



Language Acquisition

French – Subject Group Overview

MYP YEARS 1 – 3



Emergent Communicator (Phase 1)

- There will be cross-over and interlacing of curriculum throughout the school year, so please ensure you have a thorough understanding of **the Specific Expectations for the end of Emergent Level** – see the last section of this document.
- Moving between cultures and making linguistic connections have been mapped across the year, however, these are to be accessed in each term as they are designed to draw connections between Language Acquisition and the students world along with other areas of study.
- This Subject-Group-Overview document must always remain flexible to allow for an effective and rigorous curriculum that leads to the support of students meeting individual needs and facilitate developing life skills. Based on individual teachers' professional judgement additional units might be covered before moving forward through the sequence.
- All class compositions and students' placement are to be collaboratively assessed at the end of Semester 1 and Semester 2.

Unit 1: On se connait

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
<p>On se connait</p> <p>10 weeks @ 2.5 hours per week.</p>	Communication	Message Context	Not required	<p>One form of communication is conveying to an audience a message with a context</p>	<p>ATL Skill category Self-management</p> <p>ATL Skill cluster Organisation skills: Managing time and tasks effectively</p> <p>SEARCH pathway: Habits & Goals</p> <p>Skill needed: Understanding and maintaining physical organisation and readiness to learn will support student preparedness and increase student achievement. (e.g., a charged device, books, writing materials etc)</p> <p>Approach: In order for students to be able to understand and maintain physical organisation and readiness to learn, explicit teaching of routines is required. For physical organisation and presentation (books, handouts, folders in files), access to communication (SEQTA online lessons and resources, direct messaging, online submissions), classroom entry and exit, seating, classroom environment, cleanliness, tidiness, and behaviour expectations are essential. This will be taught by strong accountability measures maintained in a consistent manner and random equipment checks across each term based on a given checklist.</p>	<p>Criterion A: Listening</p> <p>Criterion B: Reading</p>	<p>Communication:</p> <ul style="list-style-type: none"> Greetings Asking introductory questions Presentation of self and others Asking questions – Ca s’écrit comment? Spelling names, accents Telephone numbers <p>Vocabulary:</p> <ul style="list-style-type: none"> Cognates Numbers 0-100 Days, months Countries and nationalities Names of people <p>Grammar:</p> <ul style="list-style-type: none"> Verbs: s’appeler, parler, habiter, aimer, aimer beaucoup, adorer, etre, avoir Nouns and Articles Expressing dates (ordinal numbers) 1st person speech – Je / J’ + vowel 3rd person speech – Il /Elle <p>Pronunciation:</p> <ul style="list-style-type: none"> Alphabet Vowel sounds Liaisons with indefinite articles Intonation Phonetics, the word Comment? – the sound of -an, -ent, -ents <p>Cultural experience:</p> <ul style="list-style-type: none"> la Francophonie photos of France les personnages francais

Unit 2: Ma boîte à outils

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
<p>Ma boîte à outils</p> <p>10 weeks @ 2.5 hours per week.</p>	Communication	<p>Conventions</p> <p>Form</p> <p>Message</p>	Not required	<p>Language conventions and form are used to communicate a message</p>	<p>ATL Skill category Communication</p> <p>ATL Skill cluster Communication skills: Exchanging messages and information effectively through interaction Reading, writing, and using language to gather and communicate information SEARCH pathway: Habits and Goals</p> <p>Assessment Criterion: Uses a wide range of vocabulary in basic situations (C.i, D.i) Skill needed: Students should be able to collect appropriate vocabulary based on simple and familiar contexts and audiences. Approach: In order for students to collect vocabulary, students must take effective notes on new vocabulary encountered in class and implement study and memorisation methods to retain them. This will be taught by introducing vocabulary to students in an interactive setting with PowerPoints, quizzes and games, etc. Students are expected to translate and record vocabulary using dictionaries or context clues into their mother tongue.</p>	<p>Criterion C: Speaking</p> <p>Criterion D: Writing</p>	<p>Communication:</p> <ul style="list-style-type: none"> • Qui est-ce? / C'est qui? • Asking and responding to questions about school items <p>Qu'est-ce que c'est? Qu'est-ce qu'il y a dans la boîte? Quelle couleur?</p> <ul style="list-style-type: none"> • Asking for school items – Passez-moi un stylo s.t.p! • Identifying school items – Ca, c'est un / une..... • Ca, ce sont des..... <p>Vocabulary:</p> <ul style="list-style-type: none"> • Numbers 0-100 • Days, months, years • Colours • School items and classroom furniture • Imperatives <p>Grammar:</p> <ul style="list-style-type: none"> • Nouns: Singular und Plural • Articles: Definite and Indefinite • Il y a • Negation: Ce n'est pas / Il n'ya pas de • The verbs avoir, etre • The imperative – classroom language with s.t.p and s.v.p <p>Pronunciation:</p> <ul style="list-style-type: none"> • Alphabet • Vowel sounds • Liaison with indefinite articles • Intonation with questions

							<ul style="list-style-type: none"> Phonetics – the sound of australien/australienne – en, -enne. Benjamin, Romain –in, -ain <p>Cultural experience:</p> <ul style="list-style-type: none"> La Francophonie Images of France Les personnages français
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Unit 3: Les personnes dans ma vie

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
<p>Les personnes dans ma vie</p> <p>10 weeks @ 2.5 hours per week.</p>	Communication	Conventions Form	Not required	Understanding different language conventions and form results in effective communication	<p>ATL Skill category Research</p> <p>ATL Skill cluster Information literacy skills: Finding, interpreting, judging and creating information</p> <p>SEARCH pathway: Goals and habits</p> <p>Criterion: Identify explicit and implicit information in simple texts (Ai and Bi) Skills Needed: Students should be able to read and understand simple question words in a task and the need to read them. Approach: In order for students to read and understand questions, students must identify simple instruction and question words before proceeding to the task. This will be taught by explicitly instructing students to highlight the question and instruction words in classroom task descriptions and share their knowledge with others.</p>	<p>Criterion A: Listening</p> <p>Criterion B: Reading</p>	<p>Phrases:</p> <ul style="list-style-type: none"> Chez moi Dans ma famille il y a <p>Vocabulary:</p> <ul style="list-style-type: none"> Numbers 0-100 Days, months, years Colours Languages, Nationalities La famille – singular and plural Mes amis / mes copains Mes animaux Les loisirs with the verbs jouer, faire <p>Grammar:</p> <ul style="list-style-type: none"> Nouns: Singular und Plural Articles: Definite and Indefinite Il y a Negation: Ce n’est pas / Il n’ya pas de The verbs avoir, etre, aimer, jouer à/au.....jouer du/de la/des Possessive adjectives <p>Pronunciation:</p> <ul style="list-style-type: none"> Alphabet

							<ul style="list-style-type: none"> • Vowel sounds • Liaison with indefinite articles • Intonation with questions • Phonetics – the sound of -ille <p>Cultural experience:</p> <ul style="list-style-type: none"> • La Francophonie • Une famille française • Les personnages français
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Unit 4: Il / elle est comment alors?

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
<p>Il/Elle est comment?</p> <p>10 weeks @ 2.5 hours per week.</p>	Communication	Conventions Form Meaning	Not required	<p>Communicating with different language conventions and form results in a better understanding of the meaning of our communication</p>	<p>ATL Skill category Self-management</p> <p>ATL Skill cluster Reflection skills: (Re)considering the process of learning; choosing and using ATL skills</p> <p>SEARCH pathway: Coping</p> <p>Skill needed: Develop new skills, techniques and strategies for effective learning and demonstrate flexibility in the selection and use of learning strategies. Approach: To develop new skills, techniques and strategies for effective learning, students develop the habit of being organised, practise focus and concentration, persevere, practise strategies related to their personal emotional management, understand, discuss causes for failure and develop resilience, while setting and achieving a clear learning goal. This will be taught by clear macro-objectives presented to students at the beginning of each unit and micro-objectives for each learning session. Students will be asked to interpret and analyse the objectives at each level and reflect on their success in achieving those at the end of each learning session or a unit. Approach: To demonstrate flexibility in the selection and use of learning strategies, students</p>	<p>Criterion C: Speaking</p> <p>Criterion D: Writing</p>	<p>Phrases:</p> <ul style="list-style-type: none"> • Asking Il / elle est comment? • Qui est-ce ? / C'est qui ? • Recognising and asking questions with Comment? Quel/Quelle? Qu'est-ce que <p>Vocabulary:</p> <ul style="list-style-type: none"> • Numbers 0-100 • Days, months, years • Colours • Languages, Nationalities • La famille – singular and plural • Mes amis / mes copains • grand, petit, beau, belle + everyday adjectives of personality, hair style, eye colour <p>Grammar:</p> <ul style="list-style-type: none"> • Nouns: Singular und Plural • Articles: Definite and Indefinite • Il y a • Negation: Ce n'est pas / Il n'ya pas de • The verbs avoir, etre, aimer, jouer à/au.....jouer du/de la/des

				<p>try strategies offered by the teacher and make their choice of using the ones that suit them the best in order to achieve learning objectives. This will be taught by offering students various learning strategies during each learning session, e.g. group work, partner work, plenum, individual work, learning stations, class walk, quizzes, interactive games etc.</p> <p>Reflection questions might include the following: 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? Student responses will be linked to the elements of Mindfulness awareness, Perseverance, Emotional management, Self-motivation and Resilience Focus on the process of creating by imitating the work of others Consider ethical, cultural and environmental implications. Keep a journal to record reflections, speaking exercises with a partner, in small groups and to the class.</p>		<ul style="list-style-type: none"> • Possessive adjectives • Agreement of adjectives <p>Pronunciation:</p> <ul style="list-style-type: none"> • Alphabet • Liaison with indefinite articles • Intonation with questions • Phonetics – the silent s sound with a plural adjective <p>Cultural experience:</p> <ul style="list-style-type: none"> • La Francophonie • Images des jeunes francais • Les personnages francais
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Unit 5: A quelle heure?

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
<p>A quelle heure?</p> <p>10 weeks @ 2.5 hours per week.</p>	Communication	Word choice Context	Not required	<p>Word choice reflects the context of our communication</p>	<p>ATL Skill category Communication</p> <p>ATL Skill cluster Communication skills: Reading, writing, and using language to gather and communicate information</p> <p>SEARCH pathway: Goals and habits</p> <p>Criterion: organize some information in a recognizable format using some basic cohesive devices (Diii) Skill needed: Students should be able to recognize a format of simple basic texts. Approach: In order for students to be able to recognize a format of a simple basic text, students must read and listen to a variety of simple authentic texts on basic everyday situations in the target language and identify features that are specific for a particular format, e.g. “emails”, “articles”, “blogs” etc. This will be taught by introducing a variety of simple authentic texts to students in various settings such as using an IWB, worksheets, PowerPoints, and analysing their specific features etc. Students are expected to read and listen to texts, highlight the features of those specific texts in order to allocate these texts to a specific format.</p>	<p>Criterion A: Listening</p> <p>Criterion B: Reading</p>	<p>Phrases:</p> <ul style="list-style-type: none"> Asking A quelle heure commence les cours ? Qui est-ce ? / C’est qui ? Recognising and asking questions with Comment? Quel/Quelle? Qu’est-ce que <p>Vocabulary:</p> <ul style="list-style-type: none"> Numbers 0-100 Days, months, years The language of school – subjects, places, people - les élèves, les professeurs, les copains, les amis – timetables Se rencontrer / rendez-vous School types : Le lycée, l’école etc The time Languages Moments in the day – le matin, l’après-midi etc Nouveau/nouvelle <p>Grammar:</p> <ul style="list-style-type: none"> Nouns: Singular und Plural Articles: Definite and Indefinite Il y a / Il n’y a pas de The conjunction mais The verbs avoir, etre, aimer, ne pas aimer du tout/détester, faire du/de la/des, jouer à/au.....jouer du/de la/des, se rencontrer Possessive adjectives Agreement of adjectives - nouveau/nouvelle Quelle est? Quel est? Quelles sont? Quels sont? Frequency – le lundi, 4 fois par semaine, 6 cours par jour Pourquoi / parce que <p>Pronunciation:</p> <ul style="list-style-type: none"> Alphabet Liaison with indefinite articles Intonation with questions Phonetics – the silent s sound with a plural adjective. Accents on words

							Cultural experience: <ul style="list-style-type: none"> • La Francophonie • Images des écoles français et les personnages français
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Unit 6: Moi, qu'est-ce que j'aime faire alors?

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
Moi, qu'est-ce que j'aime faire alors ? 10 weeks @ 2.5 hours per week	Communication	Conventions Form Patterns	Not required	In communication , language conventions and form behave in patterns	ATL Skill category Communication ATL Skill cluster Communication skills: Exchanging messages and information effectively through interaction Reading, writing, and using language to gather and communicate information SEARCH pathway: Goals and habits Criterion: communicates limited relevant information (C.iv) Skills Needed: Students should be able to read and understand a task to identify the topic and apply topic-specific vocabulary and simple grammatical structures to communicate limited information on a basic topic. Approach: In order for students to understand tasks, students must identify simple instructions and question words. This will be taught by explicitly instructing students to highlight the question and instruction words in classroom task descriptions and share their knowledge with others. In order for students to communicate limited information on a basic topic, students must be able to select the appropriate grammar structures and vocabulary for the context and apply them to communicate information relevant to the topic. This will be taught by teaching vocabulary in conjunction with grammar, translation exercises, creation of simple, scaffolded texts in class, practising simple rehearsed conversations, etc.	Criterion C: Speaking Criterion D: Writing Assessment Tasks for the unit are chosen based on student readiness to demonstrate either productive or receptive skills individually	Phrases: <ul style="list-style-type: none"> • Asking Qu'est-ce que tu aimes faire comme sport ? • Je ne suis pas sportive, je préfère chanter et danser. • Il est comment, physiquement? Vocabulary: <ul style="list-style-type: none"> • Numbers 0-100 • Days, months, years • Seasons • Leisure activities and sport • Les sportifs / les sportives • The body • Actions – sauter, marcher • Frequency – tous les jours, toujours • Clothing and accessories • comme • Physical descriptions of people Grammar: <ul style="list-style-type: none"> • Nouns: Singular und Plural • Articles: Definite and Indefinite • The verbs aimer, ne pas aimer du tout/détester • Faire et jouer + the article: faire du/de la/des, jouer à/au.....jouer du/de la/des • Adjectives • Questions Qu'est-ce que? And Est-ce que? • Frequency – le lundi, 4 fois par semaine, 6 cours par jour • Comme sport Pronunciation: <ul style="list-style-type: none"> • Alphabet

							<ul style="list-style-type: none"> • Liaison with indefinite articles • Intonation with questions • Phonetics – the sound r in faire, le sport, le corps, fort. Accents on words <p>Cultural experience:</p> <ul style="list-style-type: none"> • La Francophonie • Les personnages français > les sportifs français
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Unit 7: Chez nous

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
<p>Chez nous</p> <p>10 weeks @ 2.5 hours per week</p>	Communication	Conventions Form Meaning	Not required	Basic language conventions and form can include a number of elements, depending on the meaning of our communication	<p>ATL Skill category Research</p> <p>ATL Skill cluster Information literacy skills: Finding, interpreting, judging and creating information</p> <p>SEARCH pathway: Goals and habits</p> <p>Criterion: Identify explicit and implicit information in simple texts (Ai and Bi) Skills Needed: Students should be able to read and understand simple question words in a task and the need to read them. Approach: In order for students to read and understand questions, students must identify simple instruction and question words before proceeding to the task. This will be taught by explicitly instructing students to highlight the question and instruction words in classroom task descriptions and share their knowledge with others.</p>	<p>Criterion A: Listening</p> <p>Criterion B: Reading</p> <p>Assessment Tasks for the unit are chosen based on student readiness to demonstrate either productive or receptive skills individually</p>	<p>Phrases: Je dois faire la vaisselle Je peux si tu veux Ou habitent les français ? Tu viens chez moi ? Je ne peux pas</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Accommodation • Plans of houses – rooms etc • Furniture and utilities – un micro-ondes, un lave-vaisselle • Activities in the house. Verbs: organiser, ranger, nettoyer, passer l'aspirateur, faire la vaisselle <p>Grammar:</p> <ul style="list-style-type: none"> • Prepositions : dans, à la, au • Verbs: faire, organiser, ranger, nettoyer, passer l'aspirateur, faire la vaisselle, faire la lessive, donner des conseils, aider, venir, afficher • Modal verbs: vouloir, pouvoir, devoir <p>Pronunciation:</p> <ul style="list-style-type: none"> • Alphabet • Liaison with indefinite articles – dans une maison • Intonation with questions • Phonetics – the sound of s and z – chaise, cuisine, treize, seize. Accents on words <p>Cultural experience:</p>

							<ul style="list-style-type: none"> • La Francophonie • Accommodation in France • Les personnages français
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Unit 8: On va en ville

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
On va en ville 10 weeks @ 2.5 hours per week	Communication	Meaning Purpose	Not required	Prepositions add meaning to the purpose of our communication	ATL Skill category Communication ATL Skill cluster Communication skills: Exchanging messages and information effectively through interaction Reading, writing, and using language to gather and communicate information SEARCH pathway: Goals and habits Assessment Criterion: Uses a limited range of grammatical structures generally accurately (C.ii, D.ii) Skill needed: Students should be able to apply simple, limited grammatical patterns in simple and familiar contexts with some errors that may or may not impede communication. Approach: In order for students to apply simple, limited grammatical structures in simple and familiar contexts, students must remember and apply grammatical structures to a small range of simple and familiar contexts to communicate limited information about themselves and others. This will be taught by using speaking sheets, writing and performing simple roleplays, regular speaking exercises, gap fill exercises etc. Criterion: Use clear pronunciation and intonation in a comprehensible manner (C.iii) Skill needed: To be able to pronounce words correctly from vocabulary lists and short texts Approach: In order for students to use clear	Criterion C: Speaking Criterion D: Writing Assessment Tasks for the unit are chosen based on student readiness to demonstrate either productive or receptive skills individually	Phrases: Pour aller en ville je prends..... Je peux prendre..... ? Ou est le parc s.v.p. ? Vocabulary: <ul style="list-style-type: none"> • Un arrondissement, un village, une ville, une grande ville • La banlieue • Les magasins – un supermarché, un marché etc • Les bâtiments – un musée, une bibliothèque, une gare etc • La poubelle dans le parc • Les transports Grammar: <ul style="list-style-type: none"> • Prepositions : dans, à la/ au, sur, sous, à gauche de /du, à coté de /du, en / à with transport • Verbs: prendre, aller • Modal verbs: vouloir, pouvoir, devoir Pronunciation: <ul style="list-style-type: none"> • Alphabet • Liaison with indefinite articles • Intonation with questions • Phonetics – accents on words Cultural experience: <ul style="list-style-type: none"> • La Francophonie • Towns in France • Transport in France • Les personnages français

					pronunciation and intonation the following techniques and strategies are to be used. This will be taught by regularly doing phonetic exercises (learning to use mouth muscles), regular group verbal spelling activities, articulation of different sounds, recording on SEQTA, reading aloud in class. Students must be exposed to a range of phonetic exercises and examples of correct pronunciation.		
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Unit 9: Qu'est-ce que tu aimes manger?

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
<p>Qu'est-ce que tu aimes manger ?</p> <p>10 weeks @ 2.5 hours per week</p>	Connections	Structure	Not required	<p>Connections in language can be made if we understand the structure</p>	<p>ATL Skill category Research Skills</p> <p>ATL Skill cluster Media literacy: Interacting with media to use and create ideas and information</p> <p>SEARCH pathway: Goals and habits</p> <p>Criterion: Analyse conventions in a wide variety of simple authentic texts (A.i, B.i) Skill needed: Students should be able to identify a variety of simple, authentic texts by their conventions. Approach: In order for students to identify a variety of simple authentic texts, students must know the textual conventions of a number of simple authentic texts, such as emails, text messages, articles, etc. This will be taught by exposing students to a variety of simple authentic texts during lessons. Textual conventions can be taught by explicitly discussing text types and features with students or utilising discussion tools such Think-Pair-Share to allow students to discuss their own conclusions about the texts.</p>	<p>Criterion A: Listening</p> <p>Criterion B: Reading</p>	<p>Phrases: Qu'est-ce que tu aimes manger ?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Faire les courses / faire du shopping • Language of food - Les produits alimentaires – la nourriture, les ingrédients • Acheter, manger, etc • Un menu, une recette <p>Grammar:</p> <ul style="list-style-type: none"> • Partitive article – du, de la, de l', des • Verbs: prendre, aller • Modal verbs: vouloir, pouvoir, devoir <p>Pronunciation:</p> <ul style="list-style-type: none"> • Alphabet • Liaison with indefinite articles • Intonation with questions • Phonetics – the -en sound, accents on words <p>Cultural experience:</p> <ul style="list-style-type: none"> • La Francophonie - les plats francophones • La cuisine française, l'euro • Les personnages français •

Unit 10: Ma routine hebdomadaire

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
<p>Ma routine hebdomadaire</p> <p>10 weeks @ 2.5 hours per week.</p>	Connections	Structure	Not required	<p>Connections in language can be made if we understand the structure</p>	<p>ATL Skill category Self-management</p> <p>ATL Skill cluster Affective skills: Managing state of mind</p> <p>SEARCH pathway: Coping</p> <p>Skill needed: Developing coping strategies and positive internal dialogue regarding teachers' feedback and willingness to use initiative. Approach: In order for students to develop strategies and positive internal dialogue regarding teachers' feedback and willingness to use initiative, explicit teaching of coping strategies is required. This will be taught through establishing "praise a peer" wall that focuses on students' strengths and expresses gratitude and appreciation, writing reflection notes that addressing specific questions e.g. I was successful when.... Students will be taught how to develop particular strengths through focus of the day/week strengths addressing the questions like e.g. What does this look like? sound like? feel like? What opportunities might be faced to develop these strengths? Reflection - How did I go?</p>	<p>Criterion C: Speaking</p> <p>Criterion D: Writing</p> <p>Assessment Tasks for the unit are chosen based on student readiness to demonstrate either productive or receptive skills individually</p>	<p>Phrases:</p> <p>Je me lève Je me couche</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Everyday activities • The time • Avant, pendant, après • Faire la grasse matinée <p>Grammar:</p> <ul style="list-style-type: none"> • Reflexive verbs • Verbs: prendre, aller, sortir, partir • Modal verbs: vouloir, pouvoir, devoir • Aderbs of frequency: toujours, parfois, jamais • Conjunction avec • Demonstrative adjecties <p>Pronunciation:</p> <ul style="list-style-type: none"> • Alphabet • Liaison with indefinite articles • Intonation with questions • Phonetics – the -en sound, accents on words <p>Cultural experience:</p> <ul style="list-style-type: none"> • La Francophonie - les plats francophones • La cuisine francaise • Les personnages francais

Unit 11: Tu peux venir?

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
<p>Tu peux venir?</p> <p>10 weeks @ 2.5 hours per week</p>	Communication	Structure	Not required	<p>An understanding of the structure is essential when asking questions to communicate.</p>	<p>ATL Skill category Research Skills</p> <p>ATL Cluster Information Literacy: Finding, interpreting, judging, and creating information</p> <p>SEARCH pathway: Goals and habits</p> <p>Skills needed: Students should be able to identify explicit information, such as facts and simple opinions on basic topics. Students should be able to identify information presented in 2 different ways. Approach: In order for students to identify explicit information, students must be able to recognise the learned vocabulary in their current unit of study in a written or audio text. Specifically differentiate between affirmative and negative statements. This will be taught by familiarising students with affirmative and negative sentence structures, specific to the target language, using simple written and audio texts, PowerPoints, games, gap fills etc</p> <p>ATL Skill category Thinking</p> <p>ATL Skill cluster Critical-thinking skills: Analysing and evaluating issues and ideas</p> <p>SEARCH pathway: Goals and habits</p> <p>Criterion: Analyse connections in simple texts based on basic situations(A.iii, B.iii). Skill needed: Students should be able to analyse connections in simple texts. Skill needed: Students should be able to identify some connections in simple texts. Approach: In order for students to identify some simple connections in text, students must know vocabulary and recognise chunks of language within a context. This will be taught by repeated exposure to the vocabulary and language chunks in a variety of contexts by using a variety of methods and mediums.</p>	<p>Criterion A: Listening</p> <p>Criterion B: Reading</p> <p>Assessment Tasks for the unit are chosen based on student readiness to demonstrate either productive or receptive skills individually</p>	<p>Phrases:</p> <p>Oui, mais pas à cette heure. Je veux mais je ne peux pas On fait rendez-vous pour..... ? D'accord ?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> List of everyday places for appointments and outings – la fete, le cinoche etc Body parts Avoir mal expressions Expressions with avoir <p>Grammar:</p> <ul style="list-style-type: none"> Verbs: aller, venir, sortir, partir Modal verbs: vouloir, pouvoir, devoir Demonstrative pronouns – avec moi Conjunction avec Avoir mal à la/au/aux Chez le coiffeur / au coiffeur Avoir besoin de, avoir l'air de Il faut aller Je vous conseille de Negation with ne...pas, ne...jamais, etc <p>Pronunciation:</p> <ul style="list-style-type: none"> Alphabet Liaison with indefinite articles Intonation with questions Phonetics – the -oi sound, accents on words <p>Cultural experience:</p> <ul style="list-style-type: none"> La Francophonie Les personnages francais

Unit 12: La mode et nous

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
<p>La mode et nous</p> <p>10 weeks @ 2.5 hours per week</p>	Communication	Word choice Context	Not required	<p>Word choice reflects the context of our communication</p>	<p>ATL Skill category Thinking</p> <p>ATL Skill cluster Creative thinking: Generating novel ideas and considering new perspectives</p> <p>SEARCH pathway: Goals and habits</p> <p>Criterion: Organises information in an appropriate format communicating a clear sense of audience and purpose to suit the context. (Diii,iv)</p> <p>Skill needed: Students should be able to identify an appropriate format from a limited number of taught formats, and creatively apply that knowledge to produce a suitable text</p> <p>Approach: In order for students to identify the format, students must be able to recognise different formats. This will be taught by exposing students to a limited number of different formats, e-mails, SMS messages, postcards etc and identifying the different contextual features. Students will complete gap-fills, etc to familiarise themselves with contextual features. Students will practise creating texts in various formats using the correct textual features.</p>	<p>Criterion C: Speaking</p> <p>Criterion D: Writing</p>	<p>Phrases:</p> <p>Je voudrais acheter Je vous dois combien ? Ca fait combien ? C'est combien ? Vous préférez quelle marque ?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> List of everyday clothes Colours and size of clothes Je voudrais acheter Parce que Sur Internet aussi <p>Grammar:</p> <ul style="list-style-type: none"> Verbs: porter, aller, acheter, sortir Modal verbs: vouloir, pouvoir, devoir Conjunction avec – avec ca, <p>Pronunciation:</p> <ul style="list-style-type: none"> Alphabet Liaison with indefinite articles Intonation with questions Phonetics – the -ou and -u sound, accents on words <p>Cultural experience:</p> <ul style="list-style-type: none"> La Francophonie Les personnages français

Specific expectations for the end of Phase 1

Listening and speaking

Specific Expectations for the end of the phase

The student should be able to:

- understand and respond to simple, short-spoken texts
- communicate information in a limited range of everyday situations
- request and provide information in a limited range of everyday situations
- use language appropriate to a very limited range of interpersonal and cultural contexts
- use some aspects of register in formal and informal oral communication
- use basic vocabulary accurately
- interact in simple and rehearsed exchanges using comprehensible pronunciation and intonation/correct tone.

Evidence

This will be evident when the student:

- follows classroom directions and routines
- understands basic phrases and expressions and uses them to interact
- participates in a dialogue about an everyday situation using a model
- uses gestures, actions, body language and/or words to communicate
- names familiar people and uses words related to identity, family, school and daily routines
- uses appropriate forms of address, gestures and greetings
- makes simple statements to describe identity, subjects, timetables, school, family, daily routines and time
- makes a simple presentation with the help of visual aids and a model
- Speaks for 1 1/2 – 2mins

Viewing and interpreting

Specific expectations for the end of the phase

The student should be able to:

- identify basic messages presented in simple visual texts
- identify main ideas and supporting details in simple visual texts presented with spoken and/or written text
- identify specific information, ideas, opinions and attitudes, presented in simple visual texts with spoken and/or written text
- recognize basic visual conventions used in texts
- understand and respond to simple visual texts

Evidence

This will be evident when the student:

- uses images to help make meaning of oral and/or written text
- makes simple interpretations of the meaning and purpose of visual texts (for example, signs, posters, picture books, websites) on familiar topics, illustrations with oral and written text messages
- lists some features of the visual text (for example, colour, text layout)
- finds his or her own examples to share understanding

Reading Comprehension

Specific Expectations for the end of the phase

The student should be able to:

- identify basic facts in simple written texts
- identify main ideas and supporting details in written texts
- recognize basic aspects of format and style
- understand and respond to simple written texts.

Evidence

This will be evident when the student:

- shows an understanding of short simple texts by reading and responding to questions or completing activities about the texts
- maybe needs to read multiple times
- reads text and, for example, lists, defines, labels, draws, locates, selects, matches, states information; reads text of 100–200 characters and answers simple questions about it.

Writing

Specific expectations for the end of the phase

The student should be able to:

- communicate information in a limited range of everyday situations
- request and provide information in a limited range of everyday situations
- use language appropriate to a very limited range of interpersonal and cultural contexts
- understand and use basic language conventions accurately
- use some aspects of register in formal and informal written communication

Evidence

This will be evident when the student:

- writes 100-200 characters using hiragana with the use of hiragana charts and basic kanji.
- writes simple phrases and sentences about an everyday situation using a model
- labels familiar objects, people and writes words and phrases for identity, classroom, school and daily routines and time
- makes simple statements to describe identity, family members, school life and everyday routines