



Subject Overview

MYP French Language acquisition

Grade 6

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills and Learner Profile	Content and Service Learning	Summative Assessment & MYP Objectives
Unit 1- Bonjour! 4 weeks	Communication	Accent and meaning	Personal and Cultural Expression Exploration - Ritual and play	Language accent and meaning in communication show up in our personal and cultural expressions that we use.	Communication - Communication skills: <ul style="list-style-type: none"> Organize and depict information logically Use appropriate forms of writing for different purposes and audiences Learner Profile Communicator	- Understand and use greetings - Identify school objects - Count to 20 - Demonstrate understanding of classroom command	Summative: Students will prepare a role play to meet, greet and introduce themselves (names, age, how are you doing ...). Ask and answer questions. Criterion C: Speaking communicating in response to spoken, written and visual text. Criterion D: Writing using language in spoken and written form
Unit 2 - J'habite ici! 3 weeks	Communication	structure and word choice	Identities and relationships Exploration - Identity formation, Status	The structure and the word choice that we use in communication refer to the different identities and relationships that we have.	Communication - Communication skills: <ul style="list-style-type: none"> Exchanging thoughts, messages and information effectively through interaction. Give and receive meaningful feedback Reading, writing and using language to gather and communicate information Make interferences and draw conclusions Learner Profile Communicator	- Understand people saying where they live - Say where they live and ask someone where he/she lives - Use numbers up to 30 - Identify and say the date - Spell words using French alphabet	Summative: Students will listen to some audios about where people live and where do they go during the week. Criterion A: Listening Comprehending spoken and visual text Criterion B: Reading Comprehending written and visual text
Unit 3 – Chez moi! 4 weeks	Connection	structure and word choice	Orientation in space and time Exploration - Boundaries	The connection between structures and forms guides our words choices within space and time frames.	Self-management- Organization skills: <ul style="list-style-type: none"> Managing time and tasks effectively Use appropriate strategies for organizing complex information Select and use technology effectively and productively Learner Profile Communicator	- Present the family - Identify which things belong to them - Describe family and friends - Speak about their home - Describe where things are in a room - Understand a poem in French	Summative: Students will present the members of the family and will describe their houses and rooms. Criterion C: communicating in response to spoken, written and visual text. Criterion D: Writing using language in spoken and written form
Unit 4 – Les animaux 6 weeks	Communication	Context and word choice	Identity and Relationship Exploration - Happiness and the good life, Lifestyle choices	The message that we deliver and the words that we choose to do this in communication reflect our identities and	Thinking - Creative thinking skills: <ul style="list-style-type: none"> Generating novel ideas and considering new perspectives Apply existing knowledge to generate new ideas, products, or processes 	- Speak about pet animals - Describe using adjectives - Ask questions - Express opinions - Understand and practice description	Summative: Students will describe their pet animal. Criterion C: communicating in response to spoken, written and visual text. Criterion D: Writing

				relationships.	<ul style="list-style-type: none"> Create original works and ideas; use existing works and ideas in new ways 		using language in spoken and written form
Unit 5 – Des fêtes et des festivals 6 weeks	Creativity	Context and structure	Personal and Cultural Expression Exploration - Social constructions of reality, Philosophies and ways of life, ritual, and play	The creativity in the French social life is shown in different context, structures, and cultural expressions.	Learner Profile Risk-taker Social – Collaboration skills: <ul style="list-style-type: none"> Working effectively with others Use social media networks appropriately to build and develop relationships Manage and resolve conflict and work collaboratively in teams Listen actively to other perspectives and ideas 	<ul style="list-style-type: none"> Identify and give the dates Explore facts and information about festivals in France Talk about a fancy-dress party Talk about birthday dates and presents Use higher numbers and prices Talk about clothes Describe yourself and other people Develop and practice listening skills 	Summative: Students will describe themselves and what they and/or other people are doing in a particular event or a celebration day. Criterion A: Listening Comprehending spoken and visual text Criterion B: Reading Comprehending written and visual text
Unit 6 - Qu'est-ce que tu fais? 5 weeks	Creativity	Message and purpose	Orientation in space and time Exploration - Duration, Frequency and variability, Exchange, and interaction	Creativity in writing for a purpose can be shown in the use of space and time.	Self-management - Organization skills: <ul style="list-style-type: none"> Managing time and tasks effectively Use appropriate strategies for organizing complex information 	<ul style="list-style-type: none"> Demonstrate understanding of the weather types and temperature Talk about months and seasons Talk about sports. Understand French comics Identify family activities during the weekend Speak about different activities based on the weather Discuss what they do in the weekend and speak about free time. 	Summative: Students will describe the weather in a map and will write about their favorite sport. Criterion A: Listening Comprehending spoken and visual text Criterion B: Reading Comprehending written and visual text

MYP French Language acquisition

Grade 7

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content and Service Learning	Summative Assessment & MYP Objectives
Unit 1- En ville 4 weeks	Communication	Message, audience	Personal and Cultural Expression Exploration - Products, Languages, and linguistic systems	Using communication to deliver a clear message to different audience depends on our personal and cultural expression.	Communication - Communication skills: <ul style="list-style-type: none"> Organize and depict information logically Use appropriate forms of writing for different purposes and audiences Learner profile Inquirer	<ul style="list-style-type: none"> Talk about Shops and shopping Identify what is and what is not sold in a shop Use about money and prices Discuss shopping for food Explore more information and facts about shopping in France Use French verbs with correct endings in present tense 	Summative: The students will answer questions about different products and quantities and a short comic. Criterion B: Reading Comprehending written and visual text
Unit 2 – On fait des projets 4 weeks	Culture	Structure and Conventions	Orientation in Space and time Exploration - Peoples, Exchange, and interaction	Good understanding of different cultures helps to choose the right words within the right space and time.	Research – Information literacy skills: <ul style="list-style-type: none"> Finding, interpreting, judging, and creating information Access information to be informed and inform others Make connections between various sources of information Present information in a variety of formats and platforms Learner profile Open-minded	<ul style="list-style-type: none"> Identify about countries in Europe Talk about means of transport Discuss about what they are (aren't) going to do Discuss what they can or cannot do Describe places 	Summative: Students will answer questions about a planned trip. Criterion A: Listening Comprehending spoken and visual text Criterion C: communicating in response to spoken, written and visual text.
Unit 3 – De jour en jour 3 weeks	Connection	Function and structure	Identities and Relationships Exploration - Identity formation	Connection between forms, functions and structures show clear relationships	Thinking - Creative thinking skills: <ul style="list-style-type: none"> Generating novel ideas and considering new perspectives Create original works and ideas; use existing works and ideas in new ways Practice visible thinking strategies and techniques Social – Collaboration skills: <ul style="list-style-type: none"> Listen actively to other perspectives and ideas Learner profile Knowledgeable	<ul style="list-style-type: none"> Explore school life in France Discuss school subjects and opinions Describe morning and evening routine Talk about daily activities Talk about what you want to do and what you do not want to do Describe a school trip 	Summative: Students will answer questions and will write about daily routine. Criterion B: Reading Comprehending written and visual text Criterion D: Writing using language in spoken and written form
Unit 4 – En famille 5 weeks	Connection	Message and audience	Identity and Relationship Exploration - Roles and role models	The connection that we make when we deliver a message between the purpose, the message itself and the audience	Communication - Communication skills: <ul style="list-style-type: none"> Exchanging thoughts, messages, and information effectively through interaction Use intercultural understanding to interpret 	<ul style="list-style-type: none"> Describe themselves and others Discuss helping at home Use expressions of time Talk about parties and presents. Talk about choices Describe a visit Talk about TV and books 	Summative: Students will write a message /letter to reply to a pen friend. Criterion D: Writing using language in spoken and written form

				depends on our relationships and identities	<p>communication</p> <ul style="list-style-type: none"> • Use appropriate forms of writing for different purposes and audiences • Write for different purposes <p>Learner profile Thinker</p>		
Unit 5 – Bon appetit 5 weeks	Culture	Context and patterns	<p>Personal and Cultural Expression</p> <p>Exploration - Ritual and play, Languages, and linguistic systems</p>	The purpose and context of our message reflect our culture	<p>Communication - Communication skills:</p> <ul style="list-style-type: none"> • Exchanging thoughts, messages, and information effectively through interaction • Reading, writing, and using language to gather and communicate information <p>Research – Information literacy skills:</p> <ul style="list-style-type: none"> • Finding, interpreting, judging, and creating information • Present information in a variety of formats and platforms <p>Learner profile Risk-taker</p>	<p>- Find out about cafe in France</p> <p>- Learn how to buy food</p> <p>- Describe food and meals</p> <p>- Understand a short story</p> <p>- Say what things did and did not happen</p> <p>- Discuss menus and express opinion</p> <p>- Find out more about café in France</p>	<p>Summative:</p> <p>Students will have a role play to play it with the teacher about ordering food. Students will answer questions about food and menu.</p> <p>Criterion A: Listening Comprehending spoken and visual text</p> <p>Criterion C: communicating in response to spoken, written and visual text.</p>
Unit 6 – En voyage 5 weeks	Communication	Function and structure	<p>Orientation in space and time</p> <p>Exploration - Exchange and interaction</p>	The forms and functions help us to communicate effectively within the space and time.	<p>Thinking - Critical thinking skills:</p> <ul style="list-style-type: none"> • Analyzing and evaluating issues and ideas • Gather and organize relevant information to formulate an argument • Use models and simulations to explore complex systems and issues <p>Learner profile Reflective</p>	<p>- Discuss travel plans</p> <p>- Understand and asking for rail information</p> <p>- Learn about past tense with verb Etre</p> <p>- Talk about air travel</p> <p>- Describe a journey and a day out</p> <p>- Discuss what you did recently</p> <p>- Describe a journey in the past</p>	<p>Summative:</p> <p>Students will answer questions about trips and will present a summary of a particular one.</p> <p>Criterion B: Reading Comprehending written and visual text</p> <p>Criterion D: Writing using language in spoken and written form</p>

MYP French Language acquisition

Grade 8

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content and Service Learning	Summative Assessment & MYP Objectives
Unit 1- De jeunes francophones 4 weeks	Communication	Message, audience	Identities and Relationships Exploration - Identity formation	Our identities and relationships can be communicated to different audiences through messages.	Communication - Communication skills: <ul style="list-style-type: none"> Organize and depict information logically Use appropriate forms of writing for different purposes and audiences Learner profile Inquirer	- Find out about the French-speaking world, exchange personal information. - Find out about French Guyana, ask and answer questions. - Talk about technology and internet. - Exchange information about families. - Talk about and describe friends and other people. - Discuss relationships, talk about aspects of daily life. - Read a poem in French, discuss a photo, find out about a French-speaking country or a region (not in France)	Summative: The students will answer questions about relationships and French speaking countries. Criterion B: Reading Comprehending written and visual text
Unit 2 – Bienvenue a Paris 4 weeks	Culture	Structure and Conventions	Orientation in Space and time Exploration - Peoples, Exchange, and interaction	Knowledge of different cultures needs us to use orientation in space and time by using the correct structure and conventions.	Research – Information literacy skills: <ul style="list-style-type: none"> Finding, interpreting, judging, and creating information Access information to be informed and inform others Make connections between various sources of information Present information in a variety of formats and platforms Learner profile Open-minded	- Find out about some Paris sights, describe places of interest. - Find out about places to visit in Paris, understand tourist information. - Talk about what you have done. - Say what has happened and what you have done. - Find out about the Paris metro, understand travel information. - Describe a recent event, give opinions. - Sing a song about Paris, discuss a photo, find out about a monument in Paris.	Summative: Students will answer questions about a past trip. Criterion A: Listening Comprehending spoken and visual text Criterion C: communicating in response to spoken, written and visual text.
Unit 3 – Ca me passionne 4 weeks	Connection	Message and audience	Personal and Cultural Expression Exploration - Products, Languages, and linguistic systems	We can express our personal and cultural expression by connecting our message to the related audience.	Thinking - Creative thinking skills: <ul style="list-style-type: none"> Generating novel ideas and considering new perspectives Create original works and ideas; use existing works and ideas in new ways Practice visible thinking strategies and techniques Social – Collaboration skills: <ul style="list-style-type: none"> Listen actively to other perspectives and ideas Learner profile Knowledgeable	- Talk about leisure activities and use some expressions of time. - Talk about when you were younger. - Learn about 2 French speaking countries in Africa. - Say how life has changed. - Talk about TV, cinema, and books; understand and give a short review. - Learn about some famous French people, write a short profile of a famous person. - Read an extract from a French book, discuss a photo.	Summative: Students will write about celebrities, entertainments and books. Criterion B: Reading Comprehending written and visual text Criterion D: Writing using language in spoken and written form
Unit 4 – Au travail 4 weeks	Culture	Function and structure	Identity and Relationship Exploration - Roles and role models	The use of function and structure of sentences while expressing our identity and relationships reflect our culture.	Communication - Communication skills: <ul style="list-style-type: none"> Exchanging thoughts, messages, and information effectively through interaction Use intercultural understanding to interpret communication 	- Understand about school life in France, describe your school and a typical day in school. - Discuss school subjects, say what is (not) going to happen. - Discuss plans for the next school year. - Discuss aspect of school life. - Talk about different carriers. - Find out about two famous French people. - Read and extract from a French book, discuss a photo,	Summative: Students will write a message /letter about school life to a pen friend. Criterion D: Writing using language in spoken and written form

					<ul style="list-style-type: none"> Use appropriate forms of writing for different purposes and audiences Write for different purposes <p>Learner profile Thinker</p>	find out about school in a francophone country.	
Unit 5 – Au parc d’attractions 4 weeks	Communication	Context and patterns	Orientation in space and time Exploration - Exchange and interaction	The orientation in space and time should be a factor to clarify the context and the patterns of our communicated message.	<p>Communication - Communication skills:</p> <ul style="list-style-type: none"> Exchanging thoughts, messages, and information effectively through interaction Reading, writing, and using language to gather and communicate information <p>Research – Information literacy skills:</p> <ul style="list-style-type: none"> Finding, interpreting, judging, and creating information Present information in a variety of formats and platforms <p>Learner profile Risk-taker</p>	<ul style="list-style-type: none"> Find out about the Futuroscope theme park. Talk about future plans. Find out about hotel facilities, enquire about hotel services, report problems. Talk more about the future. Discuss the weather, understand a simple weather forecast, use expressions of time. describe a recent event, talk about other theme parks. Read and extract from a French book, discuss a photo, find out about a European theme park. 	<p>Summative:</p> <p>Students will have a role play to play it with the teacher about booking in a hotel. Students will answer questions about the weather.</p> <p>Criterion A: Listening Comprehending spoken and visual text</p> <p>Criterion C: communicating in response to spoken, written and visual text.</p>
Unit 6 – Bonjour le Quebec 4 weeks	Culture	Function and structure	Personal and Cultural Expression Exploration - Ritual and play, Languages, and linguistic systems	The forms and structure of our sentences help us to communicate our personal and cultural expressions effectively.	<p>Thinking - Critical thinking skills:</p> <ul style="list-style-type: none"> Analyzing and evaluating issues and ideas Gather and organize relevant information to formulate an argument Use models and simulations to explore complex systems and issues <p>Learner profile Reflective</p>	<ul style="list-style-type: none"> Find out about Quebec in Canada. Find out more about Montreal, talk about your own town and region. Ask for information at a tourist office, recommend places to see and things to do, make excuses. Say what can and should be done to protect the environment. Read a rap and a poem in French, discuss a photo, find out about a town in Quebec. 	<p>Summative:</p> <p>Students will answer questions about trips and their own town/country.</p> <p>Criterion B: Reading Comprehending written and visual text</p> <p>Criterion D: Writing using language in spoken and written form</p>

MYP French Language acquisition

Grade 9

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content and Service Learning	Summative Assessment & MYP Objectives
Unit 1- Jeunes sans frontières. 4 weeks	Communication	Message, audience	Identities and Relationships Exploration - Identity formation	We can express meaning of our identities and the nature our relationships through communication.	Communication - Communication skills: <ul style="list-style-type: none"> Exchanging thoughts, messages, and information effectively through interaction Use appropriate forms of writing for different purposes and audiences Reading, writing and using language to gather and communicate information Write for different purposes Learner profile Inquirer	- Talk about yourself, ask questions, revise the alphabet and numbers. - Give more personal information, revise countries and nationalities, revise the present tense. - Describe people, talk about friends, revise adjectives. - Talk about your family, discuss relationships, revise reflexive verbs. - Talk about your (least) favorite day, use verbs in the present tense. - Talk about special occasions, use mon, ma, mes. - Talk about family celebrations, discuss clothing and fashion when going out.	Summative: The students will answer questions about families and friends. Criterion B: Reading Comprehending written and visual text
Unit 2 – En ville et a la campagne 4 weeks	Communication	Meaning	Orientation in space and time Exploration - Products, Scale, Duration, Frequency, and variability	The message that we communicate is affected by our spoken and visual orientation in space and text time	Communication I. Communication skills: <ul style="list-style-type: none"> Exchanging thoughts, messages, and information effectively through interaction Use appropriate forms of writing for different purposes and audiences Learner profile Open-minded	- Find out more about France, revise the present tense of pouvoir. - Understand descriptions of towns, talk about a town. - Ask for , understand, and give directions to places, revise the pronoun Y. - Talk about transport in cities, use some negative expressions. - Talk about the countryside, compare life in town and country, use more negative expressions. - Talk about travel by train and by road, describe a journey, revise the perfect tense with avoir. - Talk about travel by air, revise the perfect tense with etre, find out about Charles de Gaulle.	Summative: Students will answer questions about a journey. Criterion A: Listening Comprehending spoken and visual text Criterion C: communicating in response to spoken, written and visual text.
Unit 3 – Bon sejour 3 weeks	Connection	Structure and Context	Identities and Relationships Exploration - Identity formation	Connection between content and structure of our delivered message should show our identities and relationships	Thinking - Creative thinking skills: <ul style="list-style-type: none"> Generating novel ideas and considering new perspectives Create original works and ideas; use existing works and ideas in new ways Practice visible thinking strategies and techniques Social – Collaboration skills: <ul style="list-style-type: none"> Listen actively to other perspectives and ideas Learner profile Knowledgeable	- Talk about future plans, use expressions of future time - Talk about future plans, use more complex sentences with "If" - Talk about staying with a family, discuss things to take, understand and ask questions when staying in a French home - Discuss formal and informal language, describe a home, describe your room, revise numbers - Talk about a visit to a theme park, use emphatic pronouns, use a l7101, etc. to show possession - Talk about places in Pans, revise the perfect tense with avoir and etre, ask questions in the perfect tense - Use reflexive verbs in different tenses, compare life in different countries	Summative: Students will answer questions and will write about future plans. Criterion B: Reading Comprehending written and visual text Criterion D: Writing using language in spoken and written form

Unit 4 – Une semaine typique 5 weeks	Connection	Message and audience	Identity and Relationship Exploration - Roles and role models	Identities and relationships in school life can be expressed by connecting our message to our audience.	Communication - Communication skills: <ul style="list-style-type: none"> Exchanging thoughts, messages, and information effectively through interaction Use intercultural understanding to interpret communication Use appropriate forms of writing for different purposes and audiences Write for different purposes Learner profile Thinker	<ul style="list-style-type: none"> Talk about school life, describe your school. Describe the school day. Talk about school subjects, discuss school rules, say what you have to do. Compare school systems, discuss life at school, suggest improvements. Talk about how things used to be, use the imperfect tense. Talk about the internet and technology. Talk about shopping, find out about prices, say which item you prefer. Shop for clothes, explain a problem, ask for a refund or exchange. Find out about some famous French people, learn more about the imperfect tense. 	Summative: Students will write a message /letter about school life to reply to a pen friend. Criterion D: Writing using language in spoken and written form
Unit 5 – Bon appetit 5 weeks	Culture	Context and patterns	Personal and Cultural Expression Exploration - Ritual and play, Languages, and linguistic systems	The purpose and context of our message reflect our culture	Communication - Communication skills: <ul style="list-style-type: none"> Exchanging thoughts, messages, and information effectively through interaction Reading, writing, and using language to gather and communicate information Research – Information literacy skills: <ul style="list-style-type: none"> Finding, interpreting, judging, and creating information Present information in a variety of formats and platforms Learner profile Risk-taker	<ul style="list-style-type: none"> Discuss typical meals and specialties, express preferences in food and drink, ask and answer questions in a family meal. Discuss healthy foods, talk about vegetarianism, use the pronoun en. Discuss healthy eating. Talk about shops and services, shop for food and other items, discuss what you want. Order drinks and snacks in a café, point out mistakes and deal with payment, use pronouns me te se lui nous vous leur. Discuss fast food restaurants, talk about picnics, practice using past tenses, Choose a French restaurant and book a table, discuss the menu, order, and pay for a meal. Point out problems or mistakes, say what has just happened or is about to happen. 	Summative: Students will have a role play to play it with the teacher about ordering food. Students will answer questions about food and menu. Criterion A: Listening Comprehending spoken and visual text Criterion C: communicating in response to spoken, written and visual text.
Unit 6 – Ça m'intéresse 5 weeks	Communication	Function and structure	Orientation in space and time Exploration - Exchange and interaction	The structure and functions help us to communicate effectively within the space and time.	Thinking - Critical thinking skills: <ul style="list-style-type: none"> Analyzing and evaluating issues and ideas Gather and organize relevant information to formulate an argument Use models and simulations to explore complex systems and issues Learner profile Reflective	<ul style="list-style-type: none"> Exchange information and preferences about leisure activities, talk about using technology. Talk about music use the verb jouer. Talk about sport and sporting events, understand, and use common adverbs. Discuss television programs, make comparisons. Talk about books and reading, use direct object pronouns. Understand information about events, discuss going out, practice pronouns. Talk about the cinema and films, describe a film, use the superlative. Talk about an event in the past, make excuses and apologies, use the pluperfect tense. 	Summative: Students will answer questions about leisure time and activities and will present a summary of a movie or a book. Criterion B: Reading Comprehending written and visual text Criterion D: Writing using language in spoken and written form

MYP French Language acquisition

Grade 10

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content and Service Learning	Summative Assessment & MYP Objectives
Unit 1- La francophonie, c'est où, c'est quoi? 7 weeks	Communication	Context, purpose and word choice	Personal and Cultural Expression Exploration - Products, Languages, and linguistic systems	The francophone Community gathers a variety of cultures and populations who share language understanding.	Communication - Communication skills: <ul style="list-style-type: none"> Exchanging thoughts, messages, and information effectively through interaction. -Use intercultural understanding to interpret communication. Reading, writing, and using language to gather and communicate information. -Read a variety of sources for information and for pleasure. Learner profile Inquirer	- 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. - 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.	Summative: The students will answer questions about French speaking countries and French culture. Criterion B: Reading Comprehending written and visual text
Unit 2 – Les voyages forment la jeunesse 7 weeks	Culture	Empathy, Context, purpose	Orientation in Space and time Exploration - Peoples, Exchange, and interaction	The way we travel in space and time is influenced by the context of our life and varies depending on our culture.	Communication - Communication skills: <ul style="list-style-type: none"> Exchanging thoughts, messages, and information effectively through interaction. -Use intercultural understanding to interpret communication. Reading, writing, and using language to gather and communicate information. -Read a variety of sources for information and for pleasure. Learner profile Open-minded	- 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. - Review the past tense. - Give details about a trip. - Make travelling offers. - Give your opinion. - Use if..... - Locate in space and time. - Work on our reading skills, notes taking skills and describing visuals, present in front of the class.	Summative: Students will answer questions about a travelling. Criterion A: Listening Comprehending spoken and visual text Criterion C: communicating in response to spoken, written and visual text.
Unit 3 – On n'arrête pas le progress 7 weeks	Development	Structure, message	Scientific and technological innovation	The structure of scientific and technological innovation might interfere with our development.	I. Communication skills <ul style="list-style-type: none"> Exchanging thoughts, messages, and information effectively through interaction. -Use a variety of speaking techniques to communicate with a variety of audiences. -Negotiate ideas and knowledge with peers and teachers. X. Transfer skills	- Reflecting and learning about how progress in general affects our lives, for better or for worse. We will be looking at some key vocab on a variety of topics connected with progress new technologies, renewable energies, medical research, ... - Use of the future tense - Revision of negative sentences - Use of the superlative - Expressing your opinion	Summative: Students will answer questions and will write about use of technology. Criterion B: Reading Comprehending written and visual text Criterion D: Writing using language in spoken and written form

					<ul style="list-style-type: none"> Utilizing skills and knowledge in multiple contexts. -Apply skills and knowledge in unfamiliar situations. 		
Unit 4 – Il y a-t-il une vie après l'école? 7 weeks	Communication	Message, Conventions	Identity and Relationship Exploration - Roles and role models	The conventions we use in our communication will impact our relationships.	<p>Communication - Communication skills:</p> <ul style="list-style-type: none"> Exchanging thoughts, messages, and information effectively through interaction Use intercultural understanding to interpret communication Use appropriate forms of writing for different purposes and audiences Write for different purposes <p>VIII. Critical thinking skills</p> <ul style="list-style-type: none"> Analysing and evaluating issues and ideas. -Gather and organize relevant information to formulate an argument 	<p>- Discuss their desires for the future and some potential careers.</p> <p>- Review some previously acquired knowledge such as jobs, key adjectives and use of the conditional tense.</p> <p>- Learn key vocabulary to express themselves.</p> <p>- Learn format to use in order to write an official letter</p> <p>- Use of the future tense</p> <p>- Writing an official letter to enquire about internship or help for a job.</p>	<p>Summative:</p> <p>Students will write a motivation letter for a job.</p> <p>Criterion D: Writing using language in spoken and written form</p>
Unit 5 – Quels sont les facteurs qui influencent une bonne santé? 7 weeks	Connections	Point of view, audience	Identity and Relationship Exploration - Roles and role models	Connections are made as we express our point of view to an audience.	<p>Communication - Communication skills:</p> <ul style="list-style-type: none"> Exchanging thoughts, messages, and information effectively through interaction Reading, writing, and using language to gather and communicate information <p>VI. Information literacy skills</p> <ul style="list-style-type: none"> Finding, interpreting, judging, and creating information. -Access information to be informed and inform others. -Present information in a variety of formats and platforms. 	<p>- Review key vocabulary connected to food and physical activities.</p> <p>- 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> <p>- Review the subjunctive mode.</p> <p>- Practice using connectives (time and ideas).</p> <p>- Revise possessive adjectives.</p>	<p>Summative:</p> <p>Students will have a role play to play it with the teacher about healthy food. Students will answer questions about health habits.</p> <p>Criterion A: Listening Comprehending spoken and visual text</p> <p>Criterion C: communicating in response to spoken, written and visual text.</p>
					<p>Learner profile Knowledgeable</p>		
					<p>Learner profile Thinker</p>		
					<p>Learner profile Risk-taker</p>		