

Subject Group Overview

French (MYP 1)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP1 French 2020/ 21 Unit 1: C'est la rentrée	Culture	<i>Phase 1</i> - Conventions, Context	Personal and cultural expression Languages and linguistic systems	The return to school in a new school requires questioning its new environment in order to be able to integrate in the best way.	<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>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>D Writing</p> <p>Emergent level (phase 1 and 2)</p> <p>i. use a wide range of vocabulary</p>	<p>Description</p> <p>Self-management</p> <ul style="list-style-type: none"> • III. Organization skills • Managing time and tasks effectively • Select and use technology effectively and productively 	<p>Lexique: alphabet, class objects, colors, sensations, numbers from 0 to 20, days of the week, months.</p> <p>Communication: greet and say goodbye, introduce yourself, present and say how you are.</p> <p>Grammar: definite and indefinite articles, être verb, subject, feminine and plural pronouns of nouns and adjectives</p> <p>Cultures: school in France</p>

Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP1 French 2020/21 Unit 2: Moi et ma famille	Identity	<i>Phase 1</i> - Context, Conventions	Identities and relationships Roles and role models	It is in our family that we build part of our identity.	<p><i>Phase</i></p> <p>A Listening 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 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. 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 audience and purpose to suit the context</p>	<p>Description</p> <p>Learning Experiences:</p> <p>Self-management:</p> <p>We will reflect on the need to always have at hand his own material and the importance of organizing his notebook well to learn better.</p> <p>Students' notebooks will be checked: do they use colors, highlight important things?</p> <p>Self-management</p> <ul style="list-style-type: none"> • III. Organization skills • Managing time and tasks effectively • Keep an organized and logical system of information files/ notebooks 	<p>Glossary and communication: countries and nationalities, ask and say the age, ask and say the nationality, ask and say where you live, talk about your family and your self, describe the physical and the character, ask and say the destination and the coming from, talking about an animal, identifying someone or something</p> <p>Grammar: verbs have, come and go, indefinite articles, feminine and plural nouns, interrogative adjectives, contracted articles, place prepositions</p> <p>Culture: Landscapes</p>

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP1 French 2020/ 21 Unit 3: Ma ville et ma maison	Communities	<i>Phase 1</i> - Meaning, Patterns	Orientation in space and time Peoples	The environment (our home, our city, our school) in which we live is important for personal balance.	<p>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 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</p> <p><i>Phase</i> A Listening Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts, opinions, messages and supporting details) ii. analyse conventions iii. analyse connections</p> <p>B Reading Emergent level (phase 1</p>	<p>and cities of France</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 a variety of media to communicate with a 	Lexicon and communication: the city, the means of transport, ask and give directions in the street, the house, the furniture of the house, ask and tell who owns an object, describe his home, say what we have and what we do not have

and 2)

- i. identify explicit and implicit information (facts, opinions, 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

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

range of audiences

Grammar: the verbal form there is, the negation, the imperative, the possessive adjectives, the total and partial interrogation, the ordinal numbers, the verbs of the first group in -er

Culture: Paris-teens and parties at home with family

Subject Group Overview

French (MYP 2)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP2 French 2020/ 21 Unit 1: Je prends soin de moi et de mon entourage	Connections	<i>Phase 1</i> - Function, Meaning <i>Phase 2</i> - Function, Meaning	Identities and relationships Happiness and the good life	The richest in happiness is certainly the one who knows himself, who knows his own identity among so many others.	<i>Phase</i> A Listening 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 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 D Writing Emergent level (phase 1 and 2) i. use a wide range of vocabulary ii. use a wide range of	Description Self-management • III. Organization skills • Managing time and tasks effectively • Plan strategies and take action to achieve personal and academic goals	Lexicon and communication: my house, my college, my city, the holidays, my days and my actions Communication: Description of my environment, to speak about my daylies habits Grammar: possessive adjectives, interrogation, ordinal numbers, verbs of the first group with orthographic peculiarities, irregular plural, present continuous, reflexive verbs, verbs to do and to ta Culture: Visit Paris. Main monuments in Paris

Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP2 French 2020/ 21 Unit 2: A la découverte de la France	Culture	<i>Phase 1</i> - Purpose, Structure <i>Phase 2</i> - Purpose, Structure	Orientation in space and time Natural and human landscapes and resources	To learn a language is also to discover the cultures, the gastronomies, the geographical characteristics, the customs of the countries one speaks this language.	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 <i>Phase</i> A Listening Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts, opinions, messages and supporting details) 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 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	Description Research • VI. Information literacy skills • Finding, interpreting, judging and creating information • Collect, record and verify data	Lexicon : shops in France, typical products, birthday parties Communication: buy something, indicate the quantity, ask for the price, talk about your preferences, establish a brief social contact on the phone, present your wishes Grammar: the irregular feminine, the partitive articles, the tonic pronouns, the pronoun "on", verbs with orthographic particularities, demonstrative adjectives, the near future and the recent past, verbs of the second group, verbs to be able and to want

Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP2 French 2020/21 Unit 3: Je prends soin de la planète	Connections	<i>Phase 1 - Patterns</i>	<p>Globalization and sustainability</p> <p>Human impact on the environment</p>	Each of my actions has an influence on the future of our planet	<p><i>Phase</i></p> <p>A Listening 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 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 Use a variety of media to communicate with a range of audiences 	<p>Culture: geography of France, French regions (group research), focus on 4 regions: Bretagne, PACA, Normandie and Centre Val de Loire</p> <p>Lexicon: seasons, weather, nature, atmospheric phenomena, activities in natural environment</p> <p>Communication: ask and say what the weather is like, tell in the past, situate an action in the past</p> <p>Grammar: the past tense, the past participle and its agreement with <i>avoir</i> and <i>être</i>, the impersonal verbs, the imperfect verbs <i>to have</i> and <i>to be</i></p> <p>Culture: les problèmes environnementaux, l'écologie, les gestes écolos</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 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

French (MYP 3)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3 French 2020/21 Unit 1: Forme et loisirs	Communication	<i>Phase 1 - Function</i>	Orientation in space and time	Feel good in your body and in your mind to be able to face a new stage in your life serenely	<p><i>Phase</i></p> <p>A Listening 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 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>Description</p> <p>Self-management Research</p>	<p>Revisions to last year's program (entrance test), friendly letter, written comprehension</p> <p>Lexico of health, physical condition, remedies, diseases, body parts, ask and give advice, express your opinion, write a dialogue.</p> <p>Preparing for the exam: tips for reading (exam)</p> <p>Grammar: simple relative pronouns, relative superlatives, verbs voir, croire, mettre, past tense (revision), gallicismes</p>

Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3 French 2020/ 21 Unit 2: Mon futur m'appartient	Creativity	<i>Phase 2</i> - Message, Purpose	Orientation in space and time Evolution, Constraints and adaptation	At each time of our lives, we are faced with the need to make choices.	<p>iii.analyse connections</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 complex cohesive devices iv.communicate all the required information with a clear sense of audience and purpose to suit the context</p>	Description Communication	Lexicon: music, instruments, professions, musical genres
					<p><i>Phase</i></p> <p>A Listening Emergent level (phase 1 and 2)</p> <p>i. identify explicit and implicit information</p> <p>• I. Communication skills • Reading, writing and</p>		

(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

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

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

using language to gather and communicate information
• Make effective summary notes for studying

Communication: talking about his abilities, advising and encouraging, expressing his will, the friendship letter (examen)

Grammar: futur and conditionnel, c'est / il est, possessive pronouns, some temporal indicators, verbs "connaitre", "essayer"

Culture: articles of francophone civilization

Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3 French 2020/ 21 Unit 3: Médias et écologie	Connections	Phase 2 - Function, Meaning	Globalization and sustainability Diversity and interconnection	Il est important de rester connectés au monde qui nous entoure à travers l'informatique mais aussi à notre planète et à la nature	<p>devices iv.communicate all the required information with a clear sense of audience and purpose to suit the context</p> <p><i>Phase</i> A Listening Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts, opinions, messages and supporting details) ii. analyse conventions iii. analyse connections</p> <p>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</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</p>	<p>Description</p> <p>Self-management</p> <ul style="list-style-type: none"> • IV. Affective skills • Managing state of mind • Emotional management • Practise strategies to reduce stress and anxiety 	<p>Lexicon: reading and TV, media, ecology</p> <p>Communication: ask for and give information, ask for and express an opinion</p> <p>Grammar: demonstrativ e pronouns, imperfect, imperfect and past tense, verbs lire and écrire</p> <p>Culture : articles of French-speaking civilization for the examination</p>

Subject Group Overview

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

French (MYP 4)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP4 French 2020/ 21 Unit 1: Cuisine et gastronomie	Culture	Phase 3 - Function, Conventions	Identities and relationships Happiness and the good life	Gastronomy more broadly represents the cultural heritage of a country. Thus, eating in a chair with a fork and a knife, chopsticks or hands is the mirror of a society's cultural identity.	Phase A Listening Demonstrate understanding of explicit and implicit spoken information in multimodal texts What is the content of the text? What details in the spoken language relate to the big ideas and explicit features of the multimodal text? (message: literal (explicit) and implicit) Demonstrate understanding of conventions What language conventions can be heard? For example,	Description Social <ul style="list-style-type: none"> • II. Collaboration skills • Working effectively with others • Take responsibility for one's own actions 	Book read in class: Le Petit Prince Antoine de Saint-Exupéry Lexicon and communication: menu dishes, types of French restaurants, reading, feelings, order at the restaurant, request a service, compare, express your agreement / disagree, argue, express your feelings. Grammar: demonstrative and interrogative pronouns, pronouns in and y, comparative and superlative, adverbs,

form of address,
greetings.
What behavioural
conventions can be
seen? For example,
dress code,
gestures—shaking
hands, bowing.
Demonstrate
understanding of
relationships between
the various components
of the multimodal text
What are the
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?
Capable level (phase 3
and 4)
i. identify explicit and
implicit information
(facts, opinions,
messages and
supporting details)
ii. analyse conventions
iii. analyse connections
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/

verbs out, see and
drink, hear, know, read,
pronouns COD and
COI, pronouns to the
imperative, the
expression of
opposition, agreement
of past participle with
have, indefinite
adjectives

Culture: the habits of
young French people at
the table, la
francophonie

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 the various components of the multimodal text
Do they share the same context?
Does the text link to the student's personal world?
Capable level (phase 3 and 4)
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?
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
iv. communicate all the required information clearly and effectively

D Writing
Use written language to communicate with others
What is the role of the student/writer?

Who is the audience?
What is the purpose of the written text?
What is the message?
Demonstrate accurate use of language conventions
How accurately is the language used?
To what extent is the language comprehensible?
Organize information in writing
Does the student use an appropriate format?
To what extent are the cohesive devices used in the organization of the text?
Communicate information with a sense of audience and purpose.
How are the relevant information and ideas communicated?
How well does the student communicate such that the text makes sense to the reader?
Capable level (phase 3 and 4)
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 complex

Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP4 French 2020/21 Unit 2: Dis-moi ce que tu lis, je te dirai qui tu es	Communication	Phase 3 - Point of view	Personal and cultural expression Creation	Reading in addition to helping to develop creativity and expand vocabulary, help us in our personal development	<p>cohesive devices iv.communicate all the required information with a clear sense of audience and purpose to suit the context</p> <p>Phase A Listening Capable level (phase 3 and 4) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections B Reading Capable level (phase 3 and 4) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections C Speaking 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 iv.communicate all the required information clearly and effectively D Writing</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Reading, writing and using language to gather and communicate information Read critically and for comprehension 	<p>Lexicon and communication: expressing agreement, disagreement, talking about personal interests as a reader, expressing opinions and feelings about a reading, presenting a literary work, arguing</p> <p>Grammar: irregular verbs, COI pronouns, complement pronouns in the Imperative, double complement pronouns, past participle agreement with have, the expression of the opposition</p> <p>Culture: Le Petit Prince de Calais (Pascal Teulade), quelques auteurs français majeurs (recherches personnelles)</p>

Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP4 French 2020/ 21 Unit 3: Clichés d'ici, clichés d'ailleurs	Culture	<i>Phase 3</i> - Conventions, Meaning	Identities and relationships Moral reasoning and ethical judgment	Identities and relationships belong to people's cultural heritage and differ from a country to another.	<p><i>Phase</i></p> <p>A Listening Capable level (phase 3 and 4) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections</p> <p>B Reading Capable level (phase 3 and 4) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections</p> <p>C Speaking Capable level (phase 3 and 4)</p>	<p>Description</p> <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 	<p>Communication: analyze the clichés of his own country and analyze the clichés of the surrounding countries, tell an event from the past, give advice, describe someone's character</p> <p>Grammar: the verbs of the third group in -ir, the past tense, the imperfect, the conditional present, the opposition past tense / imperfect</p> <p>Culture: les clichés de France et d'ailleurs</p>

Subject Group Overview

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
 iv.communicate all the required information clearly and effectively

D Writing

Capable level (phase 3 and 4)

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

French (MYP 5)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP5 French 2020/ 21 Unit 1: Une conscience écolo	Connections	Phase 4 - Empathy, Purpose	Globalization and sustainability Human impact on the environment	Thinking about the world around us requires reflection and empathy and implies the desire to convey to others the message that ecology concerns each of us.	Phase A Listening Demonstrate understanding of explicit and implicit spoken information in multimodal texts What is the content of the text? What details in	Description Thinking <ul style="list-style-type: none"> VIII. Critical thinking skills Analysing and evaluating issues and ideas Evaluate evidence 	Students will study the vocabulary and linguistic structures that will allow them to answer the questions posed in the unit.

the spoken language
relate to the big ideas
and explicit features of
the multimodal text?
(message: literal
(explicit) and implicit)
Demonstrate
understanding of
conventions
What language
conventions can be
heard? For example,
form of address,
greetings.
What behavioural
conventions can be
seen? For example,
dress code,
gestures—shaking
hands, bowing.
Demonstrate
understanding of
relationships between
the various components
of the multimodal text
What are the
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?
Capable level (phase 3
and 4)
i. identify explicit and
implicit information
(facts, opinions,
messages and
supporting details)
ii. analyse conventions
iii. analyse connections
B Reading
Demonstrate
and arguments

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 the various components of the multimodal text
Do they share the same context?
Does the text link to the student's personal

world?

Capable level (phase 3 and 4)

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?

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
iv. communicate all the required information clearly and effectively

D Writing

Use written language to communicate with others

What is the role of the student/writer?

Who is the audience?

What is the purpose of the written text?

What is the message?

Demonstrate accurate use of language conventions

How accurately is the language used?

To what extent is the language comprehensible?

Organize information in writing

Does the student use an appropriate format?

To what extent are the cohesive devices used in the organization of the text?

Communicate information with a sense of audience and purpose.

How are the relevant information and ideas communicated?

How well does the student communicate such that the text makes sense to the reader?

Capable level (phase 3)

Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP5 French 2020/ 21 Unit 2: L'art, quelle passion!	Culture	<i>Phase 4</i> - Context, Point of view	Personal and cultural expression Beauty	Art is unique to man since it is an activity that appeals to senses, emotions and intellect	<p>and 4) 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 complex cohesive devices iv.communicate all the required information with a clear sense of audience and purpose to suit the context</p> <p><i>Phase</i> A Listening Demonstrate understanding of explicit and implicit spoken information in multimodal texts What is the content of the text? What details in the spoken language relate to the big ideas and explicit features of the multimodal text? (message: literal (explicit) and implicit) Demonstrate understanding of conventions What language conventions can be heard? For example, form of address, greetings. What behavioural conventions can be</p>	<p>Description</p> <p>Self-management</p> <ul style="list-style-type: none"> • III. Organization skills • Managing time and tasks effectively • Plan strategies and take action to achieve personal and academic goals 	<p>Communication: ask and give your opinion, express an alternative, express your agreement / disagreement, lexicon of the art, describe a painting, write an art review</p> <p>Grammar: present subjunctive, opinion verbs, possessive pronouns, indefinite pronouns</p> <p>Culture: the main French artistic movements</p>

seen? For example,
dress code,
gestures—shaking
hands, bowing.
Demonstrate
understanding of
relationships between
the various components
of the multimodal text
What are the
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?
Capable level (phase 3
and 4)
i. identify explicit and
implicit information
(facts, opinions,
messages and
supporting details)
ii. analyse conventions
iii. analyse connections
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 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?

Capable level (phase 3 and 4)

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?
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
iv. communicate all the required information clearly and effectively

D Writing
Use written language to communicate with others
What is the role of the student/writer?
Who is the audience?
What is the purpose of the written text?
What is the message?

Demonstrate accurate use of language conventions
How accurately is the language used?
To what extent is the language comprehensible?
Organize information in writing
Does the student use an appropriate format?
To what extent are the cohesive devices used in the organization of the text?
Communicate information with a sense of audience and purpose.
How are the relevant information and ideas communicated?
How well does the student communicate such that the text makes sense to the reader?
Capable level (phase 3 and 4)
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 complex cohesive devices
iv. communicate all the required information with a clear sense of

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MYP5 French 2020/ 21 Unit 3: S'investir	Creativity	Phase 4 - Function, Empathy	Fairness and development Imagining a hopeful future, Inequality, Difference and inclusion	Being a citizen means living in a country and enjoying the rights and duties of this country. It's also about being concerned about what's going on and wanting to get involved to make things better.	audience and purpose to suit the context Phase A Listening Capable level (phase 3 and 4) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections B Reading Capable level (phase 3 and 4) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections C Speaking 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 iv.communicate all the required information clearly and effectively D Writing Capable level (phase 3 and 4) i.use a wide range of vocabulary	Description Social • II. Collaboration skills • Working effectively with others • Practise empathy	Lexicon: charity, solidarity, social, work Communication: presenting an association, talking about solidarity, expressing a wish, a hope, Grammar: indirect speech in the present and in the past, time markers Culture : Liberté, Egalité, fraternité, Paris et ses institutions, les Restos du Coeur, les principales associations françaises

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MYP5 French 2020/21 Unit 4: Le français dans tous ses "états"	Culture	<i>Phase 4</i> - Idiom, Word choice	Orientation in space and time Civilizations and social histories	The language is constantly evolving and adapting. This is an evolution that manifests itself in the fact that we find better words which reflect our society or our culture.	<p>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 complex cohesive devices iv.communicate all the required information with a clear sense of audience and purpose to suit the context</p> <p><i>Phase</i> A Listening Capable level (phase 3 and 4) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections B Reading Capable level (phase 3 and 4) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections C Speaking Capable level (phase 3 and 4) i.use a wide range of vocabulary ii.use a wide range of grammatical structures</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 appropriate forms of writing for different purposes and audiences 	<p>Lexicon and communication: argue, apologize, pass judgment on a person, write a biography, recount an event in the past, the trip</p> <p>Grammar: the present participle, the gerund, the expression of the cause, the expression of the consequence, the expression of the goal, the expression of the cooperation and the concession, the passive voice</p> <p>Culture: la francophonie, le français des jeunes, les français régionaux, histoire de la langue française, le français, langie d'ailleurs</p>

generally accurately
iii.use clear
pronunciation and
intonation in a
comprehensible manner
iv.communicate all the
required information
clearly and effectively

D Writing

Capable level (phase 3
and 4)

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