

Unit 1: Welcome to my world (September – November)

Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
Creativity	Purpose	Identities and relationships	We can work on fulfilling personal purpose in a global context by using language to define and explain happiness and intelligence.	A i, ii, iii B i, ii, iii C i, ii, iii, iv D i, ii, iii, iv	<u>Social skills</u> Practise empathy Manage and resolve conflict and work collaboratively in teams Listen actively to other perspectives and ideas Give and receive meaningful feedback <u>Thinking skills</u> Critical thinking skills: Interpret data Draw reasonable conclusions and generalizations Consider ideas from multiple perspectives Creative thinking skills: Create original works and ideas; use existing works and ideas in new ways Practise visible thinking strategies and techniques	<u>Topic</u> What makes teenagers happy? 15 tips for teens to lead happier lives „A Mad Tea Party“ from Alice in the Wonderland (the novel excerpt and the film) Familiarizing students with different periods (Victorian England) <u>Knowledge</u> <u>Discipline specific</u> Students will learn to use basic terms associated with language and literature (novel, narrator, plot, character, setting, point of view, theme, style) <u>Skills</u> <u>Oral communication</u> Formative oral and interactive skills – role play – <u>Written communication</u> Reading and writing Writing a bio-poem Comprehension questions Learning and using new vocabulary Writing and reading comprehension test <u>Visual communication</u> Bio-poems displayed on the board

Unit 2: growing up (November – February)

Perspective	Context Voice	Identities and relationships	Literature gives space for transcultural topics, inciting discussion and reflection in individual historical perspectives and contexts	B i, ii, iii C i, ii, iii, iv D i, ii, iii, iv	<p><u>Communication skills</u> Use appropriate forms of writing for different purposes and audiences Negotiate ideas and knowledge with peers and teachers Read critically and for comprehension Make inferences and draw conclusions</p> <p><u>Research skills</u> Access information to be informed and inform others Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p><u>Thinking skills</u> Critical thinking skills: Draw reasonable conclusions and generalizations Consider ideas from multiple perspectives</p>	<p><u>Topic</u> <u>The Catcher in the Rye</u> by J.D. Sallinger A Private Talk with Holly by Henry G. Felsen <u>Knowledge</u> Contextual background of the US 1950s: post-war society, cold war, median and entertainment, the American Dream, consumerism Discipline specific Style: use of symbols, teenage slang, colloquial language, 1st person narration <u>Oral communication</u> Discussion: social norms and values in different societies Oral presentations and interpretations of assigned issues Using appropriate register in formal and informal communication Discussing the topic of teen depression Making connections to the key concept Written communication Reading the entire novel with attention to detail What and how questions – close reading Answering reading comprehension and essay-type questions Creative writing – made-up scene from the novel Visual communication Role play – key scenes</p>
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Unit 3: no man is an island (March – May)

Connections	Setting Idiom	Orientation in space and time	The text's setting and the idiom shape the readers' comprehension of interpersonal connections and their histories, as well as epochs and historical turning points	A i, ii, iii B i, ii, iii C i, ii, iii, iv D i, ii, iii, iv	<u>Research skills</u> Information literacy Access information to be informed and inform others Present information in a variety of format and platforms <u>Thinking skills</u> Critical thinking skills: Gather and organize relevant information to formulate and argument Consider ideas from multiple perspectives Develop contrary or opposing arguments <u>Communication skills</u> Use intercultural understanding to interpret communication Negotiate ideas and knowledge with peers and teachers Collaborate with peers and experts using a variety of digital environments and media Read critically and for comprehension Write for different purposes	<u>Topic</u> Of Mice and Men by John Steinbeck, the novel and the film <u>Knowledge</u> Introduction into the Great Depression and the American Dream (the 1920s/30s) Theme and context: Great Depression, American Dream, Dust Bowl, migration, moral and ethical judgement, mercy killing, empathy, dignity – class research Setting – mood and atmosphere <u>Discipline specific</u> How does setting impact readers' understanding of the novel's issues Structure: play, novelette, novel, novella <u>Style</u> Compare and contrast approach Creative assignment <u>Skills</u> Oral communication Discussion on the concept of human dignity, moral reasoning and ethical judgment, the importance of dreams Written communication Reading critically and comprehensively Writing for different purposes, using idioms Considering the influence of the setting on individuals Visual communication „back in time“ project
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Unit 4: choice and impact (May – June)

Creativity	Voice Word choice	Personal and cultural expression	The importance of word choice impacts our creativity and the personal expression in the messages we convey.	A i, ii, iii B i, ii, iii C i, ii, iii, iv D i, ii, iii, iv	<u>Self-management skills</u> Organization skills: Plan short- and long-term assignments; meet deadlines Bring necessary equipment and supplies to class Reflection skills: Develop new skills, techniques and strategies for effective learning Focus on the process of creating by imitating the work of others <u>Critical thinking</u> Recognize unstated assumptions and bias Draw reasonable conclusions and generalizations Transfer Combine knowledge, understanding and skills to create products or solutions	<u>Content</u> A selection of mystery short stories Agatha Christie's Poirot, film Edgar Allan Poe <u>Knowledge</u> <u>Discipline specific</u> Students will use critically a number of discipline specific terms, key and related concepts Short story as a literary genre and revision of literary genres and literary terminology Scaffolding: writing a short story <u>Skills</u> <u>Oral communication</u> Analysing conventions and word choice used in the studied short stories Discussing creativity and personal expression Providing arguments for specific word choices in order to use language with accuracy and efficiency <u>Written communication</u> Reading for detail and answering reading comprehension questions Students write their own short story <u>Visual communication</u> Creating mind maps and planning stories
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Unit 1: whose life is it indeed? (September – November)

Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
Identity	Empathy Argument	Identities and relationships	Literature teaches us how to define and defend our identity, remaining empathetic and understanding towards others'.	A i, ii, iii B i, ii, iii C i, ii, iii, iv D i, ii, iii, iv Students deliver a PPT Presentation on a selected moral issue Students write an argumentative essay in class on the topic they presented	<u>Thinking skills</u> Practise observing carefully in order to recognize problems Formulate factual, topical, conceptual and debatable questions <u>Affective skills</u> Practise focus and concentration <u>Research skills</u> Access information to be informed and inform others Present information in a variety of formats and platforms <u>Communication skills</u> Use appropriate forms of writing for different purposes and audiences Read critically and for comprehension	<u>Whose Life Is It Anyway?</u> By Brian Clark (a play) <u>The Intouchables</u> , by Olivier Nakache and Eric Toledano, (a film) <u>Knowledge</u> <u>Discipline specific</u> Students revise and identify elements of a play Students analyze information and ideas presented in both visual and written texts <u>Written communication</u> Reading comprehension questions Interpreting quotes End-of-unit essay <u>Oral communication</u> In-class discussion on ethical issues such as euthanasia, abortion, and freedom of choice <u>Visual communication</u> Role-play: acting out key scenes Power Point presentations

Unit 2: the pen is mightier than the sword (December – February)

Communication	<p>Message</p> <p>Bias</p>	<p>Personal and cultural expression</p>	<p>In this day and age it is getting increasingly important to develop skills to evaluate messages around us, in the context of personal and cultural expression.</p>	<p>C i, ii, iii, iv D i, ii, iii, iv</p>	<p><u>Thinking skills</u> Creative-thinking skills: Create original works and ideas; use existing works and ideas in new ways Practise flexible thinking – develop multiple opposing, contradictory and complementary arguments <u>Communication skills</u> Use a variety of speaking techniques to communicate with a variety of audiences Negotiate ideas and knowledge with peers and teachers Read critically and for comprehension <u>Research skills</u> Make connections between various sources of information Use critical literacy skills to analyse and interpret media communications Transfer skills</p>	<p><u>The Pedestrian</u> by Ray Bradbury (a short story) <u>The Book Thief</u> by Markus Zusak (an excerpt from the novel) <u>Fahrenheit 451</u> by Ray Bradbury (the novel and the film) Propaganda techniques <u>Knowledge</u> <u>Discipline specific</u> Terminology related to SF genre and utopia/dystopia Language used to influence behaviour How to detect bias? <u>Written communication</u> Reading and writing Reading comprehension questions Learning new vocabulary Drafting a promotional campaign <u>Oral communication</u> Class discussions: propaganda and advertisement, censorship through history <u>Visual communication</u> Power Point presentations Promotional campaign task</p>
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Unit 3: Being different (March – April)

Creativity	Purpose Stylistic choices	Fairness and development	Persuasive texts can influence our behaviour, decisions and development by using language creatively and with right stylistic choices.	B i, ii, iii C i, ii, iii, iv D i, ii, iii, iv	<u>Communication skills</u> Use appropriate forms of writing for different purposes and audiences Read critically and for comprehension <u>Critical thinking skills</u> Gather and organize relevant information to formulate an argument Formulate factual, topical, conceptual and debatable questions <u>Organisation skills</u> Plan short- and long-term assignments; meet deadlines Bring necessary equipment and supplies to class <u>Creative thinking skills</u> Create original works and ideas; use existing works and ideas in new ways Apply existing knowledge to generate new ideas, products or processes	<u>Don't You Dare Read This, Mrs Dunphrey</u> by Margaret Peterson Haddix (a novel) <u>Knowledge</u> <u>Discipline specific</u> Writing a diary entry Similarities and differences between a diary entry and a blog Studying stylistic choices on various diary entries and blogs Vocabulary related to technology, blog, bloggers, vlog, diary entry Initial discussion: life is not fair <u>Written communication</u> Reading comprehension questions Demonstrating comprehension of specific factual information and attitudes Stylistic choices that permeate writing for a specific audience <u>Oral communication</u> Using indirect questions to be polite Discussion on the controversial issues in the novel (parental neglect and child abandonment, shoplifting, sexual harassment at an after-school job) Visual communication
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Unit 4: lend me your ears (May – June)

Connections	Audience Inference	Globalization and sustainability	Analyzing the purpose and message of speeches delivered through the lens of their historical context aids us in understanding global connections.	A i, ii, iii B i, ii, iii C i, ii, iii, iv D i, ii, iii, iv	<u>Communication skills</u> Give and receive meaningful feedback Use intercultural understanding to interpret communication Interpret and use effectively modes on non-verbal communication <u>Social skills</u> Practise empathy Listen actively to other perspectives and ideas <u>Creative-thinking skills</u> Create original works and ideas; use existing works and ideas in new ways Practise flexible thinking – develop multiple opposing, contradictory and complementary arguments	<u>Speeches</u> <u>Queen Elizabeth I's</u> speech to the troops at Tilbury in 1588 <u>„Friends, Romans, countrymen“</u> Mark Antony in <i>Julius Caesar</i> by William Shakespeare (1599) <u>Abraham Lincoln's</u> The Gettysburg Address (1863) <u>Chief Joseph</u> surrender speech (1877) <u>„I Have A Dream“</u> Martin Luther King, Jr. (1963) <u>Malala Yousafzai</u> UN speech (2013) <u>Barack Obama's</u> spech on race (2008) <u>Greta Thunberg</u> UN Climate Action Summit speech (2019) <u>Knowledge</u> <u>Discipline specific</u> Tenses in context Concept of target audience <u>Written communication</u> Reading for the general idea and for detail, and for inferred meaning Reading „between the lines“ Comparing and contrasting speeches Reading comprehension: Steve Jobs' commencement speech Writing for a specific occasion <u>Oral communication</u> Delivering a speech, speaking to convince <u>Visual communication</u> Body language
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Course Overview for FRENCH – Language acquisition

Teacher: Loreana Selišek Butina, M.A.

MYP 4 – Phases 1 and 2

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content
Unit 1 September - December Faisons connaissance : Moi et les autres	Communication	Message Function	Identities and relationships	Communication through different functions and messages enables individuals to express their identity and develop meaningful relationships with others.	Phases 1 and 2: Objective C- communicating in response to written and visual text Strands: i, ii. iii. iv. Objective D - using language in spoken form Strands: i, ii. iii.	Communication Social Self Management Thinking	Topics, knowledge: Fenêtre sur... Bienvenue ! <ul style="list-style-type: none"> - Se repérer dans la langue française - Identifier les mots déjà connus - Identifier la culture française déjà connue - Identifier ce que s'est une langue maternelle vs. une langue étrangère - identifier pourquoi faut-il apprendre une langue étrangère - Bonjour / Salut ! - Identifier les sons du français - Utiliser la phonétique en images (l'alphabet française) - Utiliser la phonétique et les marionnettes (apprendre les nasales) - Se repérer dans la prononciation heureuse – d'articuler pour mieux se faire comprendre - Apprendre en s'amusant : alphabet phonétique / les consonnes / les voyelles et les semi-voyelles – utiliser les jeux d'apprentissage Les uns, les autres ... Enchanté ! <ul style="list-style-type: none"> - Se saluer, se présenter par oral et écrit, poser une question, s'excuser - <i>Tu ou Vous</i> - Demander et donner l'identité de quelqu'un / composer une carte de visite professionnelle - Demander l'âge, l'adresse, le numéro de téléphone, les coordonnées, le pays de naissance / domicile - Compléter / remplir une fiche - Apprendre les formes de politesse Portrait robot ! <ul style="list-style-type: none"> - Apprendre les nombres de 0 à 100 - Indiquer les couleurs - Caractériser un objet / exprimer ses goûts - Parler de ses loisirs, de ses goûts, de ses passions, de ses rêves - Dire ce que l'on aime, ce que l'on n'aime pas / adorer, préférer vs. détester Carnet de voyage : la France pays européen <ul style="list-style-type: none"> - Identifier des symboles et comprendre des informations sur la France et l'Europe / La France et la Francophonie

Unit 1: *Faisons connaissance : Moi et les autres* - ATL Skills - Phase 1

Communication:

I. Communication skills

A) How can students communicate through interaction? Exchanging thoughts, messages and information effectively through interaction:

- Use intercultural understanding to interpret communication - Students identify basic cultural similarities and differences by recognizing simple greetings and introductions in French-speaking countries and comparing them with their own culture. Students interpret messages by considering cultural perspectives and contexts e.g. l'élève découvre le monde français et francophone
- Use a variety of speaking techniques to communicate with a variety of audiences - Students apply simple speaking strategies by introducing themselves, greeting others and asking basic questions using memorised phrases such as Bonjour, Je m'appelle... in guided classroom interactions. Students adapt their speaking style to suit different audiences and situations e.g. l'élève doit apprendre à apprendre : Tu ou Vous/les formules de politesse
- Use appropriate forms of writing for different purposes and audiences - Students create very simple written texts or writing a short postcard with basic sentence structures. Students select and use suitable writing formats for specific purposes and readers e.g. remplir une fiche ; une carte de visite ; écrire une carte postale
- Interpret and use effectively modes of non-verbal communication - Students recognize and apply basic non-verbal communication such as gestures, facial expressions and body language to support greetings and simple interactions in French. Students recognize and use body language, gestures, and facial expressions effectively e.g. les gestes (actions et réactions), les attitudes, les mimiques, les expressions faciales et corporelles

B) How can students demonstrate communication through language? Reading, writing and using language to gather and communicate information:

- Use and interpret a range of discipline-specific terms and symbols - Students identify and apply basic French vocabulary, the alphabet, spelling patterns and pronunciation sounds when introducing themselves and participating in guided oral practice. Students understand and apply subject-specific vocabulary and symbols accurately e.g. alphabet, épeler son nom, prononcer-phonétique, apprendre à parler, lire et écrire + la grammaire
- Take effective notes in class - Students record key information and simple phrases clearly and efficiently during lessons from the board related by a basic French vocabulary e.g. les élèves copient de notes depuis le tableau

Social:

II. Collaboration skills

A) How can students collaborate? Working effectively with others

- Help others to succeed - Students support and encourage their peers to achieve shared goals by practising short dialogues or repeating vocabulary together e.g. les élèves travaillent en deux, en binôme, en groupe
- Take responsibility for one's own action – Students demonstrate responsibility by completing simple classroom tasks, participating in guided activities and following instructions during French lessons. Students demonstrate accountability for their decisions and behaviour e.g. les élèves respectent les délais pour remettre leurs travaux, leurs devoirs.
- Encourage others to contribute – Students encourage peers to participate by inviting classmates to repeat words, answer simple questions and practise short introductions in French. Students create opportunities for everyone to participate and share ideas. les élèves invitent chaque membre du groupe pour s'exprimer.

Self-Management

III. Organization skills - How can students demonstrate organization skills? Managing time and tasks effectively:

- Keep and use a weekly planner for assignments – Students organize homework and vocabulary tasks by writing simple assignments and deadlines in a weekly planner or school agenda. Students organize their tasks and deadlines using a planning tool e.g. les élèves notent les devoirs et les dates importantes dans leurs agendas
- Create plans to prepare for summative assessments (examinations and performances) – Students develop simple revision routines by practising key vocabulary and short phrases before speaking or writing assessments. Students develop structured study plans to prepare for assessments e.g. les élèves établissent un programme de révision avant un examen de français.

IV. Affective skills

Managing state of mind

- Mindfulness awareness – Practice focus and concentration – Students apply basic attention strategies by listening carefully to instructions, repeating model sentences and focusing during guided speaking activities. Students develop strategies to maintain attention and concentration during learning e.g. les élèves se concentrent sur une activité d'écoute sans distractions.
- Perseverance – Demonstrate persistence and perseverance - Students repeat and improve pronunciation and simple sentences through practice and teacher feedback until communication becomes clearer. Students continue working towards goals despite challenges or setbacks e.g. les élèves corrigent plusieurs versions d'un texte pour l'améliorer.
- Self-motivation – practice positive thinking - Students use positive attitudes and self-encouragement to support learning by recognising small successes such as correctly introducing themselves in French e.g. les élèves se félicitent de leurs progrès en français.

Thinking

VIII. Critical thinking skills How can students think critically?

Analyzing and evaluating issues and ideas:

- Interpret data - Students identify simple information from images, classroom prompts and short spoken texts to understand and respond appropriately in French. Students analyze and draw conclusions from information and data e.g. les élèves parlent dans la classe en utilisant les nouvelles règles, nouveaux mots
- Revise understanding based on new information and evidence - Students correct language use based on teacher feedback and improve vocabulary and sentence accuracy in future tasks. Students adjust their thinking when presented with new evidence e.g. les élèves font des devoirs

IX. Creative thinking skills

How can students be creative? Generating novel ideas and considering new perspectives:

- Use brainstorming and visual diagrams to generate new ideas and inquiries- Students generate basic ideas using simple visual organizers or word maps to prepare short introductions about themselves, their family or their interests in French. Students apply models or simulations to explore and understand concepts e.g. les élèves répètent les situations, jouent des jeux de rôles, utilisent des canevas.

Unit 1: Faisons connaissance : Moi et les autres - ATL Skills - Phase 2

Communication:

I. Communication skills

A) How can students communicate through interaction? Exchanging thoughts, messages and information effectively through interaction:

- Give and receive meaningful feedback – Students provide constructive feedback and use suggestions to improve their work e.g. les élèves donnent leur avis sur la présentation d'un camarade.
- Use intercultural understanding to interpret communication – Students analyze cultural perspectives and interpret communication by comparing greetings, introductions and everyday customs in French-speaking countries with their own culture during discussions and role-play activities. Students interpret messages by considering cultural perspectives and contexts e.g. l'élève découvre le monde français et francophone ;
- Use a variety of speaking techniques to communicate with a variety of audiences – Students apply appropriate speaking techniques and adapt their language by introducing themselves, interviewing classmates and choosing correctly between TU and VOUS in different social situations. Students adapt their speaking style to suit different audiences and situations e.g. l'élève doit apprendre à apprendre : Tu ou Vous/les formules de politesse
- Use appropriate forms of writing for different purposes and audiences – Students create different types of written texts by completing a personal profile, writing an email to a French pen friend or introducing themselves in a short blog post. Students select and use suitable writing formats for specific purposes and readers e.g. remplir une fiche ; une carte de visite ; écrire une carte postale, une lettre
- Interpret and use effectively modes of non-verbal communication – Students interpret and apply gestures, facial expressions, eye contact and body language while greeting others, introducing themselves and participating in classroom conversations in French. Students recognize and use body language, gestures, and facial expressions effectively e.g. les gestes (actions et réactions), les attitudes, les mimiques, les expressions faciales et corporelles.

B) How can students demonstrate communication through language? Reading, writing and using language to gather and communicate information:

- Use and interpret a range of discipline-specific terms and symbols – Students apply French subject-specific vocabulary, pronunciation, phonetic symbols and grammar accurately when spelling their names, describing themselves and participating in classroom interactions. Students understand and apply subject-specific vocabulary and symbols accurately e.g. alphabet, épeler son nom, prononcer-phonétique, apprendre à parler, lire et écrire + la grammaire.
- Take effective notes in class – Students identify, organize and record key vocabulary, grammar rules and cultural information by creating structured vocabulary lists and grammar summaries during lessons. Students record key information clearly and efficiently during lessons e.g. les élèves copient de notes depuis le tableau

Social:

II. Collaboration skills

A) How can students collaborate? Working effectively with others

- Help others to succeed – Students collaborate by supporting classmates during pair and group activities, practising dialogues together and helping peers improve their pronunciation and communication skills. Students support and encourage their peers to achieve shared goals e.g. les élèves travaillent en deux, en binôme, en groupe
- Take responsibility for one's own action – Students demonstrate responsibility by completing homework on time, participating actively in class and taking ownership of improving their French language skills. Students demonstrate accountability for their decisions and behaviour e.g. les élèves respectent les délais pour remettre leurs travaux, leurs devoirs.
- Encourage others to contribute – Students organize their learning by recording homework, vocabulary revision, assessment dates and project deadlines in a weekly planner. Students create opportunities for everyone to participate and share ideas. les élèves invitent chaque membre du groupe pour s'exprimer.

Self-Management

III. Organization skills - How can students demonstrate organization skills? Managing time and tasks effectively:

- Keep and use a weekly planner for assignments – Students organize homework and vocabulary tasks by writing simple assignments and deadlines in a weekly planner or school agenda. Students organize their tasks and deadlines using a planning tool e.g. les élèves notent les devoirs et les dates importantes dans leur agenda
- Create plans to prepare for summative assessments (examinations and performances) – Students develop revision plans by organizing vocabulary practice, grammar review and speaking activities before French assessments. e.g. les élèves établissent un programme de révision avant un examen de français.

IV. Affective skills

Managing state of mind

- Mindfulness awareness – Practice focus and concentration – Students continue working towards goals despite challenges or setbacks e.g. les élèves corrigent plusieurs versions d'un texte pour l'améliorer.
- Perseverance – Demonstrate persistence and perseverance – Students evaluate feedback, revise their written and spoken work and continue practising until they communicate more accurately and confidently in French. Students develop structured study plans to prepare for assessments e.g. les élèves établissent un programme de révision avant un examen de français.
- Self-motivation – practice positive thinking – Students develop strategies to maintain attention and concentration during learning e.g. les élèves se concentrent sur une activité d'écoute sans distractions.

Thinking

VIII. Critical thinking skills How can students think critically?

Analyzing and evaluating issues and ideas:

- Interpret data – Students analyze information from conversations, surveys, personal profiles and visual texts to draw conclusions and communicate accurately about themselves and others. Students use positive attitudes and self-encouragement to support learning e.g. les élèves se félicitent de leurs progrès en français.
- Revise understanding based on new information and evidence – Students analyze and draw conclusions from information and data about themselves and others e.g. les élèves parlent dans la classe en utilisant les nouvelles règles, nouveaux mots

IX. Creative thinking skills

How can students be creative? Generating novel ideas and considering new perspectives:

- Use brainstorming and visual diagrams to generate new ideas and inquiries - Students generate, organize and develop ideas by creating mind maps and graphic organizers before preparing presentations, dialogues or written texts about themselves, their families and their interests. Students adjust their thinking when presented with new evidence e.g. les élèves font des devoirs

CONTENT :

Skills:

Remue-méninges, compréhension de l'orale et de l'écrite et production orale et écrite

Les élèves vont apprendre à :

- se présenter
- faire connaissance
- compter
- communiquer en classe
- saluer
- demander des informations
- questionner sur l'identité
- comprendre/donner des coordonnées
- donner des informations personnelles
- parler de ses passions et de ses rêves
- parler de l'importance d'apprendre le français, réagir à des directives, comparer le français et l'anglais
- identifier des symboles et comprendre des informations sur la France et l'Europe / La France et la Francophonie

POUR :

- comprendre de courtes conversations dans lesquelles quelqu'un se présente (nom, prénom, nationalité)
- se présenter : dire son nom, son prénom et sa nationalité

- épeler, noter son nom et son prénom
- comprendre un message Internet simple (appel à bénévoles)
- comprendre un mél de présentation simple (activités, études, disponibilités)
- dire son âge
- informer sur ses activités générales, ses études, ses disponibilités
- saluer
- comprendre de courtes conversations dans lesquelles des personnes se saluent
- identifier les circonstances de l'échange (situation, lieu, moment...)
- identifier les types de relation (informelle, formelle)
- saluer et prendre congé dans diverses situations
- dire quelle langue on parle
- s'informer sur l'identité de l'autre (nom, prénom, nationalité)
- comprendre quand quelqu'un indique un nombre
- dire un nombre
- noter un nombre
- comprendre les différentes formules utiles pour interagir en classe
- comprendre une demande de renseignements simples
- demander poliment
- demander le prix de quelque chose
- comprendre un formulaire d'inscription
- comprendre des demandes d'informations sur l'identité (date de naissance, nationalité, adresse, numéro de téléphone)
- comprendre des informations sur des cartes de visite
- comprendre/donner un numéro de téléphone
- comprendre/donner une adresse électronique
- questionner/répondre sur l'identité
- comprendre un extrait d'émission de télé (jeu-concours)
- comprendre et donner des informations personnelles (âge, études/profession, pays de naissance/domicile, goûts et rêves)
- parler de ses passions et de ses rêves
- comprendre de courts témoignages écrits dans lesquels des personnes parlent de leur rêve
- se présenter et parler de son rêve
- situer la France en Europe
- découvrir les pays francophones

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content
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<p>Unit 2 January – March <i>Ma vie, mon monde</i></p>	<p>Culture</p>	<p>Meaning</p> <p>Message</p>	<p>Personal and cultural expression</p>	<p>Culture influences how people live, spend their free time and explore the world, communicating meaning and reflecting personal identity.</p>	<p>Phases 1 and 2</p> <p>Objective A - comprehending spoken and visual text Strands: i. ii. iii.</p> <p>Objective B - comprehending written and visual text Strands: i. ii. iii.</p> <p>Objective C- communicating in response to written and visual text Strands: i. ii. iii. iv.</p>	<p>Communication</p> <p>Social</p> <p>Self Management</p> <p>Research</p> <p>Thinking</p>	<p>Topics, knowledge: Vie privée, vie publique</p> <p>Carnet du jour</p> <ul style="list-style-type: none"> - parler de sa famille - annoncer un événement familial, réagir - donner des nouvelles de quelqu'un <p>Familles d'aujourd'hui</p> <ul style="list-style-type: none"> • téléphoner • comprendre un phénomène de société – les familles recomposées <p>J'adore</p> <ul style="list-style-type: none"> • exprimer ses goûts <p>La Famille en France</p> <ul style="list-style-type: none"> • comprendre des données statistiques <p>La vie des célébrités</p> <ul style="list-style-type: none"> • évoquer des faits passés <p>Une journée particulière</p> <p>Au fil des heures</p> <ul style="list-style-type: none"> • indiquer l'heure et les horaires • parler de ses habitudes • parler de ses activités quotidiennes <p>Ici, ailleurs</p> <p>Le quartier a la parole</p> <ul style="list-style-type: none"> • parler de son quartier, de sa ville • demander/ donner une explication • s'informer sur l'hébergement • indiquer un itinéraire • écrire une carte postale • indiquer la provenance et la destination <p>Les fêtes en France</p> <ul style="list-style-type: none"> • parler de ses projets <p>Voyage, voyage</p> <p>Paris insolite</p> <ul style="list-style-type: none"> • situer un lieu sur une carte <p>Un peu, beaucoup, passionnément</p> <p>Enquête dans la rue</p> <ul style="list-style-type: none"> - exprimer des goûts et des préférences <p>Qu'est-ce qu'on lui offre ?</p> <ul style="list-style-type: none"> - faire des propositions <p>Tous à la campagne ?</p>
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					<p>Objective D - using language in written form Strands: i. ii. iii.</p>	<p>- exprimer une opinion</p> <p>Les Français et les vacances</p> <p>- donner des conseils</p> <p>Les vacances, c'est sacré !</p> <p>- exprimer des préférences</p> <p style="text-align: right;">Dis-moi qui tu es ?</p> <p>Tel maître, tel chien</p> <p>- exprimer des goûts et ses activités</p> <p>Pratiques sportives en France</p> <p>- exprimer ses activités</p> <p style="text-align: right;">Le monde est à moi</p> <p>Fête de la musique</p> <p>- exprimer sa colère et s'excuser</p> <p style="text-align: right;">Visite guidée</p> <p>Le parc France Miniature</p> <p>- faire des hypothèses</p> <p>Les vacances du petit Nicolas</p> <p>- découvrir un œuvre littéraire</p> <p>Êtes-vous de vrais aventuriers ?</p> <p>- observer des énigmes</p>
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Communication

I. Communication skills

A) How can students communicate through interaction? Exchanging thoughts, messages and information effectively through interaction:

- Give and receive meaningful feedback – Students identify simple strengths and improvements in peer work by giving basic feedback on short dialogues about daily life and routines using guided sentence starters. Students provide simple constructive feedback and respond positively to suggestions from others e. g. les élèves disent : « J’aime ta présentation » et proposent une idée pour l’améliorer. Students identify strengths and simple areas for improvement by giving and receiving guided feedback on short presentations or dialogues about hobbies and free-time activities. Students give simple, positive feedback and respond to suggestions from classmates e.g. les élèves disent : « J’aime ton affiche. Tu peux ajouter une image. »
- Use intercultural understanding to interpret communication - Students identify similarities and differences between leisure activities in French-speaking countries and their own culture by discussing popular hobbies, sports and free-time activities e.g. les élèves comparent les loisirs des ados en France et dans leur pays. Students recognize simple cultural differences in daily routines and lifestyle habits by comparing “la manière de vivre” in French-speaking countries with their own daily life. Students recognize similarities and differences between lifestyles in different cultures e.g les élèves comparent la journée d’un adolescent français avec leur propre journée.
- Use appropriate forms of writing for different purposes and audiences – Students create short and simple texts such as sentences about daily routines, timetables or short descriptions of lifestyle habits for a classmate or teacher. Students use simple text types appropriate to the purpose and audience e.g. les élèves écrivent une carte postale, un message ou une courte description de leur routine. Students produce short guided texts to describe their hobbies, favourite sports or weekend activities using simple sentence structures. Students write short texts to describe their hobbies or invite someone to an activity e.g. les élèves écrivent un court texte : « Le samedi, je joue au tennis avec mes amis. »

B) How can students demonstrate communication through language? Reading, writing and using language to gather and communicate information:

- Take effective notes in class – Students record key vocabulary, expressions and grammar related to hobbies, sports and free-time activities in an organized notebook. Students record key vocabulary and simple information during lessons e.g. les élèves notent les nouveaux mots sur les sports, la musique et les loisirs. Students record key vocabulary about daily life (meals, school routine, hobbies) by copying and organizing simple notes from the board or teacher input. Students identify and record key vocabulary and information e.g. les élèves notent les mots importants sur les activités quotidiennes et les loisirs.
- Write for different purposes - Students produce short guided writing tasks such as describing their daily routine or writing simple sentences about habits using model structures. Students write simple texts to describe, inform or communicate ideas e.g. les élèves écrivent un court texte sur leur journée ou leurs activités préférées. Students produce connected texts explaining their interests, describing leisure activities and recommending hobbies using appropriate vocabulary and grammatical structures. Students create texts to describe, inform, invite or express opinions e.g. les élèves écrivent un texte sur leurs loisirs préférés et expliquent pourquoi ils les aiment.
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media - Students find simple information using pictures, videos or teacher-selected websites about leisure activities e.g. les élèves recherchent une activité de loisirs en France avec des images et une courte vidéo.

Social

II. Collaboration skills

A) How can students collaborate? Working effectively with others

- Help others to succeed - Students collaborate in pair work by practising simple dialogues about daily routines and helping peers repeat and remember basic vocabulary. Students support classmates and work together to achieve shared goals e.g. les élèves aident leurs camarades à compléter un dialogue en français. Students collaborate by practising dialogues about hobbies, helping classmates learn new vocabulary and supporting pair and group activities. Students support classmates during pair and group activities e.g. les élèves aident leurs camarades à préparer un dialogue sur les loisirs.
- Take responsibility for one’s own action - Students complete their own tasks and participate actively in group work e.g. les élèves terminent leur partie d’une affiche sur les loisirs. Students demonstrate responsibility by completing basic classroom tasks, participating in activities and following instructions during French lessons. Students complete tasks and participate responsibly in class activities e.g. les élèves terminent leur travail et participent activement aux activités de groupe.
- Encourage others to contribute - Students invite classmates to share their ideas and participate e.g. les élèves demandent : « Et toi, qu’est-ce que tu fais après l’école ? ». Students encourage classmates to share their favourite hobbies and participate confidently in pair and group discussions in French. Students invite classmates to share their ideas and participate e.g. les élèves demandent : « Quel est ton loisir préféré ? ».

Self-Management

III. Organization skills - How can students demonstrate organization skills? Managing time and tasks effectively:

- Keep and use a weekly planner for assignments - Students use a planner to organize homework and classroom activities e.g. les élèves notent les devoirs et les activités de la semaine dans leurs agendas.
- Keep an organized and logical system of notebooks - Students maintain organized notes and learning materials about daily life e.g. les élèves classent le vocabulaire sur les loisirs, la famille et la routine dans leurs cahiers.

• Create plans to prepare for summative assessments (examinations and performances) - Students prepare simple revision plans with teacher guidance about leisure and hobbies e.g. les élèves révisent le vocabulaire des loisirs avant le contrôle. Students develop simple revision routines by practising key vocabulary and model sentences about daily life before assessments. Students develop simple study plans to prepare for assessments e.g. les élèves préparent une liste de vocabulaire à réviser avant une évaluation.

IV. Affective skills

Managing state of mind

• Mindfulness awareness

– Practice focus and concentration - Students stay focused and attentive during learning activities about daily life e.g. les élèves écoutent attentivement un dialogue sur les habitudes quotidiennes.

– Practice strategies to develop mental focus - Students stay focused during learning activities and classroom tasks about leisure and hobbies e.g. les élèves écoutent / lisent attentivement un dialogue sur les activités de loisirs.

• Perseverance – Demonstrate persistence and perseverance - Students improve their speaking and writing by practising hobby-related vocabulary, correcting mistakes and repeating tasks after feedback. Students continue practising even when language tasks are challenging e.g. les élèves répètent les nouveaux verbes jusqu'à pouvoir parler de leurs loisirs. Students repeat and improve simple sentences about daily life through practice and correction until communication becomes clearer. Students continue working even when language tasks are challenging e.g. les élèves essaient plusieurs fois de prononcer correctement de nouveaux mots.

• Self-motivation – Practice positive thinking - Students develop confidence and a positive attitude towards language learning about daily routines e.g. Les élèves célèbrent leurs progrès lorsqu'ils peuvent parler de leurs routines en français. Students reflect on their learning progress and build confidence by recognising improvements in communicating about their hobbies and interests. Students develop confidence and a positive attitude towards learning French e.g. Les élèves disent : « Je peux parler de mes loisirs en français ! » (3-2-1- exit card)

Research

VI. Information literacy skills - Finding, interpreting, judging and creating information

• Collect, record and verify data - Students collect and record simple information about hobbies, sports and leisure activities from texts, surveys, images and classroom resources. Students collect and organize simple information from teacher-selected sources e.g. les élèves réalisent un sondage sur les loisirs de la classe et notent les résultats. Students identify and record simple information about daily routines and lifestyle habits from texts, visuals or teacher input. Students gather and organize simple information from different sources e.g. les élèves réalisent un sondage sur les loisirs de la classe.

• Make connections between various sources of information - Students compare information from pictures, short texts, videos and surveys to identify popular leisure activities in French-speaking communities. Students compare simple information from pictures, short texts and videos e.g. les élèves comparent une affiche, une photo et une courte vidéo sur les loisirs en France

Thinking

VIII. Critical thinking skills How can students think critically?

Analyzing and evaluating issues and ideas:

• Interpret data - Students identify basic information about routines and habits from images, timetables and short texts to answer simple questions. Students identify patterns and draw simple conclusions from information e.g. les élèves interprètent les résultats d'un sondage sur les activités préférées de la classe. Students interpret simple information from timetables, surveys, charts and short texts to describe leisure preferences and answer questions accurately. Students identify simple information and draw basic conclusions from charts or surveys e.g. les élèves observent un graphique et disent : « Le football est le sport préféré de la classe. »

• Revise understanding based on new information and evidence - Students improve their vocabulary and grammar by applying teacher and peer feedback to future speaking and writing tasks. Students change their ideas after learning new information e.g. les élèves découvrent de nouveaux loisirs pratiqués en France et complètent leur tableau. Students correct their language use after feedback and improve vocabulary and sentence accuracy about daily life e.g. les élèves modifient leur opinion après avoir découvert les habitudes des adolescents français.

• Use models and simulations - Students apply simple models through guided role-plays such as describing daily routines, asking about schedules or talking about hobbies. Students use role-plays and simulations to practise real-life communication e.g. les élèves jouent une scène où ils parlent de leur routine quotidienne ou de leurs loisirs. Students apply language models through guided role-plays such as inviting a friend to an activity, accepting or refusing invitations and discussing weekend plans. Students practise everyday communication through simple role-play activities e.g. les élèves jouent une scène où ils invitent un ami à faire du vélo ou à aller au cinéma.

IX. Creative thinking skills

How can students be creative? Generating novel ideas and considering new perspectives:

• Use brainstorming and visual diagrams to generate new ideas and inquiries - Students generate ideas by creating mind maps or visual organizers about hobbies, sports and free-time activities before speaking or writing tasks. Students use simple visual tools to organize ideas and vocabulary e.g. les élèves créent une carte mentale des loisirs sportifs, artistiques et culturels.

Students generate simple ideas using mind maps or visual organizers about daily routines, free time and lifestyle habits before speaking or writing tasks. Students use creative tools to organize ideas and explore topics e.g. Les élèves créent une carte mentale sur un mode de la vie équilibré.

• Create original works and ideas; use existing works and ideas in new ways - Students create original presentations, posters, digital brochures, blogs or class surveys by adapting learned language to authentic situations related to leisure and youth culture. Students develop original products by combining and adapting existing ideas creatively e.g. les élèves créent une affiche ou une brochure présentant un club de loisirs idéal pour les adolescents.

Unit 2: Ma vie, mon monde ATL Skills - Phase 2

Communication

I. Communication skills

A) How can students communicate through interaction? Exchanging thoughts, messages and information effectively through interaction:

- Give and receive meaningful feedback - Students evaluate peer work by giving and responding to structured feedback on descriptions of daily routines, habits and lifestyle choices using simple success criteria. Students provide constructive feedback and use suggestions to improve their work e.g. les élèves donnent leur avis sur la présentation d'un camarade. Students evaluate spoken and written work by giving and receiving constructive feedback on presentations, dialogues and written texts about hobbies and leisure activities. Students provide constructive feedback to peers and use feedback to improve their work e.g. les élèves donnent leur avis sur la présentation d'un camarade : « Ta présentation est intéressante. Tu peux parler un peu plus fort. »
- Use intercultural understanding to interpret communication - Students analyze similarities and differences between leisure activities and youth culture in French-speaking countries and their own culture by discussing hobbies, sports and free-time habits. Students compare leisure activities across cultures and recognize how culture influences free-time choices e.g. les élèves comparent les loisirs des adolescents en France et dans leurs propres pays. Students analyze differences in lifestyle and daily routines between French-speaking cultures and their own, including school life, meals and leisure habits. Students recognize how lifestyles and daily habits vary across cultures and influence communication e.g. les élèves donnent leur avis sur la présentation d'un camarade.
- Use appropriate forms of writing for different purposes and audiences – Students create structured written texts such as diary entries, short emails or blog posts describing their daily routine and lifestyle for different audiences. Students adapt their writing to suit different purposes and readers e.g. les élèves rédigent un courriel, ou une invitation. Students create emails, blog entries, invitations or short articles describing leisure activities, favourite hobbies and weekend plans for different audiences. Students adapt their writing to different communicative purposes and audiences e.g. les élèves rédigent une invitation à une activité, un courriel ou une publication sur un réseau social.

B) How can students demonstrate communication through language? Reading, writing and using language to gather and communicate information:

- Take effective notes in class - Students organize and record key vocabulary, grammar and cultural information related to hobbies, sports and free-time activities for future learning. Students identify and organize important vocabulary and information during lessons e.g. les élèves prennent des notes sur les nouveaux verbes et expressions liés aux loisirs. Students organize and record key vocabulary and grammar structures about daily routines, time expressions and lifestyle topics in structured notes. Students identify and record important information during learning activities e.g. les élèves recopient les notes du tableau.
- Write for different purposes - Students produce connected texts explaining their interests, describing leisure activities and recommending hobbies using appropriate vocabulary and grammatical structures. Students create texts to describe, inform, invite or express opinions e.g. les élèves écrivent un texte sur leurs loisirs préférés et expliquent pourquoi ils les aiment. Students produce short texts such as descriptions, messages or paragraphs explaining their daily life, habits and preferences using connected sentences. Students create texts that describe, explain, inform or express opinions e.g. les élèves écrivent un texte sur leur routine quotidienne ou leurs loisirs.
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media - Students locate, select and use information from websites, videos, surveys and authentic texts to investigate leisure activities in French-speaking communities. Students locate and use information from different media sources to support their learning e.g. les élèves recherchent des informations sur les activités culturelles ou sportives en France à l'aide de sites Internet et de vidéos.

Social

II. Collaboration skills

A) How can students collaborate? Working effectively with others

- Help others to succeed – Students support their peers and contribute to group success about daily routines, time expressions and lifestyle topics e.g. les élèves aident leurs camarades à préparer un dialogue sur les habitudes de vie. Students support classmates during collaborative learning activities related to hobbies, sports and free-time e.g. les élèves aident leurs camarades à préparer un dialogue sur les loisirs.
- Take responsibility for one's own action – Students complete tasks responsibly and contribute positively to group work e.g. les élèves terminent leur travail individuel avant une activité de groupe. Students complete assigned tasks responsibly and contribute to group work related to hobbies, sports and free-time e.g. les élèves réalisent leur partie d'un projet sur les activités de loisirs.
- Encourage others to contribute – Students facilitate participation by encouraging classmates to express ideas and share personal routines during speaking and group discussions. Students invite all group members to participate and share ideas e.g. les élèves demandent l'opinion de chaque membre du groupe pendant une discussion. Students encourage all members of the group to participate actively e.g. les élèves demandent à chaque membre du groupe de présenter son loisir préféré.

Self-Management

III. Organization skills - How can students demonstrate organization skills? Managing time and tasks effectively:

- Keep and use a weekly planner for assignments - Students organize homework and learning tasks using a weekly planner e.g. les élèves notent les devoirs et les échéances dans leurs agendas.
- Keep an organized and logical system of notebooks - Students maintain well-organized learning materials and notes e.g. les élèves classent leurs vocabulaires et leurs notes par thème dans leurs cahiers.
- Create plans to prepare for summative assessments (examinations and performances) - Students develop revision plans and organize their preparation for assessments related to hobbies, sports and cultural activities e.g. les élèves préparent un plan de révision avant une évaluation sur les loisirs. Students develop study plans and revision strategies for assessments e.g. les élèves établissent un programme de révision avant une évaluation sur les modes de vie.

IV. Affective skills

Managing state of mind

- Mindfulness awareness

– Practice focus and concentration - Students use strategies to remain attentive and focused during learning activities about routines and habits e.g. les élèves se concentrent sur une activité d'écoute / d'écrite concernant les habitudes quotidiennes.

– Practice strategies to develop mental focus – Students use strategies to maintain concentration during learning activities about hobbies e.g. les élèves restent concentrés pendant une activité d'écoute sur les loisirs des adolescents français.

- Perseverance – Demonstrate persistence and perseverance – Students continue working through challenges and difficulties e.g. les élèves améliorent plusieurs versions d'un texte descriptif pour obtenir un meilleur résultat. Students continue practising and improving despite language challenges e.g. les élèves améliorent plusieurs versions de leur texte avant de le présenter.

- Self-motivation – Students maintain a positive attitude and confidence in their learning e.g. les élèves reconnaissent leurs progrès en français.

Students reflect on their learning progress and build confidence by recognising improvements in their ability to communicate about hobbies and personal interests in French. Students demonstrate confidence and maintain a positive attitude towards learning French e.g. les élèves célèbrent leurs progrès lorsqu'ils peuvent parler de leurs loisirs avec assurance.

Research

VI. Information literacy skills - Finding, interpreting, judging and creating information

- Collect, record and verify data - Students collect, organize and verify information about leisure activities and youth culture from authentic texts, surveys, videos and online resources. Students collect, organize and verify information from reliable sources e.g. les élèves réalisent un sondage sur les loisirs de la classe et vérifient les résultats. Students collect and record relevant information about daily routines, habits and lifestyle patterns from texts, surveys or multimedia sources. Students gather and verify information from different sources e.g. les élèves recueillent des informations sur les habitudes alimentaires ou les loisirs des adolescents français.

- Make connections between various sources of information - Students analyze information from articles, websites, interviews and videos to compare leisure habits and identify trends in French-speaking communities. Students compare and combine information from different sources to deepen their understanding e.g. les élèves comparent un article, une vidéo et une affiche sur les activités de loisirs en France.

Thinking

VIII. Critical thinking skills How can students think critically?

Analyzing and evaluating issues and ideas:

- Interpret data - Students analyze simple data and draw conclusions from surveys or graphs about leisure habits and preferences e.g. les élèves interprètent un graphique sur les loisirs préférés des adolescents français. Students analyze information from texts, charts and interviews to describe and compare daily routines and lifestyle habits. Students analyze information and draw conclusions from evidence e.g. les élèves interprètent les résultats d'un sondage sur les activités préférées des adolescents.

- Revise understanding based on new information and evidence - Students adjust their ideas after exploring new information and perspectives e.g. les élèves changent leur opinion après avoir découvert de nouvelles activités culturelles françaises. Students evaluate feedback and new input to adjust language use and improve accuracy in describing routines and habits. Students modify their thinking when presented with new information e.g. les élèves changent leur opinion après avoir découvert différentes habitudes de vie dans le monde francophone.

- Use models and simulations - Students apply language models through authentic simulations such as planning a weekend, organizing an outing, inviting friends to activities or discussing leisure preferences. Students use role-play and simulations to practise authentic communication e.g. les élèves jouent une scène où ils organisent une sortie entre amis ou invitent quelqu'un à une activité. Students apply language models through role-plays such as describing a typical day, comparing routines or interviewing classmates about their lifestyle. Students explore real-life situations through role-play and simulations e.g. les élèves jouent une scène représentant une journée typique d'un adolescent français.

IX. Creative thinking skills

How can students be creative? Generating novel ideas and considering new perspectives:

- Use brainstorming and visual diagrams to generate new ideas and inquiries - Students generate and organize ideas using mind maps and graphic organizers to prepare presentations, projects and written tasks about hobbies and leisure activities. Students organize and develop ideas using creative thinking tools e.g. les élèves créent une carte mentale des loisirs sportifs, culturels et artistiques.

Students generate and organize ideas using mind maps and visual organizers to prepare presentations or written texts about lifestyle and daily routines. Students use creative thinking tools to develop ideas and questions e.g. les élèves créent une carte mentale sur un mode de vie sain et équilibré.

• Create original works and ideas; use existing works and ideas in new ways - Students create original presentations, posters, digital brochures, blogs or class surveys by adapting learned language to authentic situations related to daily routines, lifestyle, leisure or youth culture. Students develop original products by combining and adapting existing ideas creatively e.g. les élèves créent une affiche ou une brochure présentant un club de loisirs idéal pour les adolescents ou une affiche pour présenter sa vie quotidienne ou de son ami(e).

CONTENT:

Skills:

Remue-méninges, compréhension de l'orale et de l'écrite et production orale et écrite

Les élèves vont apprendre à :

- présenter quelqu'un
- demander et indiquer l'heure
- exprimer la quantité
- téléphoner
- écrire une carte postale, un courriel, une lettre
- demander et exprimer des goûts, des préférences, des activités, des opinions, de la colère
- donner des propositions
- s'excuser
- structurer un discours
- donner des hypothèses
- découvrir un œuvre littéraire
- indiquer la provenance et la destination
- observer des énigmes
-

POUR :

- parler de ses familles
- parler de tâches ménagères
- parler de ses routines, de ses activités quotidiennes, de ses loisirs, de son animal
- dire quel sport ils font
- parler des avantages et les inconvénients de différents loisirs et styles de vie
- dire : « Il est quelle heure ? »
- s'informer sur le prix, sur la quantité
- prendre et fixer un rendez-vous
- formuler de la conversation téléphonique
- exprimer ses points de vue
- accepter et refuser une proposition
- répondre à une invitation
- donner des instructions
- parler d'actions passées
- parler de fêtes
- décrire des habitudes de vacances
- parler de ses vacances
- raconter une activité sportive
- raconter des événements et s'excuser

- parler de genres de musique
- participer au concours
- imaginer des monuments
- observer le texte littéraire
- répondre aux énigmes

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content
Unit 3 April - June À table ! Entre traditions et découvertes	Culture	Message Purpose	Identities and relationships	The messages and purposes of communication about food reflect culture and contribute to a sense of identity and belonging.	Phases 1 and 2 Objective A - comprehending spoken and visual text Strands: i. ii. iii. Objective B - comprehending written and visual text Strands: i. ii. iii. Objective C - communicating in response to spoken and visual text Strands: i. ii. iii. iv. Objective D - using language in spoken and written form Strands: i. ii. iii.	Communication Social Self Management Research Thinking	Topics, knowledge: La vie de tous les jours On fait des crêpes ? <ul style="list-style-type: none"> • demander et exprimer des besoins • indiquer des quantités • s’informer sur des habitudes Le pain, mangez-en ! <ul style="list-style-type: none"> • exprimer des hypothèses C'est mon choix Les goûts et les couleurs <ul style="list-style-type: none"> • indiquer ses gouts alimentaires • comprendre un menu Pour le plaisir Pour quelques euros de plus <ul style="list-style-type: none"> • faire des courses alimentaires • faire des achats Un diner en ville <ul style="list-style-type: none"> • choisir un restaurant Les sorties culturelles des Français <ul style="list-style-type: none"> • observer la consommation des Français Rendez-vous Entre nous <ul style="list-style-type: none"> • accepter et refuser Faites des courses dans ma rue <ul style="list-style-type: none"> • découvrir son environnement Super chef <ul style="list-style-type: none"> • comprendre et donner des instructions • expliquer le fonctionnement d'un appareil Cuisines du monde <ul style="list-style-type: none"> • faire une proposition • commander au restaurant, exprimer sa satisfaction ou son mécontentement Projet : Émerveillement : entre contes et imagination / Les saveurs qui racontent une histoire Trois contes principaux de frères Grimm vs.Charles Perrault et ses contes : Hansel et Gretel ; Le Petit Chaperon rouge (le conte central) et Boucle d'Or et les Trois Ours

Unit 3: À table ! Entre traditions et découvertes - ATL Skills – Phase 1

Communication

I. Communication skills

A) How can students communicate through interaction? Exchanging thoughts, messages and information effectively through interaction:

- Use intercultural understanding to interpret communication - Students identify basic cultural elements of French gastronomy by recognizing typical foods, meals and eating habits in French-speaking cultures and comparing them with their own culture. Students recognize simple cultural similarities and differences related to food and eating habits e.g. Les élèves comparent le petit déjeuner français et le petit déjeuner de leurs pays.
- Use a variety of speaking techniques to communicate with a variety of audiences – Students apply simple speaking strategies by naming foods, expressing likes and dislikes and using memorised phrases such as J’aime / Je n’aime pas in guided classroom interactions. Students communicate simple information using clear pronunciation and familiar vocabulary e.g. les élèves présentent leurs plats préférés : « J’aime la pizza. »
- Use appropriate forms of writing for different purposes and audiences -

Students create short and simple texts such as lists of food, simple menus or sentences about favourite meals for classmates or teacher. Students write simple texts for familiar situations e.g. les élèves écrivent un menu simple ou une liste de courses.

B) How can students demonstrate communication through language? Reading, writing and using language to gather and communicate information:

- Use and interpret a range of discipline-specific terms and symbols -
- Students identify and apply basic food vocabulary, quantities, simple grammatical structures and symbols (e.g., accents, spelling patterns) when describing food and meals in French. Students use basic vocabulary related to food, meals and drinks e.g. les élèves utilisent le vocabulaire : « le pain, le fromage, l’eau, le dessert ».
- Write for different purposes - Students produce short guided writing tasks such as describing favourite foods, completing simple menus or writing sentences about meals using model structures. Students write short texts to describe or share information e.g. les élèves écrivent une recette très simple ou décrivent leurs repas préférés.
 - Take effective notes in class - Students record key vocabulary about food, drinks and meals by copying and organizing simple lists from the board or teacher input. Students record key vocabulary and simple information e.g. les élèves notent les nouveaux mots sur les aliments et les boissons.
 - Find information for disciplinary and interdisciplinary inquiries, using a variety of media - Students locate simple information about French food and gastronomy using images, short videos or teacher-selected materials to support basic understanding. Students find simple information using pictures, short videos or websites with teacher guidance e.g. les élèves recherchent une spécialité française avec des images et une courte vidéo.

Social

II. Collaboration skills

A) How can students collaborate? Working effectively with others

- Help others to succeed - Students collaborate in pair work by practising simple dialogues in restaurants and helping classmates remember food vocabulary. Students support classmates during pair and group activities e.g. les élèves aident leurs camarades à préparer un dialogue au restaurant.
- Take responsibility for one’s own action -

Students demonstrate responsibility by completing class tasks, participating in activities and following instructions during group work. Students complete their own tasks and participate actively e.g. les élèves terminent leur fiche de travail avant l’activité en groupe.

- Encourage others to contribute - Students invite classmates to participate in discussions e.g. les élèves demandent : « Tu aimes quoi ? »

Self-Management

III. Organization skills - How can students demonstrate organization skills? Managing time and tasks effectively:

- Keep and use a weekly planner for assignments - Students use a planner to organize homework and class activities e.g. les élèves notent les devoirs dans leurs agendas.
- Create plans to prepare for summative assessments (examinations and performances) - Students develop simple revision routines by practising key vocabulary and phrases related to food before speaking or writing assessments. Students prepare simple revision plans with teacher support e.g. les élèves révisent le vocabulaire des aliments avant le contrôle.

IV. Affective skills

Managing state of mind

- Mindfulness awareness

– Practice strategies to develop mental focus - Students apply attention strategies by listening carefully to teacher input and focusing on repetition and pronunciation activities. Students stay focused during classroom activities e.g. les élèves écoutent attentivement un dialogue au restaurant.

- Perseverance

– Demonstrate persistence and perseverance - Students repeat and improve vocabulary and short sentences about food through practice and correction until communication becomes clearer. Students continue practising even when learning new vocabulary is difficult e.g. les élèves répètent les nouveaux mots jusqu'à bien les prononcer.

- Self-motivation

– practice positive thinking - Students reflect on their progress and build confidence by using simple French to express likes, dislikes and needs when talking about food and meals in class activities. Students show confidence and celebrate their progress e.g. les élèves disent : « Je peux commander un repas en français ! » (3-2-1-exit card)

Research

VI. Information literacy skills - Finding, interpreting, judging and creating information

- Collect, record and verify data - Students identify and record key information about food, menus and French eating habits from images, dialogues and short texts, for example by listing foods from a restaurant menu. Students collect and organize simple information from teacher-selected sources e.g. les élèves complètent un tableau sur les spécialités françaises.

- Make connections between various sources of information – Students analyze different simple sources such as menus, pictures and short videos to compare eating habits and identify typical French meals and food choices e.g. les élèves comparent une photo, une recette et une courte vidéo sur les crêpes.

Thinking

VIII. Critical thinking skills How can students think critically?

Analyzing and evaluating issues and ideas:

- Interpret data - Students interpret simple information from menus, dialogues and visuals to understand food choices, quantities and preferences in French-speaking contexts. Students identify simple information and patterns from charts or surveys e.g. les élèves observent un sondage et disent : « Le fromage est le plus populaire. »

- Revise understanding based on new information and evidence - Students correct and improve their understanding of food vocabulary and expressions after feedback and repeated exposure in listening and speaking tasks. Students change their ideas after learning new information e.g. les élèves découvrent que les Français mangent plusieurs plats et complètent leur tableau.

- Use models and simulations - Students apply language models through role-plays such as ordering food in a restaurant, expressing needs, asking for quantities and choosing meals from a menu. Students practise real-life situations through simple role-play e.g. les élèves jouent un dialogue entre un serveur et un client.

IX. Creative thinking skills

How can students be creative? Generating novel ideas and considering new perspectives:

- Use brainstorming and visual diagrams to generate new ideas and inquiries - Students generate ideas using brainstorming and visual organizers (e.g., mind maps of food categories) to prepare speaking and writing tasks about meals and restaurants. Students use simple visual tools to organize ideas e.g. les élèves créent une carte mentale des aliments et des boissons.

- Create original works and ideas; use existing works and ideas in new ways - Students create simple menus, dialogues or role-play scenarios by reusing vocabulary and structures to design their own restaurant situations or meal descriptions. Students create simple original products using familiar vocabulary e.g. les élèves créent le menu de leur restaurant idéal avec des plats français.

Unit 3: À table ! Entre traditions et découvertes - ATL Skills – Phase 2

Communication

I. Communication skills

A) How can students communicate through interaction? Exchanging thoughts, messages and information effectively through interaction:

- Use intercultural understanding to interpret communication - Students analyze French eating habits and culinary traditions by comparing meals, restaurant customs and food culture in French-speaking countries with those of their own culture. Students recognize how food traditions and eating habits reflect different cultures and lifestyles e.g. les élèves comparent les repas français avec les repas de leurs propres pays.

- Use a variety of speaking techniques to communicate with a variety of audiences – Students apply appropriate speaking strategies by ordering food, asking about ingredients and quantities, expressing preferences and recommending dishes during restaurant role-plays and class discussions. Students adapt their speaking skills to different situations and audiences e.g. les élèves présentent leur plat français préféré devant la classe.

- Use appropriate forms of writing for different purposes and audiences - Students create structured texts such as restaurant reviews, menus, emails or blog posts describing meals, food preferences and dining experiences for different audiences. Students choose appropriate writing styles for different communicative purposes e.g. les élèves rédigent une recette, un menu ou un courriel pour inviter un ami à dîner.

B) How can students demonstrate communication through language? Reading, writing and using language to gather and communicate information:

• Use and interpret a range of discipline-specific terms and symbols - Students apply subject-specific vocabulary related to gastronomy, menus, cooking methods, quantities and grammar accurately when discussing food and healthy eating. Students use subject-specific vocabulary related to food, meals and gastronomy accurately e.g. les élèves utilisent le vocabulaire des aliments, des boissons et des repas dans un dialogue.

• Write for different purposes –

Students produce connected texts by describing meals, explaining food preferences, comparing restaurants or giving simple recommendations using appropriate vocabulary and structures. Students create simple texts to describe, explain or communicate information e.g. les élèves écrivent la recette de leurs plats préférés ou une critique d'un restaurant.

• Take effective notes in class – Students organize and record key vocabulary, grammar structures and cultural information about gastronomy in structured notes for future learning. Students identify and record key vocabulary and information during learning activities e.g. Les élèves prennent des notes sur les spécialités régionales françaises.

• Find information for disciplinary and interdisciplinary inquiries, using a variety of media - Students locate, select and use information from menus, websites, videos and authentic texts to investigate French gastronomy and eating habits e.g. les élèves recherchent des informations sur une spécialité française à l'aide de vidéos et de sites Internet.

Social

II. Collaboration skills

A) How can students collaborate? Working effectively with others

• Help others to succeed - Students collaborate by supporting classmates during restaurant role-plays, pair discussions and group projects while sharing vocabulary and communication strategies. Students support classmates and contribute positively to group learning e.g. les élèves aident leurs camarades à préparer un dialogue au restaurant.

• Take responsibility for one's own action - Students complete their assigned tasks responsibly during collaborative activities e.g. les élèves réalisent leur partie d'un projet sur la gastronomie française.

• Encourage others to contribute - Students facilitate collaborative learning by encouraging all group members to share opinions, discuss food preferences and contribute ideas during inquiry activities. Students encourage all group members to share their ideas and opinions e.g. les élèves demandent à leurs camarades de présenter leurs spécialités préférées.

Self-Management

III. Organization skills - How can students demonstrate organization skills? Managing time and tasks effectively:

• Keep and use a weekly planner for assignments – Students organize homework and classroom responsibilities effectively e.g. les élèves notent les devoirs et les dates des évaluations dans leur agenda.

• Create plans to prepare for summative assessments (examinations and performances) – Students develop simple revision plans for assessments about French gastronomy e.g. les élèves préparent une liste de vocabulaire et un plan de révision avant une évaluation orale.

IV. Affective skills

Managing state of mind

• Mindfulness awareness

– Practice strategies to develop mental focus – Students apply concentration strategies while listening to authentic conversations, reading menus and completing comprehension activities about French gastronomy. Students use strategies to remain focused and attentive during learning activities e.g. les élèves restent concentrés pendant une activité d'écoute sur la cuisine française.

• Perseverance

– Demonstrate persistence and perseverance – Students refine their spoken and written communication by revising restaurant dialogues, correcting language errors and improving fluency through repeated practice and feedback. Students continue working despite challenges and improve through practice e.g. les élèves corrigent leur recette ou leur dialogue jusqu'à obtenir une version correcte.

• Self-motivation

– practice positive thinking - Students reflect on their progress and build confidence by recognising improvements in their ability to communicate about food and everyday situations in French. Students maintain a positive attitude and confidence while learning French e.g. les élèves célèbrent leurs progrès lorsqu'ils réussissent à commander un repas en français.

Research

VI. Information literacy skills - Finding, interpreting, judging and creating information

• Collect, record and verify data - Students collect, organize and verify information about French cuisine, restaurant customs and eating habits from authentic sources such as menus, articles and videos. Students gather, organize and verify information from reliable sources e.g. les élèves recueillent des informations sur les spécialités régionales françaises et vérifient leurs sources.

• Make connections between various sources of information – Students analyze information from menus, recipes, videos and cultural texts to compare regional specialties, healthy eating habits and French dining traditions. Students compare and combine information from different media e.g. les élèves comparent des recettes, des vidéos et des articles sur la cuisine française.

Thinking

VIII. Critical thinking skills How can students think critically?

Analyzing and evaluating issues and ideas:

- Interpret data – Students analyze information from restaurant menus, surveys, recipes and authentic texts to make informed decisions and communicate about food choices and preferences. Students analyze information and draw conclusions from evidence e.g. les élèves interprètent les résultats d'un sondage sur les plats préférés de la classe.
- Revise understanding based on new information and evidence – Students evaluate teacher feedback and authentic language input to improve vocabulary, grammar accuracy and communication about gastronomy. Students modify their understanding after exploring new information e.g. les élèves changent leur opinion après avoir découvert les traditions culinaires des différentes régions françaises.
- Use models and simulations – Students apply language models through authentic simulations such as ordering food in a restaurant, making reservations, discussing menus or recommending dishes to others. Students practise real-life situations through simulations and role-play e.g. les élèves jouent une scène dans un restaurant où ils commandent un repas en français.

IX. Creative thinking skills

How can students be creative? Generating novel ideas and considering new perspectives:

- Use brainstorming and visual diagrams to generate new ideas and inquiries – Students generate and organize ideas using mind maps and graphic organizers to prepare presentations, restaurant projects and written tasks about French gastronomy. Students use creative thinking tools to organize ideas and explore new concepts e.g. les élèves créent une carte mentale sur les spécialités culinaires françaises.
- Create original works and ideas; use existing works and ideas in new ways - Students create original restaurant menus, recipe books, food blogs or promotional posters by adapting learned vocabulary and language structures to authentic contexts. Students develop original products by adapting and combining existing ideas creatively e.g. les élèves créent un menu original ou inventent une recette inspirée de la cuisine française et de leurs cultures.

CONTENT:

Skills:

Remue-ménages, compréhension de l'orale et de l'écrite et production orale et écrite

Les élèves vont apprendre à :

- demander et exprimer des besoins, des hypothèses, des quantités
- comprendre un menu
- choisir un restaurant et observer la consommation des Français
- donner un avis
- utiliser ses cinq sens

POUR :

- décrire les habitudes alimentaires
- faire la liste des courses
- exprimer les quantités précises
- composer une recette
- composer un menu
- écrire une liste d'achat
- décrire un plat / qualifier un plat
- parler d'un plat, d'une mode culinaire

Course Overview for FRENCH – Language acquisition

Teacher: Loreana Selišek Butina, M.A.

MYP 5 – Phases 3 and 4

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content
Unit 1 September - November <i>Chez moi, autour de moi</i>	Connections	Function Message	Identities and relationships	Connections between people and places influence the messages they communicate and the language they use, reflecting identity and relationships.	A - Listening Strands: i, ii. iii. B – Reading Strands: i, ii. iii. C - Speaking Strands: i, ii. iii. D- Writing Strands: i, ii. iii.	Communication Social Self-Management Research Thinking	Topics, knowledge: Pays Francophones Le grand départ <ul style="list-style-type: none"> - annoncer le départ : embarquement, préparation au voyage, itinéraire... - décrire une expérience et la partager par le biais d'un blog - parler de ses projets futurs Cap sur le Maroc ! <ul style="list-style-type: none"> - présenter les activités à faire dans une ville - donner de ses nouvelles, écrire et répondre à un mél (courte lettre) - s'exprimer en langage familier - présenter à la classe un pays d'Afrique francophone Bienvenue au Sénégal ! <ul style="list-style-type: none"> - relater des faits passés racontés par quelqu'un d'autre - situer des faits antérieurs à d'autres faits passés - Exprimer la cause et la conséquence - présenter une région du Sénégal Discussion à la Réunion <ul style="list-style-type: none"> - rapporter des propos - réagir aux propos de quelqu'un : se plaindre, exprimer son désaccord, sa surprise, reprocher, répondre ironiquement - lire et rédiger des titres de presse Retrouvailles à Nouméa <ul style="list-style-type: none"> - exposer un problème - donner un avis, un conseil - exprimer des sentiments Le Québec, un peu d'histoire... <ul style="list-style-type: none"> - écrire une lettre d'excuses - utiliser des expressions avec avoir - reconnaître des expressions québécoises - présenter les peuples et l'histoire d'un pays francophone (recherche)

Communication

I. Communication skills

A) How can students communicate through interaction? - Exchanging thoughts, messages and information effectively through interaction:

- Use intercultural understanding to interpret communication - Students compare living environments in different cultures and explain how they influence people's daily lives e.g. les élèves comparent la vie en ville et à la campagne en France et dans leurs pays.
- Use a variety of media to communicate with a range of audiences - Students create digital presentations, posters or short videos describing their home, neighbourhood or ideal living environment for different audiences. Students choose appropriate digital or visual media to communicate information effectively e.g. les élèves créent une affiche numérique ou une courte vidéo pour présenter leur quartier idéal.
- Use a variety of speaking techniques to communicate with a variety of audiences - Students apply appropriate speaking strategies to describe places, compare living environments and express opinions during presentations, interviews and discussions. Students adapt their speaking style and vocabulary according to the audience and purpose e.g. les élèves présentent leur maison idéale à la classe et répondent aux questions de leurs camarades.
- Use appropriate forms of writing for different purposes and audiences - Students produce emails, brochures, advertisements or descriptive texts presenting their home, neighbourhood or an ideal place to live. Students write organized texts that match the intended purpose and audience e.g. les élèves rédigent une annonce immobilière ou un courriel décrivant leur logement.

B) How can students demonstrate communication through language? - Reading, writing and using language to gather and communicate information:

- Read for comprehension - Students analyze authentic texts about housing, cities and communities to identify key information, supporting details and author's purpose. Students understand the main ideas and important details in authentic texts e.g. les élèves lisent un article sur les logements écologiques et répondent à des questions de compréhension.
- Read a variety of sources for information - Students compare information from articles, websites, brochures and maps to investigate different types of housing and living environments. Students gather information from different written and digital sources e.g. les élèves consultent des articles, des brochures et des sites Internet sur les villes françaises.
 - Make inferences and draw conclusions - Students use evidence from texts about home, neighbourhood or ideal living to make logical conclusions e.g. les élèves déduisent les avantages et les inconvénients de la vie urbaine à partir de plusieurs témoignages.
 - Take effective notes in class - Students organize key ideas and vocabulary about housing, the environment and community life to support their learning e.g. les élèves prennent des notes sur le vocabulaire lié au logement et à l'environnement.

Social

II. Collaboration skills

A) How can students collaborate? - Working effectively with others

- Practice empathy - Students demonstrate empathy by considering the needs and perspectives of people living in different homes, neighbourhoods and cultural environments. Students consider different perspectives and respect the experiences of others e.g. les élèves discutent des besoins des habitants vivant dans différents types de logements.
- Help others to succeed - Students collaborate effectively by supporting classmates during pair work, discussions and collaborative projects about communities and living environments. Students support classmates by sharing ideas and offering assistance e.g. les élèves aident leurs camarades à préparer une présentation sur une ville francophone.
- Take responsibility for one's own actions - Students demonstrate responsibility by completing assigned tasks, respecting deadlines and contributing actively to collaborative learning e.g. les élèves réalisent leur partie d'un projet sur un quartier durable.
- Manage and resolve conflict and work collaboratively in teams - Students cooperate respectfully and solve disagreements constructively e.g. les élèves trouvent un compromis pour choisir les meilleures idées d'un projet de quartier écologique.
- Make fair and equitable decisions - Students evaluate ideas objectively and make balanced decisions when selecting solutions or presenting community improvement proposals. Students make balanced decisions after listening to all members of the group e.g. les élèves choisissent ensemble les solutions les plus adaptées pour améliorer un quartier.
- Encourage others to contribute - Students encourage every group member to participate actively e.g. les élèves demandent à chacun de partager son opinion pendant le travail de groupe.

Self-Management

III. Organization skills - How can students demonstrate organization skills? - Managing time and tasks effectively:

- Plan short- and long-term assignments; meet deadlines - Students organize their work efficiently and complete assignments on time e.g. les élèves établissent un calendrier pour réaliser un projet sur le logement idéal.
- Create plans to prepare for summative assessments (examinations and performances) - Students prepare structured revision plans before assessments e.g. les élèves organisent un plan de révision avant une présentation orale.

- Select and use technology effectively and productively – Students use digital tools appropriately to support research and presentations e.g. les élèves utilisent Canva ou PowerPoint pour présenter leurs projets sur le cadre de vie.

Research

VI. Information literacy skills - Finding, interpreting, judging and creating information

- Collect, record and verify data – Students gather and verify information from reliable sources e.g. les élèves recherchent des informations sur les villes françaises et vérifient leurs sources.
- Access information to be informed and inform others – Students locate relevant information and communicate it accurately e.g. les élèves utilisent des statistiques et des articles pour présenter une ville durable.
- Make connections between various sources of information - Students compare and synthesize information from multiple sources e.g. les élèves comparent des cartes, des articles et des vidéos sur l'habitat écologique.

Thinking

VIII. Critical thinking skills

How can students think critically? - Analyzing and evaluating issues and ideas:

- Interpret data - Students analyze information and draw conclusions supported by evidence e.g. les élèves interprètent un graphique sur les moyens de transport ou la qualité de vie dans une ville.

IX. Creative thinking skills

How can students be creative? - Generating novel ideas and considering new perspectives:

- Use brainstorming and visual diagrams to generate new ideas and inquiries - Students organize ideas creatively using brainstorming and visual planning tools about ideal homes, sustainable neighbourhoods or community improvements e.g. les élèves créent une carte mentale pour imaginer une ville écologique.
- Create original works and ideas; use existing works and ideas in new ways - Students create original brochures, digital presentations, posters or virtual neighbourhood designs by applying vocabulary and cultural knowledge in authentic contexts. Students develop creative products by adapting existing ideas to new contexts e.g. les élèves conçoivent un quartier durable en combinant des idées observées dans différentes villes francophones.

Unit 1: *Chez moi, autour de moi* - ATL Skills – Phase 4

Communication

I. Communication skills

A) How can students communicate through interaction? - Exchanging thoughts, messages and information effectively through interaction:

- Use intercultural understanding to interpret communication - Students analyze how living environments, housing and communities influence communication across different cultures e.g. les élèves comparent les modes de vie en ville et à la campagne dans différents pays francophones et expliquent les différences culturelles.
- Use a variety of media to communicate with a range of audiences - Students create multimedia presentations, digital campaigns, podcasts or videos to inform and persuade different audiences about housing, sustainable communities or quality of life. Students select appropriate media to communicate information effectively to different audiences e.g. les élèves créent une vidéo, une brochure numérique ou un podcast pour présenter leur quartier idéal.
- Use a variety of speaking techniques to communicate with a variety of audiences - Students apply appropriate register, pronunciation and persuasive language to discuss housing, environmental issues and community life during debates, interviews and presentations. Students adapt their speaking style, vocabulary and register according to the audience and purpose e.g. les élèves présentent un projet d'aménagement urbain devant la classe et répondent aux questions du public.
- Use appropriate forms of writing for different purposes and audiences - Students create formal and informal texts such as articles, reports, blogs, letters or brochures discussing living environments and community issues for specific audiences. Students produce well-structured texts suited to different purposes and audiences e.g. les élèves rédigent une lettre au maire proposant des améliorations pour leur quartier ou un article sur la qualité de vie.

B) How can students demonstrate communication through language? - Reading, writing and using language to gather and communicate information:

- Read for comprehension – Students analyze authentic written texts to identify explicit and implicit information, viewpoints and supporting evidence related to housing and communities. Students interpret explicit and implicit information in authentic written texts e.g. les élèves lisent un article sur le développement durable dans les villes françaises et répondent à des questions d'analyse.

- Read a variety of sources for information – Students evaluate information from articles, websites, reports, maps and infographics to compare different living environments and identify reliable sources. Students use a range of authentic sources to broaden their understanding of a topic e.g. les élèves consultent des articles, des cartes, des sites Internet et des infographies sur les villes françaises.
- Make inferences and draw conclusions - Students evaluate evidence from authentic sources to draw well-supported conclusions about quality of life, urban development and sustainable communities. Students infer meaning and draw evidence-based conclusions from different sources e.g. les élèves analysent des témoignages sur la vie urbaine et déduisent les avantages et les inconvénients de différents cadres de vie.
- Take effective notes in class - Students synthesize key information from authentic resources and classroom discussions into organized notes that support independent learning and inquiry. Students organize and summarize key information from lessons and research e.g. les élèves prennent des notes pendant une présentation sur les écoquartiers et le développement durable.

Social

II. Collaboration skills

A) How can students collaborate? - Working effectively with others

- Practice empathy - Students evaluate different perspectives on housing and community issues by considering the experiences and needs of people from diverse cultural and social backgrounds. Students consider and respect different perspectives and experiences e.g. les élèves discutent des difficultés rencontrées par les habitants de différentes régions et proposent des solutions.
- Help others to succeed - Students support classmates by sharing ideas and assisting during collaborative tasks e.g. les élèves aident leurs camarades à préparer une présentation sur une ville francophone.
- Take responsibility for one's own actions - Students contribute responsibly and reliably to collaborative learning related to housing and communities e.g. les élèves réalisent leur partie d'un projet sur le logement durable dans les délais.
- Manage and resolve conflict and work collaboratively in teams - Students resolve disagreements respectfully while working toward common goals on community and environmental topics e.g. les élèves trouvent un compromis lors de la création d'un projet d'aménagement d'un quartier écologique.
- Make fair and equitable decisions - Students make balanced decisions by considering all viewpoints related to housing and communities e.g. les élèves choisissent ensemble les meilleures solutions pour améliorer la qualité de vie d'un quartier.
- Encourage others to contribute - Students actively encourage all group members to share their ideas e.g. les élèves invitent chaque membre du groupe à exprimer son opinion sur le projet.

Self-Management

III. Organization skills - How can students demonstrate organization skills? - Managing time and tasks effectively:

- Plan short- and long-term assignments; meet deadlines - Students develop realistic timelines, prioritize tasks and monitor their progress to complete research projects and assessments successfully. Students organize their work efficiently and meet agreed deadlines e.g. les élèves élaborent un calendrier pour réaliser un projet sur une ville durable.
 - Create plans to prepare for summative assessments (examinations and performances) - Students design comprehensive revision plans by organizing vocabulary, grammar, authentic texts and speaking practice to prepare independently for assessments. Students develop effective revision strategies for assessments e.g. les élèves établissent un programme de révision avant une présentation orale sur le cadre de vie.
 - Select and use technology effectively and productively – Students evaluate and use appropriate digital tools to research, organize, create and present information about housing, sustainability and community life. Students use digital tools appropriately to support learning and communication e.g. les élèves utilisent des outils numériques pour créer une présentation interactive ou une carte numérique.

Research

VI. Information literacy skills - Finding, interpreting, judging and creating information

- Collect, record and verify data – Students collect, organize and evaluate information from reliable sources to investigate housing, environmental challenges and quality of life e.g. les élèves recherchent des données sur la qualité de vie dans différentes villes francophones et vérifient leurs sources.
- Access information to be informed and inform others – Students locate relevant information and communicate it effectively e.g. les élèves utilisent des statistiques et des articles pour présenter les avantages d'une ville durable.
- Make connections between various sources of information - Students synthesize information from multiple sources to deepen understanding and to develop informed perspectives on housing and community issues e.g. les élèves comparent des articles, des cartes, des vidéos et des infographies sur l'urbanisation.

Thinking

VIII. Critical thinking skills

How can students think critically? - Analyzing and evaluating issues and ideas:

- Interpret data - Students analyze statistical data, surveys, maps and infographics to explain trends related to housing, urbanization and sustainable living, supporting conclusions with evidence. Students analyze data and evaluate evidence to support conclusions e.g. les élèves interprètent des statistiques sur la pollution, les transports ou la qualité de vie dans les villes françaises.

Creative thinking skills

IX. How can students be creative? - Generating novel ideas and considering new perspectives:

- Use brainstorming and visual diagrams to generate new ideas and inquiries - Students generate innovative ideas using creative thinking strategies and visual organizers for improving neighbourhoods and living environments e.g. les élèves créent une carte mentale pour imaginer le quartier idéal de demain.
- Create original works and ideas; use existing works and ideas in new ways - Students develop creative and original products by adapting existing ideas about housing, sustainability and community life e.g. les élèves conçoivent un projet original d'écoquartier en s'inspirant d'exemples de villes francophones.

CONTENT:

Skills:

Remue-méninges, compréhension de l'orale et de l'écrite et production orale et écrite

Les élèves vont apprendre à :

- annoncer le départ
- décrire une expérience et la partager par le biais d'un blog
- parler de ses projets futurs
- donner de ses nouvelles
- relater des faits passés racontés par quelqu'un d'autre
- situer des faits antérieurs à d'autres faits passés

POUR :

- présenter les activités à faire dans une ville
- présenter une région
- exposer un problème
- exprimer des sentiments
- lire et rédiger des titres de presse
- donner un avis, un conseil
- présenter les peuples et l'histoire d'un pays francophone (recherche)

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content
Unit 2 December –March <i>C'est quoi la mode ?</i>	Culture	Meaning Message	Personal and cultural expression	Fashion is a form of creative expression that communicates cultural meanings and messages while influencing both personal and collective identities.	A – Listening Strands: i, ii. iii. B - Reading Strands: i, ii. iii. C – Speaking Strands: i, ii. iii. D- Writing Strands: i, ii. iii.	Communication Social Self-Management Research Thinking	<p>Topics, knowledge: Nouveau style</p> <p>La mode des mois...</p> <ul style="list-style-type: none"> - décrire une personne - discuter de la mode - caractériser des vêtements - organiser un atelier de stylisme <p>Boutiques à Genève</p> <ul style="list-style-type: none"> - décrire un vêtement - conseiller - présenter la mode de demain <p>La mode au naturel</p> <ul style="list-style-type: none"> - exprimer la qualité - exprimer l'enthousiasme - exprimer l'accord et le désaccord <p>À chaque métier son style</p> <ul style="list-style-type: none"> - exprimer la façon de s'habiller au travail - rédiger un article - faire un reportage <p>Question de mode</p> <ul style="list-style-type: none"> - découvrir la mode en observant des publicités - comprendre le slogan de la pub <p>La première dame de la haute culture</p> <ul style="list-style-type: none"> - lire la biographie - caractériser le style

Communication

I. Communication skills

A) How can students communicate through interaction? - Exchanging thoughts, messages and information effectively through interaction:

- Use intercultural understanding to interpret communication – Students analyze how fashion reflects cultural identity, traditions and social values in French-speaking countries and compare these perspectives with their own culture. Students identify simple cultural differences in fashion styles and trends e.g. Les élèves comparent les styles vestimentaires en France et dans leur pays.
- Use a variety of media to communicate with a range of audiences – Students create digital presentations, fashion mood boards, advertisements or short videos to present clothing styles, fashion trends or sustainable fashion to different audiences. Students use basic media formats to present fashion ideas e.g. Les élèves créent une affiche ou une présentation sur la mode.
- Use appropriate forms of writing for different purposes and audiences – Students produce blogs, magazine articles, fashion reviews, advertisements or emails discussing clothing styles, fashion preferences and current trends for specific audiences. Students write simple texts adapted to basic audiences and purposes e.g. Les élèves décrivent leur tenue préférée.

B) How can students demonstrate communication through language? - Reading, writing and using language to gather and communicate information:

- Read a variety of sources for information and for pleasure –
- Write for different purposes - Students produce short texts to describe or express preferences related to the fashion e.g. Les élèves écrivent un court texte sur leur style vestimentaire.
- Take effective notes in class - Students record guided key vocabulary and ideas related to the fashion e.g. Les élèves prennent des notes sur le vocabulaire de la mode.

Social

II. Collaboration skills

A) How can students collaborate? - Working effectively with others

- Help others to succeed - Students collaborate by sharing ideas, vocabulary and constructive support while preparing fashion presentations, role-plays or collaborative projects. Students support peers in vocabulary and simple tasks e.g. Les élèves aident leurs camarades à décrire des vêtements.
- Take responsibility for one's own actions - Students complete assigned parts of group tasks related to the fashion e.g. Les élèves terminent leur partie d'un projet sur la mode.
- Manage and resolve conflict and work collaboratively in teams - Students apply effective communication and problem-solving strategies to complete collaborative fashion projects while respecting different opinions. Students collaborate on simple group fashion tasks e.g. Les élèves créent ensemble une affiche sur les tendances.
- Make fair and equitable decisions - Students evaluate different ideas objectively when selecting fashion designs, campaign concepts or presentation formats during collaborative work. Students participate in group choices e.g. Les élèves choisissent ensemble une tenue pour un défilé imaginaire.
- Encourage others to contribute - Students encourage participation in group activities, ideas and personal perspectives on fashion and identity e.g. Les élèves invitent leurs camarades à donner leurs idées sur la mode.

Self-Management

III. Organization skills - How can students demonstrate organization skills? - Managing time and tasks effectively:

- Plan short- and long-term assignments; meet deadlines - Students organize research, design and presentation tasks using realistic timelines to complete fashion projects successfully. Students organize simple tasks with support e.g. Les élèves planifient un petit projet sur la mode.
- Create plans to prepare for summative assessments - Students follow guided preparation steps related to the fashion e.g. Les élèves préparent une présentation orale sur les vêtements.
- Develop new skills, techniques and strategies for effective learning - Students use basic strategies to improve learning, using brainstorming maps or flashcards related to the fashion e.g. Les élèves utilisent des flashcards pour apprendre le vocabulaire de la mode.
- Identify strengths and weaknesses of personal learning strategies - Students reflect with support on their progress e.g. Les élèves disent ce qu'ils ont appris sur la mode.
- Bring necessary equipment and supplies to class -

Research

VI. Information literacy skills - Finding, interpreting, judging and creating information

- Collect, record and verify data - Students collect, organize and verify information about fashion trends, designers and sustainable clothing from authentic French-language resources. Students collect simple information from provided sources e.g. Les élèves trouvent des images de vêtements et les décrivent.

VII. Media literacy skills

- Make connections between various sources of information - Students compare simple visual or written sources related to the fashion e.g. Les élèves comparent deux styles vestimentaires.

- Communicate information and ideas using a variety of media and formats - Students create simple visual or digital outputs related to the fashion e.g. Les élèves créent une affiche sur la mode.

Thinking

VIII. Critical – thinking skills

- Interpret data - Students understand basic information from images or texts related to the fashion e.g. Les élèves identifient les vêtements dans une image.

Thinking

IX. Creative thinking skills

How can students be creative? - Generating novel ideas and considering new perspectives:

- Create original works and ideas; use existing works and ideas in new ways - Students produce simple creative outputs related to the fashion e.g. Les élèves créent un design de tenue pour une occasion spéciale.
- Apply skills and knowledge in unfamiliar situations - Students apply learned vocabulary related to the fashion in new contexts e.g. Les élèves décrivent une tenue vue dans une vidéo ou une image inconnue.

Unit 2: *C'est quoi la mode ?* - ATL Skills – Phase 4

Communication

I. Communication skills

A) How can students communicate through interaction? - Exchanging thoughts, messages and information effectively through interaction:

- Use intercultural understanding to interpret communication – Students evaluate how fashion reflects cultural identity, social values and global influences in French-speaking countries, comparing different perspectives and justifying their opinions with evidence. Students analyze cultural influences on fashion trends e.g. Les élèves analysent les différences de mode entre la France et d'autres pays francophones.
- Use a variety of media to communicate with a range of audiences – Students create multimedia campaigns, podcasts, digital magazines or promotional videos to present fashion trends, sustainable fashion or cultural influences for different audiences. Students use diverse media formats to present ideas related to the fashion clearly e.g. Les élèves créent une vidéo, un blog ou une présentation sur la mode.
- Use appropriate forms of writing for different purposes and audiences – Students adapt writing style for different purposes and audiences. Students create articles, blogs, fashion reviews, opinion pieces, advertisements or formal emails discussing fashion trends, ethical consumption and personal style for specific audiences e.g. Les élèves rédigent un article ou une critique de mode.

B) How can students demonstrate communication through language? - Reading, writing and using language to gather and communicate information:

- Write for different purposes - Students write texts that inform, describe or express opinions related to the fashion e.g. Les élèves écrivent un article sur les tendances de la mode.
- Take effective notes in class - Students record structured and organized information related to the fashion e.g. Les élèves prennent des notes détaillées sur une présentation de mode.

Social

II. Collaboration skills

A) How can students collaborate? - Working effectively with others

- Help others to succeed - Students facilitate collaborative learning by supporting peers, sharing research findings and contributing constructively to fashion projects and presentations. Students actively support peers in collaborative work e.g. Les élèves aident leurs camarades à préparer une campagne de mode.
- Take responsibility for one's own actions - Students consistently meet responsibilities in group work e.g. Les élèves respectent les délais dans un projet sur la mode.
- Manage and resolve conflict and work collaboratively in teams - Students apply negotiation and problem-solving strategies to resolve disagreements respectfully while designing collaborative fashion campaigns or presentations. Students resolve disagreements and work effectively in teams e.g. Les élèves coopèrent pour organiser un défilé de mode.
- Make fair and equitable decisions - Students evaluate alternative viewpoints and make balanced, evidence-based decisions when selecting ideas, designs or solutions during collaborative inquiry. Students consider multiple perspectives in decision-making e.g. Les élèves choisissent ensemble les tenues pour un projet de groupe.
- Encourage others to contribute - Students ensure active participation of all group members e.g. Les élèves encouragent tous les membres à présenter leurs idées.

Self-Management

III. Organization skills - How can students demonstrate organization skills? - Managing time and tasks effectively:

- Plan short- and long-term assignments; meet deadlines - Students develop project timelines, prioritize tasks and monitor progress independently to complete complex research and presentation tasks successfully. Students manage tasks independently and meet deadlines e.g. Les élèves planifient les étapes d'un projet de mode.

- Create plans to prepare for summative assessments - Students design structured revision strategies e.g. Les élèves préparent une présentation orale sur les tendances de la mode.
- Develop new skills, techniques and strategies for effective learning - Students demonstrate responsibility by consistently bringing the resources, technology and research materials needed for collaborative learning and project work. Students refine learning strategies independently e.g. Les élèves améliorent leurs stratégies pour décrire des vêtements.
- Identify strengths and weaknesses of personal learning strategies - Students collect, evaluate and verify information from authentic French-language sources about fashion trends, designers, sustainability and consumer behaviour. Students evaluate and improve their learning approaches e.g. Les élèves analysent leurs performances dans un projet de mode.

Research

VI. Information literacy skills - Finding, interpreting, judging and creating information

- Collect, record and verify data - Students evaluate the credibility of diverse media sources and communicate accurate information through presentations, reports and digital media. Students gather and verify information from multiple sources e.g. Les élèves recherchent des informations sur les tendances de la mode en ligne.
- Make connections between various sources of information - Students synthesize information from fashion articles, documentaries, interviews, advertisements and social media to develop informed perspectives on fashion. Students synthesize information from different sources e.g. Les élèves comparent des articles et vidéos sur la mode.

VII. Media literacy skills

- Communicate information and ideas using a variety of media and formats - Students create structured media products for different audiences related to the fashion industry. e.g. Les élèves créent une campagne multimédia sur la mode.

Thinking

VIII. Critical – thinking skills

- Interpret data - Students analyze and interpret information from media sources design concepts using brainstorming, mood boards and visual planning tools to develop fashion collections, awareness campaigns or projects e.g. Les élèves interprètent des statistiques sur la mode chez les adolescents.

Thinking

IX. Creative thinking skills

How can students be creative? - Generating novel ideas and considering new perspectives:

- Create original works and ideas; use existing works and ideas in new ways - Students create innovative solutions to real-world fashion challenges by designing ethical campaigns, recycling initiatives or environmentally responsible clothing concepts. Students produce creative and original media or written content e.g. Les élèves créent une campagne originale sur la mode durable.
- Apply skills and knowledge in unfamiliar situations - Students create fashion portfolios, digital magazines, promotional campaigns or multimedia presentations by adapting ideas into innovative products for authentic audiences. Students apply language skills in new and authentic contexts e.g. Les élèves utilisent le vocabulaire de la mode pour analyser une publicité réelle.

CONTENT:

Skills:

Remue-méninges, compréhension de l'orale et de l'écrite et production orale et écrite

Les élèves vont apprendre à :

- décrire une personne
- organiser un atelier de stylisme
- décrire un vêtement
- conseiller
- présenter la mode de demain
- exprimer la qualité
- exprimer l'enthousiasme, l'accord et le désaccord
- exprimer la façon de s'habiller au travail
- rédiger un article/ faire un reportage

- découvrir la mode en observant des publicités
- comprendre le slogan de la pub
- lire la biographie
- caractériser le style

POUR :

- discuter de la mode
- exprimer ses sentiments
- caractériser des vêtements (la taille, les matières...)
- choisir un style de vêtements et des accessoires
- habiller une personne « à la mode française »
- présenter à la classe le style choisi
- s'informer sur les moyens de paiement
- dessiner, afficher les dessins
- organiser un défilé
- organiser un vote
- essayer de convaincre une personne d'acheter des vêtements « bio »
- présenter des échanges interculturels
- rédiger un article/ faire un reportage
- exprimer une réaction à des phénomènes de mode
- savoir la biographie d'une personne
- décrire le style de la première dame de la haute couture

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content
Unit 3 March - June <i>Regards sur la France</i>	Communication	Message Context	Globalization and Sustainability	Media and popular culture communicate messages that influence how people understand French culture and society in a globalized world.	A – Listening Strands: i, ii. iii. B - Reading Strands: i, ii. iii. C – Speaking Strands: i, ii. iii. D- Writing Strands: i, ii. iii.	Communication Social Self-Management Research Thinking	Topics, knowledge: Tu sais qui c'est? Célébrités : Les préférées des 15-20 ans ! <ul style="list-style-type: none"> - parler des faits marquants d'une vie - raconter des faits passés Héros d'un jour <ul style="list-style-type: none"> - raconter un fait divers - faire une interview Photo souvenir : Les Blagues de Toto <ul style="list-style-type: none"> - lire une BD Plus vrai que nature : Le musée Grévin <ul style="list-style-type: none"> - faire un tour au musée Nouveau départ <ul style="list-style-type: none"> - évoquer un changement de vie - comprendre une biographie Une vie exemplaire <ul style="list-style-type: none"> - analyser une structure chronologique Luis Pasteur + La BD : Le petit Meister est sauvé Marie Curie + La BD Quelle Histoire - Napoléon Bonaparte + La BD Quelle Histoire - La vie de Jeanne d'Arc La Bande dessinée Francophone Hergé : Tintin Zep : Titeuf Uderzo et Goscinny : Astérix et Obélix Morris : Lucky Luke Franquin : Gaston <ul style="list-style-type: none"> - remporter un exemplaire - s'immerger dans une vie - découvrir des aspects de la vie

							<ul style="list-style-type: none"> - définir le document authentique, identifier ses différentes formes - réaliser et développer toutes les composantes essentielles de l'enseignement de la langue : la compétence linguistique, culturelle, sociolinguistique, communicative, interactive, discursive <p>Ils sont fous ces Français ! – le livre</p> <ul style="list-style-type: none"> - découvrir des stéréotypes - parler d'un pays et de ses habitants <p>Vous les connaissez ?</p> <ul style="list-style-type: none"> - parler et décrire d'une personne <p>Faites passer l'info !</p> <p>Chez soi ou en kiosque ?</p> <ul style="list-style-type: none"> - comprendre des titres de presse - donner son opinion sur une émission <p>Flash spécial</p> <ul style="list-style-type: none"> - comprendre des événements rapportés dans les médias - témoigner d'un événement <p>Autour d'un film</p> <ul style="list-style-type: none"> - rencontrer avec un acteur célèbre <p>À la UNE</p> <ul style="list-style-type: none"> - comprendre la présentation d'un film - exprimer des appréciations sur un film <p>Ne quittez pas...</p> <ul style="list-style-type: none"> - comprendre une conversation téléphonique <p>La presse en France</p> <ul style="list-style-type: none"> - découvrir des connaissances sur la presse française <p>Projet dans la classe : « Merveilleux » dans les aventures d'Arsène Lupin ; Masques et mystères : Dans la peau d'Arsène Lupin & l'Univers mystérieux d'Arsène Lupin ;</p> <p><i>Œuvres : Arsène Lupin, gentleman-cambrioleur écrit par Maurice Leblanc et Livre-jeu : Arsène Lupin - : Escape game Adultes Arsène Lupin et la pie voleuse</i></p>
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Unit 3: *Regards sur la France* ATL Skills – Phase 3

Communication

I. Communication skills

A) How can students communicate through interaction? - Exchanging thoughts, messages and information effectively through interaction:

- Use intercultural understanding to interpret communication - Students identify basic cultural differences in media use and interpretation e.g. Les élèves comparent simplement les médias utilisés par les jeunes en France et dans leur pays.
- Use a variety of media to communicate with a range of audiences - Students create digital presentations, travel brochures, podcasts or short videos to introduce French regions, landmarks, traditions and cultural heritage to different audiences. Students use different media to communicate information clearly and appropriately for different audiences e.g. les élèves réalisent une présentation numérique ou une vidéo pour faire découvrir une région française à leurs camarades. Students use simple media formats to share ideas with different audiences e.g. Les élèves créent une affiche, une courte vidéo ou une présentation simple sur les médias.
- Use appropriate forms of writing for different purposes and audiences - Students produce simple written texts adapted to basic purposes and audiences e.g. Les élèves écrivent un court message, un post simple ou une description sur les médias.

B) How can students demonstrate communication through language? - Reading, writing and using language to gather and communicate information:

- Read for comprehension - Students analyze authentic texts about French geography, history, traditions and tourist attractions to identify key information, supporting details and cultural perspectives. Students identify the main ideas and supporting details in authentic texts related to French culture and geography e.g. les élèves lisent un texte sur la Bretagne et répondent à des questions de compréhension.
- Write for different purposes - Students write simple texts to inform or express opinions e.g. Les élèves écrivent une courte opinion sur leurs médias préférés.
- Take effective notes in class - Students organize key vocabulary, historical facts, geographical information and cultural notes using structured note-taking strategies to support inquiry and communication. Students organize key vocabulary and important information to support their learning e.g. les élèves prennent des notes sur les régions, les monuments et les traditions françaises pendant une présentation. Students record key information using guided support e.g. Les élèves prennent des notes simples pendant une vidéo sur les médias.

Social

II. Collaboration skills

A) How can students collaborate? - Working effectively with others

- Help others to succeed - Students organize key vocabulary, historical facts, geographical information and cultural notes using structured note-taking strategies to support inquiry and communication. Students organize key vocabulary and important information to support their learning e.g. les élèves prennent des notes sur les régions, les monuments et les traditions françaises pendant une présentation. Students support peers in simple collaborative tasks e.g. Les élèves aident leurs camarades à comprendre le vocabulaire des médias.
- Take responsibility for one's own actions - Students complete assigned tasks responsibly and contribute actively to group work e.g. les élèves terminent leur partie du projet dans les délais. Students complete basic responsibilities in group work e.g. Les élèves terminent leur partie du projet sur les médias à temps.
- Manage and resolve conflict and work collaboratively in teams - Students complete assigned tasks responsibly and contribute actively to group work e.g. les élèves terminent leur partie du projet dans les délais. Students work together and resolve simple disagreements with support e.g. Les élèves travaillent en groupe pour créer une affiche sur les médias.
- Make fair and equitable decisions - Students consider different viewpoints before making group decisions e.g. les élèves choisissent ensemble les régions à présenter afin de représenter la diversité de la France. Students contribute to simple group decisions e.g. Les élèves choisissent ensemble les images pour leur projet médiatique.
- Encourage others to contribute - Students encourage every member of the group to participate actively e.g. les élèves demandent à chacun de partager ses idées et ses recherches. Students participate and invite others to share ideas e.g. Les élèves encouragent leurs camarades à donner leurs opinions en groupe.

Self-Management

III. Organization skills - How can students demonstrate organization skills? - Managing time and tasks effectively:

- Plan short-and long-term assignments; meet deadlines - Students organize their work effectively and complete projects on time e.g. les élèves élaborent un calendrier pour préparer leur présentation sur une région française. Students plan simple tasks and meet basic deadlines e.g. Les élèves organisent leur travail pour un petit projet sur les médias.
- Create plans to prepare for summative assessments (examinations and performances) - Students follow guided revision plans e.g. Les élèves préparent une présentation orale avec une fiche de révision simple.

Reflection skills

V. How can students be reflective? (Re)considering the process of learning; choosing and using ATL skills

- Develop new skills, techniques and strategies for effective learning - Students explore and apply learning strategies that improve language acquisition and research e.g. les élèves utilisent une carte mentale ou des fiches de révision pour apprendre le vocabulaire sur les régions françaises. Students try basic learning strategies and reflect with support e.g. Les élèves utilisent des stratégies simples pour comprendre un texte sur les médias.
- Identify strengths and weaknesses of personal learning strategies (self-assessment) - Students reflect on their learning and identify strengths and areas for improvement e.g. les élèves complètent une auto-évaluation après leur présentation orale et fixent un objectif pour la prochaine activité. Students begin to recognize their learning strengths with guidance e.g. Les élèves disent ce qu'ils ont bien fait dans un projet sur les médias.

Research

VI. Information literacy skills - Finding, interpreting, judging and creating information

- Collect, record and verify data - Students collect, organize and verify information about French geography, history, culture and traditions using authentic French-language sources. Students collect, organize and verify information from reliable sources e.g. les élèves recherchent des informations sur une région française à partir de sites officiels, de cartes et de brochures touristiques. Students gather simple information from provided sources e.g. Les élèves trouvent des informations simples sur les réseaux sociaux.
- Make connections between various sources of information - Students identify basic links between sources with support e.g. Les élèves comparent deux vidéos sur les médias.

Media literacy skills

VII. How can students demonstrate media literacy? Interacting with media to use and create ideas and information

- Communicate information and ideas effectively to multiple audiences using a variety of media and formats - Students communicate information using appropriate digital and visual media e.g. les élèves créent une infographie ou une présentation interactive sur le patrimoine français. Students use simple media tools to present ideas e.g. Les élèves créent une affiche ou une présentation sur les médias.

Thinking

VIII. Critical thinking skills

How can students think critically? - Analyzing and evaluating issues and ideas:

- Interpret data - Students analyze maps, statistics, timelines, photographs and authentic texts to explain geographical, historical and cultural characteristics of France and support conclusions with evidence e.g. les élèves interprètent une carte touristique ou un graphique sur le nombre de visiteurs dans différentes régions françaises. Students understand basic information from media content e.g. Les élèves comprennent des statistiques simples sur les réseaux sociaux.

Creative thinking skills

IX. How can students be creative? - Generating novel ideas and considering new perspectives:

- Create original works and ideas; use existing works and ideas in new ways - Students create simple media products using basic ideas e.g. Les élèves créent une petite affiche sur l'utilisation des médias.

Transfer skills

X. How can students transfer skills and knowledge across disciplines and subject groups? Using skills and knowledge in multiple contexts

- Apply skills and knowledge in unfamiliar situations - Students apply previously acquired language, research and communication skills to unfamiliar cultural contexts, independently interpreting authentic materials and presenting informed perspectives about France. Students transfer their language, research and communication skills to new cultural and real-world contexts e.g. Les élèves utilisent leurs connaissances pour créer un guide touristique destiné à des visiteurs francophones découvrant la France pour la première fois.
- Students apply learned skills in simple new contexts e.g. Les élèves utilisent le vocabulaire des médias pour parler d'une vidéo inconnue.
- Use brainstorming and visual diagrams to generate new ideas and inquiries - Students generate ideas using mind maps, concept maps and visual organizers to investigate French regions, traditions and cultural identity. Students organize and develop ideas using brainstorming techniques and visual organizers e.g. les élèves créent une carte mentale reliant les régions françaises, leur gastronomie, leurs monuments et leurs traditions.
- Create novel solutions to authentic problems - Students develop creative solutions by designing innovative travel itineraries, cultural events or tourism campaigns that promote French heritage to international audiences. Students propose creative and realistic solutions to authentic situations e.g. les élèves proposent un itinéraire touristique écologique pour découvrir une région française.

Communication

I. Communication skills

A) How can students communicate through interaction? - Exchanging thoughts, messages and information effectively through interaction:

- Use intercultural understanding to interpret communication - Students identify basic cultural differences in media use and interpretation e.g. Les élèves comparent simplement les médias utilisés par les jeunes en France et dans leur pays. Students evaluate how media messages (news, advertising, social media) reflect cultural values, bias and perspectives in French-speaking contexts, comparing and justifying differences across cultures. Students analyze how media communicate ideas, values and perspectives across different cultures and evaluate their impact on audiences e. g. Les élèves comparent la manière dont les médias français et ceux de leur pays présentent un même événement et discutent des différences culturelles.
- Use a variety of media to communicate with a range of audiences - Students create and evaluate multimedia presentations, documentaries, podcasts or digital travel guides that explore French regions, cultural heritage and contemporary society for different audiences e.g. les élèves réalisent un podcast, une vidéo ou une présentation interactive pour promouvoir une région française auprès de touristes étrangers. Students design and produce sophisticated multimedia outputs such as podcasts, video documentaries, investigative reports or digital campaigns adapted to specific audiences and purposes. Students select and use appropriate digital and traditional media to communicate ideas effectively for different audiences and purposes e.g. Les élèves réalisent un podcast, une vidéo ou une publication sur les réseaux sociaux pour sensibiliser les jeunes à l'utilisation responsable des médias.
- Use appropriate forms of writing for different purposes and audiences - Students create and refine complex texts such as opinion articles, editorial pieces, investigative reports, reviews and blog posts, adjusting tone, structure and register for targeted audiences. Students produce well-structured texts adapted to different audiences, purposes and communication contexts e.g. Les élèves rédigent un article de presse, un billet de blog ou une critique d'un reportage télévisé.

B) How can students demonstrate communication through language? - Reading, writing and using language to gather and communicate information:

- Read for comprehension - Students evaluate authentic articles, reports, literary extracts and travel texts to interpret explicit and implicit information about French history, geography and culture e.g. les élèves lisent un article sur le patrimoine français et expliquent les idées principales ainsi que le point de vue de l'auteur.
- Write for different purposes – Students write informative, persuasive and reflective texts such as news reports, commentaries and media critiques using coherent argumentation, appropriate linguistic structures and register e.g. Les élèves écrivent un éditorial exprimant leur opinion sur l'influence des réseaux sociaux chez les adolescents.
- Take effective notes in class - Students synthesize and organize information from discussions, presentations and authentic resources to support further learning e.g. les élèves prennent des notes pendant une conférence ou un documentaire sur les régions françaises afin de préparer un débat. Students organize and synthesize key ideas from discussions, presentations and authentic media sources e.g. Les élèves prennent des notes pendant le visionnage d'un reportage afin de préparer un débat sur les médias.

Social

II. Collaboration skills

A) How can students collaborate? - Working effectively with others

- Help others to succeed - Students facilitate collaborative inquiry by supporting peers, sharing expertise and encouraging effective teamwork during cultural investigations and presentations e.g. les élèves aident leurs camarades à améliorer une présentation sur le patrimoine culturel français. Students support classmates by sharing knowledge, providing constructive feedback and contributing positively to collaborative tasks e.g. Les élèves aident leurs camarades à améliorer le scénario d'une émission de radio ou d'un podcast.
- Take responsibility for one's own actions - Students demonstrate initiative, reliability and accountability during collaborative tasks while planning research projects and cultural presentations e.g. les élèves accomplissent leur rôle dans un projet collaboratif et respectent les échéances fixées. Students demonstrate responsibility by completing tasks independently and contributing reliably to group projects e.g. Les élèves réalisent leur partie d'un projet médiatique dans les délais et respectent les responsabilités du groupe.
- Manage and resolve conflict and work collaboratively in teams - Students resolve disagreements respectfully by considering different perspectives and working towards shared goals while planning research projects and cultural presentations e.g. les élèves trouvent un compromis pour sélectionner les monuments et les régions à présenter dans leurs projets. Students resolve disagreements respectfully while working collaboratively towards shared objectives e.g. Les élèves trouvent un compromis sur le contenu d'une campagne médiatique destinée aux adolescents.
- Make fair and equitable decisions - Students evaluate different viewpoints and make balanced, evidence-based decisions when selecting research materials, project roles and presentation formats. Students evaluate different viewpoints and make balanced decisions based on evidence and group consensus e.g. les élèves choisissent les destinations touristiques en tenant compte de critères culturels, historiques et environnementaux. Students consider multiple viewpoints before making informed and balanced decisions e.g. Les élèves choisissent ensemble les informations les plus pertinentes à publier dans leur magazine numérique.
- Encourage others to contribute - Students create an inclusive learning environment by inviting all members to participate actively e.g. les élèves encouragent chaque membre du groupe à présenter ses recherches et à défendre ses idées. Students foster inclusive teamwork by encouraging all members to share their ideas and perspectives e.g. Les élèves invitent chaque membre du groupe à proposer des idées pour la création d'une vidéo ou d'un podcast.

Self-Management

III. Organization skills - How can students demonstrate organization skills? - Managing time and tasks effectively:

- Plan short-and long-term assignments; meet deadlines - Students independently organize complex tasks, monitor progress and meet deadlines efficiently e.g. les élèves établissent un calendrier détaillé pour réaliser un dossier sur une région française et respectent toutes les étapes du projet. Students independently organize projects, manage time effectively and complete tasks according to established deadlines e.g. Les élèves établissent un calendrier pour produire un reportage vidéo et respectent chaque étape du projet.
- Create plans to prepare for summative assessments (examinations and performances) - Students develop effective revision and preparation strategies for assessments and presentations e.g. Les élèves élaborent un plan de préparation avant une présentation orale sur le rôle des médias dans la société.

Reflection skills

IV. How can students be reflective? (Re)considering the process of learning; choosing and using ATL skills

- Develop new skills, techniques and strategies for effective learning - Students evaluate and refine learning strategies to improve language proficiency and independent learning e.g. les élèves expérimentent différentes stratégies, comme les cartes mentales, les applications numériques ou les fiches de révision, pour enrichir leur vocabulaire culturel. Students evaluate and apply new learning strategies to improve communication, research and media production skills e.g. Les élèves expérimentent de nouveaux outils numériques pour créer un podcast ou une vidéo plus efficace.
- Identify strengths and weaknesses of personal learning strategies (self-assessment) - Students critically reflect on their learning process and establish meaningful goals for future improvement e.g. les élèves rédigent une réflexion après leur présentation et identifient les compétences linguistiques qu'ils souhaitent encore développer. Students critically reflect on their learning process and identify strategies for continued improvement e.g. Les élèves rédigent une auto-évaluation après leur projet médiatique en identifiant leurs points forts et leurs objectifs.

Research

V. Information literacy skills - Finding, interpreting, judging and creating information

- Collect, record and verify data - Students evaluate the reliability of authentic French-language sources, collect relevant information and synthesize evidence to support conclusions about French culture and society. Students independently collect, evaluate and verify information from reliable and authentic sources e.g. les élèves recherchent des informations sur les régions françaises à partir de statistiques, de sites officiels et de documents authentiques en français. Students critically evaluate and verify information from diverse authentic sources (news outlets, digital media, interviews) ensuring reliability, bias detection and accuracy e.g. Les élèves recherchent des informations dans des journaux, des sites d'information et des rapports officiels avant de créer un reportage.
- Make connections between various sources of information - Students synthesize information from multiple sources to develop well-supported conclusions and arguments e.g. Les élèves comparent plusieurs articles de presse afin d'analyser différents points de vue sur un même sujet.

Media literacy skills

VI. How can students demonstrate media literacy? Interacting with media to use and create ideas and information

- Communicate information and ideas effectively to multiple audiences using a variety of media and formats - Students select the most appropriate media and formats to communicate information effectively for specific audiences e.g. les élèves créent une infographie, un site Internet ou une vidéo promotionnelle présentant une région française. Students create and adapt media products using appropriate formats to communicate effectively with different audiences e.g. Les élèves créent une campagne numérique comprenant une vidéo, une affiche et une publication sur les réseaux sociaux pour promouvoir un comportement responsable en ligne.

Critical thinking skills

VII. How can students think critically? - Analyzing and evaluating issues and ideas:

- Interpret data - Students evaluate statistical data, historical documents, maps and cultural sources to draw well-supported conclusions about regional diversity, tourism, heritage and contemporary life in France. Students analyse and evaluate information from a variety of authentic sources to justify conclusions and support arguments e.g. les élèves interprètent des statistiques sur le tourisme, des cartes ou des données démographiques afin d'expliquer les différences entre les régions françaises. Students analyze and evaluate information, statistics and media content to form evidence-based conclusions e.g. Les élèves interprètent des statistiques sur l'utilisation des réseaux sociaux et analysent leurs conséquences sur les habitudes des adolescents.

Creative thinking skills

VIII. How can students be creative? - Generating novel ideas and considering new perspectives:

- Create original works and ideas; use existing works and ideas in new ways - Students design and produce original media content by transforming existing genres (news, advertising, social media) into innovative formats with clear communicative intent. Students develop original media products by combining creativity with existing ideas and communication techniques e.g. Les élèves créent un podcast ou une campagne médiatique originale pour sensibiliser les jeunes aux dangers de la désinformation.

Transfer skills

IX. How can students transfer skills and knowledge across disciplines and subject groups? Using skills and knowledge in multiple contexts

- Use brainstorming and visual diagrams to generate new ideas and inquiries - Students design inquiry questions and innovative project concepts using mind maps, concept maps and visual planning tools to investigate complex aspects of French culture. Students use advanced brainstorming strategies and visual organisers to develop innovative ideas and questions e.g. Les élèves élaborent une carte mentale reliant le patrimoine, la gastronomie, les paysages et les traditions des différentes régions françaises.
- Create novel solutions to authentic problems - Students create innovative solutions by designing sustainable tourism projects, cultural exchange programmes or promotional campaigns that address authentic challenges related to French heritage and regional development. Students design creative and realistic solutions to authentic cultural or societal challenges e.g. les élèves proposent une campagne de tourisme durable pour valoriser une région française tout en protégeant son patrimoine naturel et culturel.
- Apply skills and knowledge in unfamiliar situations – Students transfer advanced language, research and intercultural understanding to unfamiliar contexts by interpreting authentic materials, comparing cultures and proposing informed solutions to real-world issues. Students independently transfer language, research and communication skills to unfamiliar cultural, academic and real-world contexts e.g. les élèves utilisent leurs connaissances pour concevoir un itinéraire touristique destiné à des visiteurs francophones en tenant compte de leurs centres d'intérêt et de leurs budgets. Students transfer their language, media and research skills to new, authentic and interdisciplinary contexts e.g. Les élèves utilisent leurs compétences linguistiques et numériques pour réaliser une campagne d'information destinée à la communauté scolaire sur l'utilisation responsable des médias.

CONTENT:

Skills:

Remue-méninges, compréhension de l'orale et de l'écrite et production orale et écrite Les élèves vont apprendre à :

- parler des faits marquants d'une vie
- raconter des faits passés, un fait divers
- faire une interview
- lire une BD
- faire un tour au musée
- évoquer un changement de vie
- comprendre une biographie
- analyser une structure chronologique
- parler et décrire d'une personne
- remporter un exemplaire
- s'immerger dans une vie
- découvrir des aspects de la vie
- réaliser et développer toutes les composantes essentielles de l'enseignement de la langue : la compétence linguistique, culturelle, sociolinguistique, communicative, interactive, discursive
- découvrir des stéréotypes
- parler d'un pays et de ses habitants
- comprendre des titres de presse
- donner son opinion sur une émission
- comprendre des événements rapportés dans les medias
- témoigner d'un événement
- comprendre la présentation d'un film
- exprimer des appréciations sur un film
- rédiger une interview avec un acteur célèbre
- comprendre une conversation téléphonique
- découvrir des connaissances sur la presse française

POUR :

- s'exprimer sur les photos
- présenter des personnalités françaises
- caractériser une personne en fonction de son attitude ou de son caractère
- écrire une biographie
- écrire un curriculum vitae
- sélectionner des faits divers dans la presse
- reconstituer et rédiger un fait divers
- exprimer des impressions
- revivre des événements historiques
- décrire les résultats d'un changement de vie
- échanger une chronologie
- individualiser et autonomiser les apprenants dans leurs lectures individuelles
- créer un roman-photo bande dessinée
- préparer un film biographique
- comprendre la France et ses habitants
- comparer avec son pays
- parler des stéréotypes
- comprendre des histoires drôles fondées sur des stéréotypes
- évoquer des blagues
- présenter les grands titres d'un journal (télé/radio)
- rédiger des titres de presse
- comprendre des informations
- parler de sa façon de s'informer et de ses lectures de presse
- comprendre un programme de télévision et justifier le choix d'une émission
- comprendre quelqu'un qui donne son avis et donne son avis sur une émission télévisée
- comprendre des faits divers de la presse et à la radio
- établir la chronologie des faits
- raconter un fait divers
- intervenir dans la blogosphère
- comprendre la bande-annonce d'un film
- comprendre des réactions et commentaires de spectateurs
- rédiger la fiche technique et le synopsis d'un film
- interagir au téléphone
- réagir à un article de presse
- faire des reproches à partir d'une situation illustrée
- différencier un journal et un magazine
- faire le sondage
- faire comparer les préférences des Français et celle de la classe
- créer un journal

XV. gimnazija

Middle Years Programme

GERMAN LANGUAGE ACQUISITION COURSE OVERVIEWS

LANGUAGE ACQUISITION GERMAN – MYP 4 and MYP 5 – Phases 1 / 2 / 3 / 4

MYP 4 – Course Overview

Language Acquisition – German – Phase 1 | Teacher: Tonćika Mamić, M.A.

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
UNIT 1 – ERSTE KONTAKTE September – November	Communication	Function	Personal and cultural expression	Linguistic diversity can make communication more difficult and separate us, but language also connects communities and preserves the richness of personal and cultural expression.	Objective B – Reading Objective C – Speaking	The student will: Self-management – Organization: • Use time effectively in class and meet deadlines. • Set personal goals and organize learning materials.	Topic: Sich kennenlernen – Meeting each other Content: Etwas benennen, buchstabieren, etwas wissen/nicht wissen, Zustimmung äußern, jemanden begrüßen, nach Alter, Herkunft und Muttersprache/Fremdsprachen fragen, etwas/jemanden beschreiben. Vocabulary: Ländernamen, Sprachen,

						Bring nessessery aquipment and supplies Plan strategies Social – Collaboration: • Work in groups, take responsibility, adapt to roles and demonstrate teamwork. Communication: • Use and interpret a range of discipline- specific terms.	Zahlen, internationale Wörter, Alphabet, Angaben zur Person. Grammar: Personalpronomen; Verbkonjugation im Präsens; bestimmter und unbestimmter Artikel im Nominativ Singular; Possessivartikel (mein/dein) im Nominativ; Verbkonjugation von sein; Aussage- und Fragesätze.
UNIT 2 – WAS MACHST DU HEUTE? December – March	Communication	Function, Audience, Message	Identities and relationships Exploration: Personal efficacy and activity	Spending time with others at school and during free- time activities helps us build relationships and become lifelong learners.	Objective A – Listening Objective B – Reading Objective D – Writing	The student will: Communication: • Use a variety of speaking techniques to present a poster. • Find and structure information for a poster. • Use appropriate form of writing Social: • Practice empathy and listen actively to others’ presentations.	Topic: Activities at school and at home Content: Zeitangaben machen, über Vorlieben sprechen, Gefallen/Missfallen ausdrücken, Ratschläge geben, Fähigkeiten und Notwendigkeiten ausdrücken und begründen. Vocabulary: Wochentage, Freizeitaktivitäten, Schulfächer, Tätigkeiten. Grammar: Possessivartikel; Verbkonjugation im Präsens (mögen, haben, müssen,

						<p>Research:</p> <ul style="list-style-type: none"> • Collect, record and verify data. <p>Creative thinking:</p> <ul style="list-style-type: none"> • Explore how to create an effective poster. 	können); Zeitangaben (am/um); Inversion; Satzklammer.
UNIT 3 – FAMILIE & CO. April – June	Connections	Context, Message	Identities and relationships Roles and role plays – students explore human relationships, different kinds of families and lifestyles in different societies and cultures.	Through language, we connect with others by creating messages that suit the context.	Objective A – Listening Objective C – Speaking Objective D – Writing	<p>The student will:</p> <p>Communication:</p> <ul style="list-style-type: none"> • Use a variety of speaking technics <p>Collect , record and verifyfy data</p> <p>Self-management – Organization:</p> <ul style="list-style-type: none"> • Use time effectively in class and meet deadlines. • Consider personal learning strategies-set personal goals and organize learning materials. <p>Social – Collaboration:</p> <ul style="list-style-type: none"> • Work in groups, take responsibility, adapt to roles and demonstrate teamwork. 	<p>Topic: Familie</p> <p>Content: Über die eigene Familie sprechen, nach Alter und Beruf fragen, über Vorlieben sprechen, Gefallen/Missfallen ausdrücken.</p> <p>Vocabulary: Jahreszahlen, Familie, Verwandte, Berufe, Alter.</p> <p>Grammar: Possessivartikel; Kasusendung im Nominativ; Syntax; Inversion; Negation mit kein.</p>

MYP 5 – Course Overview

Language Acquisition – German – Phase 2 | Teacher: Tonćika Mamić, M.A.

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
UNIT 1 – ESSEN UND TRINKEN September – December	Culture	Purpose, Message, Audience	Orientation in space and time Exploration: What and how is “normal” to eat, considering heritage, place and boundaries?	Food choices are influenced by different aspects, such as cultural background and advertising.	Objective B – Reading Objective C – Speaking Objective D – Writing	<p>The student will:</p> <p>Communication:</p> <ul style="list-style-type: none"> • Interpret and use effectively modes of non verbal communication • Read critically and for comprehension. <p>Social:</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback. • Colaborate with peers and experts, using a variety of digital enviromentsand medis <p>Help others to succeed.</p> <p>Self-management:</p> <ul style="list-style-type: none"> • Bring necessary equipment and supplies to class. 	<p>Topic: Essen und Trinken</p> <p>Content: Wünsche äußern, nach Wünschen fragen, Vorlieben ausdrücken, Preise nennen, Essen und Trinken beschreiben, Essen bestellen und bezahlen.</p> <p>Vocabulary: Essen und Trinken.</p> <p>Grammar: Verben mit Vokalwechsel, möchte, Pronomen.</p>

						Research: • Collect, record and verify data.	
UNIT 2 – GESUNDHEIT January – March	Communication	Context	Identities and relationships Exploration: Physical, spiritual, mental and social health and well-being lifestyles.	Our physical, mental, social and spiritual health are interconnected, and through the function of language we can develop the right perspective on how to maintain each aspect of our well-being.	Objective A – Listening Objective B – Reading	<p>The student will:</p> <p>Communication – Interaction:</p> <ul style="list-style-type: none"> • Use a variety of media to communicate with a range of audiences (phone, e-mail, SMS, appointments). • Collaborate with peers through role plays and dialogues. <p>Research:</p> <ul style="list-style-type: none"> • Collect, record and verify data using different websites to research ways of managing stress. 	<p>Topic: Gesundheit / Health</p> <p>Content: Schmerzen lokalisieren, Termine vereinbaren, das Datum angeben, Ratschläge geben, Aufforderungen formulieren, Notwendigkeiten und Absichten ausdrücken, höfliche Fragen stellen.</p> <p>Vocabulary: Körperteile, Monatsnamen, Jahreszeiten, Gefühlswörter.</p> <p>Grammar: Modalverben im Präsens, Imperativ, temporale Präpositionen (im/am/um), Adverb deshalb, Ordinalzahlen.</p>
UNIT 3 – FREIZEIT April – June	Culture	Function	Identities and relationships Exploration: Motivation, happiness and the good life.	The purpose of communicating in our free time is to socialize, motivate, entertain and make us happier.	Objective A – Listening Objective C – Speaking Objective D – Writing	<p>The student will:</p> <p>Communication: Apply skills and knowledge in unfamiliar situation Use a variety of speaking techniques to communicate with a variety audience</p>	<p>Topic: Freizeit</p> <p>Content: Freizeit mit Medien, Freizeit ohne Medien Fernsehen Smartphone; Lieblingsmedium; Lieblingskunst; Film und Musik Reisen</p>

						<ul style="list-style-type: none"> • Share ideas with multiple audiences using a variety of digital environments and media. • Write for different purposes. <p>Self-management – Organization:</p> <ul style="list-style-type: none"> • Plan short- and long-term assignments and meet deadlines. <p>Creative thinking:</p> <ul style="list-style-type: none"> • Create original works and ideas and use existing works and ideas in new ways. 	<p>Sport</p> <p>Vocabulary: Fernsehen, Fernsehsendungen, Computer, digitale Medien.</p> <p>Grammar: Zusammengesetzte Verben; trennbare und untrennbare Verben; Dativ – bestimmter Artikel; Possessivartikel; Personalpronomen im Dativ; Präteritum von sein und haben.</p>
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Unit title	Key concept	Related concepts		Statement of inquiry	Objectives	ATL skills	Content
Unit 1 September - November Kleider machen Leute	Culture	Connections Purpose	Personal and cultural expression	Clothes (fashion) are a form of personal and cultural communication which people use to express their personal and cultural identity and to make visible the social conventions. They show to which culture and society we want to belong.	B - Reading D -Writing	Communication Skills the students will Use a variety of speaking techniques to communicate with a variety of audiences Give and receive meaningful feedback Information Literacy Skills the students will Collect, record and verify data Critical thinking the students will Draw reasonable conclusions and generalizations	Topic: Kleider machen Leute Content: Markenwahn, Schuluniformen, Was kosten Markenschuhe, Einkaufsmöglichkeiten, Taschengeld, Personen beschreiben, vergleichen, höflich bitten, beschreiben, Kleidungsstücke, Farben, Muster Präsens – Wiederholung Komparativ der Adjektive Fragen bilden Subject specific skills

							Engaging in conversation Describing Justifying opinion Finding arguments
Unit 2 December - March Einmal um die Welt	Creativity	Context	Identities and relationships	The choices we make in the present time, experiences, travels, hobbies, are connected and create the future life and express the values the person wants to achieve in the future.	A – Listening C - Speaking	Collaboration Skills the students will Listen actively to other perspectives and ideas Affective skills the students will Self motivation: Practice analysing and attributing causes for failure Self-motivation: Practice positive thinking Resilience: Practice dealing with change	Topic: Einmal um die Welt – Warum reisen wir gern? Content Angeben zum Wetter machen, Reiserouten beschreiben, Extreme Reisen, Reiseziele, Menschliche Leistungen, Verkehrsmittel, Länder, Traumreisen Perfekt – Bildung von Partizip II

							Weil-Sätze Subject specific skills Expressing opinion Drawing conclusions Oral presentation
Unit 3 April - June Soziale Beziehungen	Communication	Message Meaning	Identities and relationships	How to establish relationships to other people? How to be a member of the community? How do live a normal life? How much are we shaped by the conventions of our society and how to maintain relationships with other people?	A – Listening B – Reading C - Speaking D - Writing	Collaboration Skills the students will Practice empathy Communication Skills The students will Give and receive meaningful feedback Read critically and for comprehension Write for different purposes.	Topic: Menschliche Beziehungen Content: Personen beschreiben und charakterisieren, Besitz angeben, Entscheidungen treffen und diskutieren, Vorlieben ausdrücken, Beziehungen zu anderen Menschen beschreiben, Familie und Freundschaften beschreiben,

							Hobbies nennen, Was macht mich glücklich?, Wann ist man wirklich erwachsen? Guinness-Buch der Rekorde Subject specific skills Analyzing information Interpreting facts Expressing ideas and opinions
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Language acquisition MYP 5 - German phase 4

Teacher: Sandra Markota Sever, M.A.

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
Unit 1 – September – November Helden, Idole, Vorbilder	Communication	Message Meaning	Identities and relationships	The lives of successful people give strong message about beliefs and values of the bigger community and communicate to young people how to establish the right meaning of life.	A – Listening B – Reading C - Speaking D - Writing	Information Literacy Skills The students will Identify primary and secondary sources Reflection Skills The students will Consider ethical, cultural and environmental implications Transfer Skills The students will Use effective learning strategies in subject groups and disciplines Communication Skills	Topic: Vorbilder und Idole, Sophie Scholl, Anne Frank, Elon Musk, Angela Merkel, andere Content: Über Vorbilder und Idole sprechen, Personen beschreiben und charakterisieren, Besitz angeben, Entscheidungen treffen und diskutieren, Vorlieben ausdrücken, Beziehungen zu anderen Menschen beschreiben, Präteritum, Konzessivsätze mit <i>obwohl</i> und <i>trotzdem</i> Subject specific skills Analyzing information Quick responding to different situations

						<p>The students will</p> <p>make effective summary notes for studying</p>	
<p>Unit 2</p> <p>December - March</p> <p>Intelligenz, Gedächtnis, Erfindungen</p>	<p>Culture</p>	<p>Conventions Purpose</p>	<p>Orientation in time and space</p>	<p>The choices we make in the present times, experiences, travels, hobbies, are connected and create and influence our future life and express the values the person wants to achieve in the future. How much are we shaped by our skills, personality,</p>	<p>B – Reading</p> <p>C - Speaking</p>	<p>Reflection skills</p> <p>The students will</p> <p>Identify strenghts and weaknesses of learning strategies</p> <p>Information Literacy Skills</p> <p>The students will</p> <p>Use memory techniques to develop long term memory</p>	<p>Topic: Unsere Verantwortung gegenüber der Gesellschaft; Fertigkeiten entscheiden über unseren Beruf, Wissenschaft, Tatsachen über Intelligenz, Gedächtnis</p> <p>Content</p> <p>Veschieden Arten von Intelligenz, Wunderkinder, Gedächtnis, Weißt du, wer das erfunden hat, berühmte</p>

				intelligence and abilities? How does technology and innovations changed our way of life?		<p>Make connections between various sources of information</p> <p>Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions.</p>	<p>Wissenschaftler durch die Zeit, Erfindungen, die unser Leben verändert haben, Zeitangaben, Indirekte Fragesätze</p> <p>Subject specific skills Engaging in conversation Justifying opinion</p>
<p>Unit 3 April - June Die Filmwelt</p>	<p>Creativity</p>	Context	Personal and cultural expression	<p>What is art? Wow do people express themselves through art? What gives you the movie world? How much are we influenced by the media? What are the conventions of different movie genres? What are the advantages or disadvantages of</p>	<p>A – Listening D – Writing</p>	<p>Media Literacy Skills The students will</p> <p>Understand the impact of media representations and modes of presentation</p> <p>Communication Skills The students will</p> <p>Use intercultural understanding to interpret communication</p>	<p>Topic: Die Filmwelt,</p> <p>Content: Filmberufe, Wortschatz zu dem Thema, deutschsprachige Filmkunst, Kinobesuch, Diane Kruger, Die Sonnenalle (Kontext, Geschichte, Interpretation, Diskussion) Arnold Schwarzenegger, Der Schwarzfahrer, Diskussion, Filmgenres, Synchronisieren oder Untertitel?, Filmkritik (Die Welle und Lola</p>

				synchronisation or subtitles?		<p>Interpret and use effectively modes of non-verbal communication.</p> <p>Structure information in summaries, essays and reports</p> <p>Creative Thinking Skills</p> <p>The students will</p> <p>Practice visible thinking strategies and techniques</p>	<p>rennt) , Die Sonnenallee, Goodbye, Lenin!</p> <p>Subject specific skills: Expressing opinion Drawing conclusions</p>
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SOURCES:

The main coursebook and workbook with audio texts and the online version (available on www.hueber.edupool.de) is Krenn, W. & Puchta, H.: Ideen. Deutsch als Fremdsprache 2. Kursbuch und Arbeitsbuch.

Additional materials are chosen from appropriate text-books and from a number of authentic sources such as reference material from library, songs, shorts stories, magazines and cartoons, audio-visual materials designed for German native speakers, classic literature, radio, television, films and Internet.

OBJECTIVES:

The language acquisition subject group objectives represent some of the essential processes of language and have been organized under the same four communicative processes for each of the six phases in order to assist teachers with planning, teaching and assessing.

A – Listening – understand spoken language from various sources in a variety of topics, recognise some different types of discourse and main ideas and draw conclusions.

B – Reading - demonstrate comprehension of ideas in a variety of authentic material including literary and non-literary texts, identify important points, extract relevant information.

C – Speaking – acquire good pronunciation and intonation, take part in conversation and express personal feelings and opinions, use a variety of vocabulary with accuracy appropriate to the level, take part in formal and informal discussion on a variety of topics related to the areas of interaction and cultural issues.

D – Writing – express yourselves in an appropriate form with reasonable ease and accuracy.

DIFFERENTIATION

For students with

Dyslexia and Dysgraphia

- Bigger font in Sarif, bigger space between rows, use of highlighter or bright colours
- Dividing texts, practise sheets, assessment tasks and instruction papers in smaller sections
- Give ore time for reading and checking if the text/questions are understood
- Tolerating writing mistakes
- Questions should be written on the same page

- Allowing longer time for finishing a task if needed
- Working in pair or team with peers
- Check the ability of students to read maps and act according to that (more practise, allowing more time for map work)

ADHD

- Bigger font and space between rows
- Shorter paragraphs
- Avoid tables if needed
- Check which type of graphs/diagrams are suitable for the student
- Fewer questions in tests
- Frequent checking if a student is concentrated on the work
- Instead of complex questions with a, b, c..., create separate questions
- Questions and enough space for answers should be on the same page
- Work in pairs or small teams (up to four)
- Creating summary sheets if needed
- Encourage students to participate in class discussions
- Commend student on progress
- Regularly make notes about progress in e-dnevnik
- Allowing the student to leave the classroom for a short time during the lesson if needed

Hearing disability

- Face the student during a lesson as often as possible
- Using PPT more often than writing on the board
- Check understanding of the content
- Check the notes in student's notebook
- Providing summaries for a unit or parts of it if needed
- Pay attention that the student is not disturbed by a variety of sounds (other students, films, outside or background noise...)
- Work in pairs and small groups

Hodgkins

- Prolonging deadlines if needed
- Providing summaries if needed

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content
Unit 1 Knowing the world that surrounds us September – October 2026	Culture	Context, Meaning, Structure	Orientation in space and time	The knowledge about the world that surrounds us leads to the understanding of ourselves and those that share it with us.	B. i., ii. C. i., iii. D. i., ii., iii.	<ul style="list-style-type: none"> • Read critically and for comprehension • Listen actively to other perspectives and ideas • Bring necessary equipment and supplies to class • Present information in a variety of formats and platforms • Consider ideas from multiple perspectives 	Vježba – države i stanovnici Svakodnevni govor – fraze Vrijeme – vrem. prognoze Postavljanje pitanja – vježba Što kažu o dijalektima? Dijalozi i odgovaranje na pitanja Vježba – im. m.r. i određivanje padeža Vježba – padeži i množina Prevođenje s engl. na hrv. jezik – vježba Im. m.r. (rad, mač, razred) – jed. i mn. Jednina – padeži Vježba – postavljanje pitanja – ubacivanje glagola Razlika izm. N i A (subjekt, objekt) Naglašeni i nenaglašeni oblik glag. Prijevodi – hrv. na engl. i obrnuto Čitanje dijaloga i smišljanje dijaloga Razlike između sela i grada – razgovor i pisanje

<p>Unit 2 Interacting with the world that surrounds us November – December 2026</p>	<p>Communication</p>	<p>Purpose, Meaning, Structure, Message</p>	<p>Personal and Cultural Expression</p>	<p>To form new relationships we need to explore how to interact with different cultures.</p>	<p>A. i., ii. C. i., ii., iii. D. i., iii.</p>	<ul style="list-style-type: none"> • Use intercultural understanding to interpret communication • Encourage others to contribute • Set goals that are challenging and realistic • Access information to be informed and inform others • Practise observing carefully in order to recognize problems 	<p>Pitanje – Zar...? Kreativ. pisanje i razgovor o selfijima Vježba – ubacivanje pravilnih oblika imenica Glagolska vremena u rečenicama Rečenice s pogreškama Odlazak u dućan Upoznavanje novih ljudi, predstavljanje drugih Jednina i množina imenica na –i Deklinacija osobnih zamjenica Naglašeni oblik zamjenica Pisanje dijaloga Posjet doktoru – zdravlje i bolesti Deklinacija posvojnih zamjenica Jednina i množina Telefonski razgovor Deklinacija pokaznih zamjenica Izrada plakata</p>
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<p>Unit 3 Describing the world that surrounds us January – March 2027</p>	<p>Creativity</p>	<p>Context, Meaning, Audience, Convention</p>	<p>Personal and Cultural Expression</p>	<p>By exploring the world that surrounds us, and learning how to perceive it, we can explore and meet other cultures.</p>	<p>A. i, ii. B. i., ii. D. i., ii., iii.</p>	<ul style="list-style-type: none"> • Use appropriate forms of writing for different purposes and audiences • Read critically and for comprehension • Help others to succeed • Plan short- and long-term assignments; meet deadlines • Practise observing carefully in order to recognize problems 	<p>Vježba – pridjevi Brojevi – glavni i redni Kreativno izražavanje – opis vremena Odakle su naši prijatelji? Postavljanje pitanja prema tekstu Pitanje – Kakav, kakva, kakvo? Pitanje – Koji, koja, koje? Kratko ponavljanje – biti, ne biti Hrana – Molim Vas ...? Posjet restoranu – hrana i pribor za jelo Posjet dućanu – odjeća i boje Čitanje s razumijevanjem Usmeni opis slike (patterns)</p>
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<p>Unit 4 Enjoying the world that surrounds us April – June 2027</p>	<p>Communication</p>	<p>Context, Meaning, Meaning, Structure</p>	<p>Orientation in Space and Time</p>	<p>When we visit important sights, places and historical places we can experience the context, complexities and history of other cultures.</p>	<p>A. i., ii. B. i., ii. D. i., ii., iii.</p>	<ul style="list-style-type: none"> • Use appropriate forms of writing for different purposes and audiences • Negotiate ideas and knowledge with peers and teachers • Encourage others to contribute • Set goals that are challenging and realistic • Interpret data 	<p>Posjet hotelu – opis prostorije Postavljanje pitanja – Gdje? Kamo? Dopunjavanje teksta prema smislu Ponavljjanje – glagolska vremena Vježba – konjugacija glagola Postavljanje pitanja prema tekstu Esej – najdraže putovanje Opisivanje dnevne rutine Kamo i što večeras? Konstrukcija rečenica – forma i struktura Prijevod teksta na hrvatski Vježba – čitanje s razumijevanjem Izrada turističkog plakata</p>
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Teacher:

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