Finding, interpreting, judging and creating information</i> Use memory techniques to develop long-term memory</p> <ul style="list-style-type: none"> • Present information in a variety of formats and platforms 	<ul style="list-style-type: none"> • Vocabulary: School subjects / opinions / telling the time / rules / facilities. • Grammar: Present tense of regular verbs 1) être, avoir, 2) aller, faire, 3) devoir, pouvoir, vouloir. • Grammar: Question formation. • Giving and justifying an opinion. • Reading in / un / ain reading o, au, aux, eau, eaux reading oi reading ai, è, reading é, er, ez
CA1/4 - Ma famille est sportive. 7 weeks	Culture	patterns, word choice, audience	Personal and cultural expression	language patterns and word choices vary depending on our personal and cultural expression.	Bi,ii C, i,ii,iii,iv D i, A, ii	<p>Communication skills</p> <ul style="list-style-type: none"> • Use a variety of media to communicate with a range of audiences • Collaborate with peers and experts using a variety of digital environments and media 	<p>This unit is about family members and sport activities. The students will be able to describe their family, give the names, give physical description, describe their hobbies and talk about immediate plans.</p> <ul style="list-style-type: none"> • Family members • Various forms of leisure activities • Asking questions in French (the 3 ways and their relationship to audience) • Jouer au / à la / à le / aux faire du / de la / des / de l' • Knowledge of the present tense : regular and irregular • Expressing frequency
CA 1/ 5 - J'habite en ville, et toi? 7 weeks	Communities	Context, meaning, accent	Orientation in space and time	Accents vary between the communities in which the language is spoken and will influence the meaning of some words depending on the context.	a i b 1 c ii d i	<p>I. Communication skills <i>Exchanging thoughts, messages and information effectively through interaction</i> - Use intercultural understanding to interpret communication <i>Reading, writing and using language to gather and communicate information</i> - Use and interpret a range of discipline-specific terms and symbols</p> <p>II. Collaboration skills <i>Working effectively with others</i> - Use social media networks appropriately to build and develop relationships</p>	<p>This unit is about understanding and describing what is in the city around us. The students will be to give information about services, help with directions and talk about jobs.</p> <ul style="list-style-type: none"> • Describe your neighborhood and your city • Talk about jobs • Learn about Brussel • Ask and give directions • Understand road signs and rules • Use key verbs such as 'aller', 'prendre' et 'faire' • Use the feminine words for jobs

Grades 6,7, Phase 2/ 3(2.1) (Based on Club @dos2.1)

Unit Title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
CA2/1 le look 7 weeks	Identity	Phase 2 - Context,	Personal and cultural expression	An audience can influence our personal	A,ii,iii C,iii,iv Dii,iii	I. Communication <i>Exchanging thoughts, messages and information</i>	In this unit, the students will review the key vocabulary of clothes and the use of adjectives in

		Patterns, Audience <i>Phase 3 - Audience, Context, Conventions</i>		and cultural expression thus impacting our identity.	A iii B iii C iii D ii	<i>effectively through interaction</i> -Give and receive meaningful feedback <i>Reading, writing and using language to gather and communicate information</i> -Preview and skim texts to build understanding	order to be able to describe styles and physical appearance. • KNOW vocab of clothes, possessives (my, you, his/her), Conjugation of ER verbs, couloir, pouvoir, aller • UNDERSTAND - noun / adjective agreements - subject/ verb agreements - noun /article or possessive or demonstrative agreements • DO - interact in prepared role plays in a clothes shop , expressing permission, and plans. Identify main points of advertisements.
CA2/2 Chez moi 7 weeks	Communication	Meaning message structure	Orientation in Space and time	Communicating messages will vary as we orientat in space and time.	A i B,i,ii Ciii D i,ii A iii B iii C iii D ii	I. Communication <i>Exchanging thoughts, messages and information effectively through interaction</i> • Use a variety of media to communicate with a range of audiences	The students will learn the vocabulary of housing + cities, important cohesive devices in order to organize ideas, key expressions to give directions, important prepositions of places to be more precise when describing locations. KNOW - daily activities, rooms in a house, bedroom objects, household chores, furniture - the verb venir UNDERSTAND - how to use reflexive verbs - how to express the recent past action - how to compare people and objects DO - respond to images of different houses and bedroom - make a video/presentation of one day in their home life
CA2/3 Le sport c'est important 7 weeks	Connections	Function, form Function, point of view	Identities and relationships.	Our point of view and form of expression can help us make connections to develop relationships.	Aii,iii B i, ii, iii C iii,iv D ii,iii A iii B iii C i, iii D ii	I. Communication <i>Reading, writing and using language to gather and communicate information</i> • Write for different purposes • Paraphrase accurately and concisely • Organize and depict information logically	In this unit the students will reflect and discuss the importance of exercising and being active. KNOW: Vocab of sports, equipment and other derived vocabulary (teams, run, etc) - direct and indirect object pronouns. UNDERSTAND: how to use Direct and indirect object pronouns. DO : Interact in exchanges, inviting each other to practice a particular sport - READ or VIEW brochures about sport in general and particular sports - WRITE and PRESENT a presentation about an extreme sport.
CA2/4 Le club des gourmands 7 weeks	Culture	context conventions	Identities and relationships	Our culture sets a context and establishes conventions that will determine identities and relationships.	Phase 2 Bi,ii,iii C,i,ii,iii,iv D i,ii,iii Phase 3 Bi,ii,iii C,i,ii,iii,iv	VI. Information literacy <i>Finding, interpreting, judging and creating information</i> • Access information to be informed and inform others (with a focus on infographics)	In this unit, the students will reflect and discuss the importance of healthy food habits. They will review the basic vocabulary of food. They will also learn about typical dishes from the target culture and look more specifically at the French cuisine. KNOW: vocab of food, drink, and eating habits UNDERSTAND:how to use partitives, direct object pronouns

					D i,ii,iii		DO: make survey on food habits, research food habits in some particular country, read infographics on food habits
CA2 / 5 Partons a la campagne 7 weeks	Communication	Context Word choice Audience	Orientation in space and time	Word choice and context will impact our communication as we orientat in space and time.	C,iii,iv D i,ii,iii	VIII . Critical thinking <i>Analysing and evaluating issues and ideas</i> -Evaluate evidence and arguments -Consider ideas from multiple perspective	In this unit the students will learn about activities in the countryside and key places in the countryside. They will also learn how to talk about the past using the perfect tense. Finally they will write a blog about a past holiday. KNOW vocab of transports, countryside activities, key places in the countryside. UNDERSTAND how to switch from passé-composé to present or immediate future DO understand postcards and blogs, write a narrative of a past holiday.

Grade 6, 7 phase 5 (authentic resources)

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objective s:	ATL Skills:	Content:
Lire pour apprendre 7 weeks	Development	Purpose, Stylistic choices, Context	Personal and cultural expression	Reading enables the development of our language and our imagination.	A iii B iii C ii D i	I. Communication skills <i>Reading, writing and using language to gather and communicate information</i> -Read critically and for comprehension -Read a variety of sources for information and for pleasure X. Transfer skills <i>Utilizing skills and knowledge in multiple contexts</i> - Apply skills and knowledge in unfamiliar situations	The students will look at how reading can help the development of a language. We will look at what aspects and skills it affects. <ul style="list-style-type: none"> analyse and draw conclusions from information, main ideas and supporting details analysing ideas, opinions and attitudes making a response to the text based on personal experiences and opinions The present tense Homophones
La personnification dans les fables de La Fontaine 7 weeks	Creativity	Audience, bias, voice	Personal and cultural expression	The author uses animals in his fables in order to criticize the customs of his time.	A i B ii C iii D i	I. Communication skills <i>Reading, writing and using language to gather and communicate information</i> -Take effective notes in class -Make effective summary notes for studying III. Organization skills	Look at how and why animals are personified in 'les fables de La Fontaine'. <ul style="list-style-type: none"> Describe a picture using specific vocabulary. Interpret a picture using the title to help understand.

						<p><i>Managing time and tasks effectively</i></p> <ul style="list-style-type: none"> -Keep an organized and logical system of information files/notebooks 	<ul style="list-style-type: none"> • Use a video to help with the understanding of a text. • Look at and use the speech punctuation. • Replace animals by people around us to make the stories more realistic. • Strategies for effective note taking.
<p>Ma vie en bande dessinée 7 weeks</p>	<p>Connections</p>	<p>Purpose, stylistic choices and theme.</p>	<p>Identities and relationships</p>	<p>Literature can help communicate about some key aspects or events of our life.</p>	<p>A iii B ii, iii C iv D i, ii</p>	<p>I. Communication skills <i>Exchanging thoughts, messages and information effectively through interaction</i></p> <ul style="list-style-type: none"> -Use intercultural understanding to interpret communication -Use appropriate forms of writing for different purposes and audiences <p><i>Reading, writing and using language to gather and communicate information</i></p> <ul style="list-style-type: none"> -Write for different purposes 	<p>The students are going to tell the story or stories of their life in a comic book. They will need to look at the format of a comic book, reflect on what they want to tell and express in a way that will attract the reader's attention.</p> <ul style="list-style-type: none"> • Key vocabulary of the comic book • Know the format of a comic book • Use linguistic devices to engage with the reader. • Review the imperative form. • Adapt their language to the context.
<p>Les défis du vocabulaire français 7 weeks</p>	<p>Communication</p>	<p>Idiom and stylistic choices</p>	<p>Personal and cultural expression</p>	<p>French idiom and stylistic choices are complex and can interfere with our communication if not used.</p>	<p>C iii D i, iii</p>	<p>VIII. Critical thinking skills <i>Analysing and evaluating issues and ideas</i></p> <ul style="list-style-type: none"> -Practise observing carefully in order to recognise problems -Identify obstacles and challenges 	<p>The students will be able to apply what they studied in the lessons to their own use of the language.</p> <ul style="list-style-type: none"> • Les homophones • La fin des mots de la langue française • Les mots féminins de la langue française • Les pluriels de la langue française
<p>Comprendre l'empathie à travers le roman 7 weeks</p>	<p>Relationships</p>	<p>Empathy, point of view, theme</p>	<p>Identities and relationships</p>	<p>Even though a novel is a work of fiction, it can trigger real emotions, inspire us and teach us some important life lessons.</p>	<p>A iii B iii Cii, iii D i</p>	<p>I. Communication skills <i>Reading, writing and using language to gather and communicate information</i></p> <ul style="list-style-type: none"> -Read critically and for comprehension -Make inferences and draw conclusions <p>VIII. Critical thinking skills</p>	<p>While reading the novel, the students will look at what happens to the mains characters. With the help of some specific comprehension questions they will analyse how they feel about the story and try to express their emotions.</p> <ul style="list-style-type: none"> • Summarizing key points • Understanding feelings behind words

Analysing and evaluating issues and ideas
-Recognise unstated assumptions and bias

- Expressing how a story moves us
- Drawing conclusions
- Noticing implicit information

Grades 8,9 Phase 2/ 3(2.2) (Based on Club@doss2.2)

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives	ATL Skills:	Content:
CA3/1 - Un ami, c'est quoi, c'est qui? 7 weeks	Connections	Message, meaning, audience	Identities and Relationships	Friends may be chosen depending on their personality and interests, so they fit into the lifestyle of others.	Phase 2 A i B i C, i,ii D i Phase 3 A iii B iii C iii D i, ii	I . COMMUNICATION • Participate in, and contribute to, digital social media networks • Collaborate with peers and experts using a variety of digital environments and media	Talk about our friends. Reflect and discuss what friendship is and if it is important. Use adjectives and practice gender and number agreements. Review present tense and imperfect tense. Practice presenting in front of an audience, speaking and memorising techniques as well as relaxing techniques. <ul style="list-style-type: none"> • use adjectives to describe someone or something • express their opinion about someone • se adverbs to give more information about an action.
CA3/2 les problèmes dans ma communauté de vie 7 weeks	Communities	Phase 2 - Context, Meaning, Message Phase 3 - Context, Meaning, Message	Globalization and sustainability	Our message about globalization and sustainability should help improve our communities.	Phase 2 A iii B iii C, iii D ii Phase 3 A iii B iii C iii D ii, iii	I . COMMUNICATION <i>Exchanging thoughts, messages and information effectively through interaction</i> -Use appropriate forms of writing for different purposes and audiences -Negotiate ideas and knowledge with peers and teachers <i>Reading, writing and using language to gather and communicate information</i> - Read critically and for comprehension	Students will talk about global issues and what worries them about the society. They will talk about emotions and feelings. They will discuss solutions and solidarity. When to use the passé-composé Agreement rules with auxiliary être <ul style="list-style-type: none"> • Use the past tense. • Say how frequently things happen. • Express worries or interests. • Organize notes and main ideas. • Read visuals.

						- Use a variety of organizers for academic writing tasks	
CA3/3 Quel sera mon futur? 7 weeks	Change	Phase 2 - Purpose, Message Phase 3 - Message, Purpose	Scientific and technical innovation	Some aspects of the future are easy to predict but some can also be full of surprises.	Phase 2 A i B i C i, ii D i Phase 3 A iii B iii C iii D ii	1.Communication I. Communication skills <i>Exchanging thoughts, messages and information effectively through interaction</i> -Use a variety of speaking techniques to communicate with a variety of audiences -Use a variety of media to communicate with a range of audiences VI. Information literacy skills <i>Finding, interpreting, judging and creating information</i> -Access information to be informed and inform others -Make connections between various sources of information	Students will get to talk and reflect about their projects for the future and how the world around them is changing. We will look at key inventions, past, present or future, and learn details about the inventors. <ul style="list-style-type: none"> • Talk about your projects and make hypotheses. • Describe objects • Discover and use formal language conventions. • Study the future tense • Review the position of the adjective
CA3/4 Je suis un poète 7 weeks	Creativity	Phase 2 - Audience, Message, Purpose Phase 3 - Audience, Message, Purpose	Personal and cultural expression	Through the arts, societies use their creativity, language and context to express different meanings.	Phase 2 A i B i C i, iii, iv D i, ii Phase 3 A iii B iii C i, ii D i	I. Communication I. Communication skills <i>Exchanging thoughts, messages and information effectively through interaction</i> -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 -Use a variety of media to communicate with a range of audiences	The students will learn about the various literary genres, the world of films and music. They will express their opinion and preferences about art. They will also get to write the critic of their favorite film. <ul style="list-style-type: none"> • confirm a statement or a negation • differentiate personnes and objects when talking • describe past habits • key vocabulary for types of books and types of films.

CA3/5 Partons à l'aventure 7 weeks	Communication	Function, messages and word choice	Identities and Relationships	Holidays are important parts of our lives so we need to communicate clearly about it.	C,iii,iv D,ii,iii	I. Communication <i>Reading, writing and using language to gather and communicate information</i> - Find information for disciplinary and interdisciplinary inquiries, using a variety of media - Organize and depict information logically - Structure information in summaries, essays and reports X. Transfer skills <i>Utilizing skills and knowledge in multiple contexts</i> - Apply skills and knowledge in unfamiliar situations	The students will get to describe and give their opinion about activities they do on holiday, what type of holiday they prefer. They will also make plans for a future holiday. Vocab of holiday places, activities, equipment, endings of the conditional tense How to sequence instructions, when to use the conditional , si clause (2nd conditional) <ul style="list-style-type: none"> • Read / interact on favourite holidays, activities, etc. • Read/listen about holidays places , and identify main points.
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Grade 9, phase 5 (authentic resources)

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
Lire pour apprendre 7 weeks	Development	Purpose, Stylistic choices, Context	Personal and cultural expression	Reading enables the development of our language and our imagination.	A iii B iii C ii D i	I. Communication skills <i>Reading, writing and using language to gather and communicate information</i> -Read critically and for comprehension -Read a variety of sources for information and for pleasure X. Transfer skills <i>Utilizing skills and knowledge in multiple contexts</i> - Apply skills and knowledge in unfamiliar situations	The students will look at how reading can help the development of a language. We will look at what aspects and skills it affects. <ul style="list-style-type: none"> • analyse and draw conclusions from information, main ideas and supporting details • analysing ideas, opinions and attitudes • making a response to the text based on personal experiences and opinions • The present tense • Homophones
Oscar et la Dame rose, d'Éric-Emmanuel Schmitt 7 weeks	Connections	Empathy, theme	Identities and relationships	Empathy helps create connections in our relationships.	B iii C iii, iv D i, iii	I. Communication skills <i>Exchanging thoughts, messages and information effectively through interaction</i>	The students will be reflecting on human relationships and working on how the language register we use affects our message and the way people connect with us.

						<p>-Negotiate ideas and knowledge with peers and teachers</p> <p>VII. Media literacy skills <i>Interacting with media to use and create ideas and information</i></p> <p>-Make informed choices about personal viewing experiences</p>	<ul style="list-style-type: none"> Learn about the narrative structure of the book and the progression of events in the story. Learn about language registers, when to use them and their impact on the purpose of the language. Review key verbs and tenses Show empathy and put ourselves in the shoes of the main characters.
<p>Le Petit Prince, de Antoine de Saint Exupéry Une leçon de vie 7 weeks</p>	Relationships	Context, point of view	Identities and relationships	<p>The point of views expressed in literature can influence our identity and relationship with others.</p>	<p>A iii B iii C ii D i, ii</p>	<p>I. Communication skills <i>Reading, writing and using language to gather and communicate information</i></p> <p>-Read a variety of sources for information and for pleasure</p> <p>VIII. Critical thinking skills <i>Analysing and evaluating issues and ideas</i></p> <p>-Draw reasonable conclusions and generalizations</p> <p>-Consider ideas from multiple perspectives</p>	<p>Read the book, notice what is happening to the main character and reflect on how he reacts at the different events in his life.</p> <ul style="list-style-type: none"> Look at a situation with an open mind, without jumping to conclusions or making it our own. Understand implicit and explicit meanings - Review [ER] verbs in the present that have particular spellings. Revise homonyms
<p>Voyageons avec Jules Verne 7 weeks</p>	Creativity	Stylistic choices, theme and purpose	Orientation in time and space	<p>Reading Jules Verne is like going on an adventurous journey from the comfort of your sofa!</p>	<p>A iii B iii C iii</p>	<p>I. Communication skills <i>Exchanging thoughts, messages and information effectively through interaction</i></p> <p>-Use appropriate forms of writing for different purposes and audiences</p> <p><i>Reading, writing and using language to gather and communicate information</i></p> <p>-Organize and depict information logically</p>	<p>Reading Jules Verne is like going on a fabulous adventure during which one will be transported through time, space, ecosystems. The students will be able to appreciate the diversity of the storyline in terms of contexts and challenges.</p> <ul style="list-style-type: none"> Justify and organise your ideas Use the proper register Use cohesive devices Use a broad vocabulary
<p>Les valeurs des temps 7 weeks</p>	Connections	Context and inference	Personal and cultural expression	<p>The French language has a variety of moods and tenses that are key to understand and use properly.</p>	<p>A iii C ii D1</p>	<p>IX. Creative thinking skills <i>Generating novel ideas and considering new perspectives</i></p> <p>-Apply existing knowledge to generate new ideas, products or processes</p> <p>X. Transfer skills</p>	<p>We will look at the notion of present and past in a variety of contexts. The students will be exposed to different tenses that are supposedly similar but are actually used in completely different contexts.</p>

						Utilizing skills and knowledge in multiple contexts -Apply skills and knowledge in unfamiliar situations	<ul style="list-style-type: none"> le présent, ses valeurs et sa conjugaison l'imparfait, ses valeurs et sa conjugaison le passé composé, ses valeurs et sa conjugaison le format de la lettre, amicale and officielle.
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Grade 10, Phase 2-3 (Based on Version Originale 2 + authentic resources)

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objective s:	ATL Skills:	Content:
La francophonie, c'est où, c'est quoi? 7 weeks	Communities	Context, purpose and word choice	Personal and cultural expression	The francophone community gathers a variety of cultures and populations who share language understanding.	A i B i C i, iii, D i	I. Communication skills <i>Exchanging thoughts, messages and information effectively through interaction.</i> -Use intercultural understanding to interpret communication. <i>Reading, writing and using language to gather and communicate information.</i> -Read a variety of sources for information and for pleasure.	Learn about the French-speaking community, its history and evolution. Discuss and reflect about cultural traditions and customs. Gain confidence in their presenting skills. Recognize dialects and learn about their origins. Review the present tense and the comparative structure. <ul style="list-style-type: none"> Use of the present tense Use of the comparative and superlative Speak clearly and slowly in front of an audience Think critically about the use of languages.
Les voyages forment la jeunesse 7 weeks	Culture	Empathy, Context, purpose	Orientation in space and time	The way we travel in space and time is influenced by the context of our life and varies depending on our culture.	A i, iii B i, iii C iii D i, ii	I. Communication skills <i>Exchanging thoughts, messages and information effectively through interaction.</i> -Use intercultural understanding to interpret communication. -Share ideas with multiple audiences using a variety of digital environments and media. <i>Reading, writing and using language to gather and communicate information.</i>	Reflection, discussion and learning about travelling, why and where we travel, how it impacts our society and environment and if it is a good thing for us or not. <ul style="list-style-type: none"> Review the past tense. Give details about a trip. Make travelling offers. Give your opinion. Use if..... Locate in space and time.

						-Use and interpret a range of discipline-specific terms and symbols.	Work on our reading skills, notes taking skills and describing visuals, present in front of the class.
On n'arrête pas le progrès 7 weeks	Development	Structure, message	Scientific and technological innovation	The structure of scientific and technological innovation might interfere with our development.	A iii B iii C iii D ii	<p>I. Communication skills <i>Exchanging thoughts, messages and information effectively through interaction.</i> -Use a variety of speaking techniques to communicate with a variety of audiences. -Negotiate ideas and knowledge with peers and teachers.</p> <p>X. Transfer skills <i>Utilizing skills and knowledge in multiple contexts.</i> -Apply skills and knowledge in unfamiliar situations.</p>	<p>Reflecting and learning about how progress in general affects our lives, for better or for worse.</p> <p>We will be looking at some key vocab on a variety of topics connected with progress - new technologies, renewable energies, medical research, ...</p> <ul style="list-style-type: none"> • Use of the future tense • Revision of negative sentences • Use of the superlative • Expressing your opinion
Il y a-t-il une vie après l'école? 7 weeks	Communication	Message, Conventions	Identities and relationships	The conventions we use in our communication will impact our relationships.	Phase 3 - 5 B i C i, iii, iv D i, ii, iii	<p>I. Communication skills <i>Reading, writing and using language to gather and communicate information.</i> -Read a variety of sources for information and for pleasure -Write for different purposes.</p> <p>VIII. Critical thinking skills <i>Analysing and evaluating issues and ideas.</i> -Gather and organize relevant information to formulate an argument.</p>	<p>We will discuss their desires for the future and some potential careers.</p> <p>We will review some previously acquired knowledge such as jobs, key adjectives and use of the conditional tense.</p> <ul style="list-style-type: none"> • Key vocabulary to express themselves • Format to use in order to write an official letter • Use of the future tense • Writing an official letter to enquire about internship or help for a job.
Quels sont les facteurs qui influencent une bonne santé? 7 weeks	Connections	Point of view, audience	Identities and relationships	Connections are made as we express our point of view to an audience.	A i, iii B i, ii, iii C iii D i	<p>I. Communication skills <i>Reading, writing and using language to gather and communicate information.</i> -Read a variety of sources for information and for pleasure. -Use a variety of organizers for academic writing tasks.</p>	<p>Review key vocabulary connected to food and physical activities. See what is important to eat and do to be in good health. Inform ourselves about our body's needs in terms of vitamins, minerals and proteins.</p> <ul style="list-style-type: none"> • Verbs : Review the subjunctive mode.

						VI. Information literacy skills <i>Finding, interpreting, judging and creating information.</i> -Access information to be informed and inform others. -Present information in a variety of formats and platforms.	<ul style="list-style-type: none"> • Syntax : Practice using connectives (time and ideas). • Grammar : Revise possessive adjectives.
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Grade 10, Phase 5 (Based on Version Originale 2 + authentic resources)

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objective s:	ATL Skills:	Content:
Il y a-t-il une vie après l'école? 7 weeks	Communication	Argument, Audience,	Identities and relationships	The conventions we use in our communication will impact our relationships.	Phase 3 - 5 B i C i, iii, iv D i, ii, iii	I. Communication skills <i>Reading, writing and using language to gather and communicate information.</i> -Read a variety of sources for information and for pleasure -Write for different purposes. VIII. Critical thinking skills <i>Analysing and evaluating issues and ideas.</i> -Gather and organize relevant information to formulate an argument.	We will discuss their desires for the future and some potential careers. We will review some previously acquired knowledge such as jobs, key adjectives and use of the conditional tense. <ul style="list-style-type: none"> • Key vocabulary to express themselves • Format to use in order to write an official letter • Use of the future tense • Writing an official letter to enquire about internship or help for a job.
Quels sont les facteurs qui influencent une bonne santé? 7 weeks	Connections	Point of view, audience	Identities and relationships	Connections are made as we express our point of view to an audience.	A i, iii B i, ii, iii C iii D i	I. Communication skills <i>Reading, writing and using language to gather and communicate information.</i> -Read a variety of sources for information and for pleasure. -Use a variety of organizers for academic writing tasks.	Review key vocabulary connected to food and physical activities. See what is important to eat and do to be in good health. Inform ourselves about our body's needs in terms of vitamins, minerals and proteins. <ul style="list-style-type: none"> • Verbs : Review the subjunctive mode.

VI. Information literacy skills

Finding, interpreting, judging and creating information.
-Access information to be informed and inform others.
-Present information in a variety of formats and platforms.

- Syntax : Practice using connectives (time and ideas).
- Grammar : Revise possessive adjectives.

Record of concepts

Record of concepts for grades 6-8 (phases 1 and 2)

Phases 1–2 Key concepts			
Aesthetics	Change 1	Communication 5	Communities 2
Connections 5	Creativity 1	Culture 3	Development 1
Form	Global interactions	Identity 1	Logic
Perspective	Relationships	Systems 1	Time, place and space

Phases 1–2 related concepts					
Accent 1	Audience 3	Context 5	Conventions 1	Form 3	Function 3
Meaning 4	Message 7	Patterns 4	Purpose 3	Structure 2	Word choice 3

Phases 3-4 Key concepts			
Aesthetics	Change 1	Communication 6	Communities
Connections 3	Creativity 1	Culture 2	Development 1

Form	Global interactions	Identity 1	Logic
Perspective	Relationships	Systems	Time, place and space

Phases 3–4 Related concepts					
Audience 5	Context 6	Conventions 3	Empathy 1	Function 2	Idiom
Meaning 3	Message 8	Structure 2	Point of view 2	Purpose4	Word choice 3

Phases 5 - 6 Key concepts			
Aesthetics	Change	Communication 2	Communities
Connections 4	Creativity 2	Culture	Development 2
Form	Global interactions	Identity	Logic
Perspective	Relationships 2	Systems	Time, place and space

Phases 5-6 Related concepts					
Audience 3	Context 4	Inference 1	Empathy 2	Voice 1	Idiom 1
Argument 1	Stylistic choices 5	Bias 1	Point of view 3	Purpose 4	Theme 3