

### Language Acquisition French 3 Year 5

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)
Mes Destination d'été U1 Theme 1	Communication	Purpose Meaning	Identities & relationships Lifestyle choices	Communication helps clarify meaning and purpose as we explore our identities.	Criterion D i. ii. iii.	Communication *Write for different purposes * use appropriate forms of writing for different purposes and audiences. * negotiate ideas and knowledge with peers and teachers	Students will be able to write and speak about their summer experiences, giving details about where they went and activities done, giving their opinion, comparing experiences, giving recommendations and making inferences about what a person likes based on their experiences
Mes Destinations U1 Theme 2	Culture	Audience Function	Personal & cultural expression Exploration: Philosophies and ways of life	Audience and function are influenced by cultures and change the way in which people express themselves.	Criterion B i. ii. iii Criterion D i. li. iii.	Communication * make inferences and draw conclusions * read critically and for comprehension. * use appropriate forms of writing for different purposes/audiences * organize and depict information logically Thinking Skills * evaluate evidence and arguments * consider ideas from multiple perspectives.	Students will be able to identify travel destinations of personal interest and explain their choices. Compare travel destinations to identify pros and cons, justify the selection of a destination, ask and answer questions about travel destinations, make recommendations about places and activities, persuade someone to select a vacation option
Le Changement Climatique U2 Theme 1	Connections	Function and message	Globalization & Sustainability Exploration: Human impact on the environment	Globalization influences the function of and connections between people and the environment.	Phase 3 Criterion A- i, ii, iii Criterion D- I, ii, iii	Communication – use intercultural understanding to interpret communication. Read critically and for comprehension. Make inferences and draw conclusions. Participate in and contribute to digital social media networks. Organize and depict information logically. Negotiate ideas and knowledge with peers and teachers.	<ul style="list-style-type: none"> <li>•identify facts and myths related to climate change.</li> <li>•identify and describe the causes of climate change.</li> <li>•identify reasons why climate change affects me or my community.</li> <li>•identify and describe ways in which climate change impacts the world.</li> <li>•ask and answer questions about climate change.</li> </ul>

<p>Il faut agir! U2 Theme2</p>	<p>Global interactions</p>	<p>Meaning and purpose</p>	<p>Globalization &amp; Sustainability Exploration: Human impact on the environment</p>	<p>Global interactions play an important role in establishing purpose and meaning in the world.</p>	<p>Phase 3 Criterion A- i, ii Criterion D- i, ii, iii</p>	<p>Thinking Skills Gather and organize information to formulate an argument; draw reasonable conclusions and generalizations. Communication Use appropriate forms of writing for different purposes/audiences; Structure information in summaries, essays, and reports.; Write for different audiences</p>	<p>Identify and describe what we can do in our lives and communities to combat climate change. Describe how countries, cities and communities are combatting climate change. Make recommendations about changes people can make in their daily lives to help combat climate change. Ask and answer questions about the solutions, products and practices that can help combat climate change</p>
<p>Mon Rôle dans le Monde U3 Theme 1</p>	<p>Connections</p>	<p>Meaning</p>	<p>Identities &amp; relationships Exploration: attitudes, motivations independence</p>	<p>We discover our true identities through finding meaningful connections with people.</p>	<p>Criterion C- I, iii, iv</p>	<p>Communication Draw reasonable conclusions and generalizations; participate in, and contribute to digital social media networks. Social Skills- use social media networks appropriately to build develop relationships.</p>	<p>identify and describe people who have had a positive impact on the world and explain their impact  · make inferences about what motivates/motivated these role models · describe the challenges people from various cultures have faced and explain how they overcame those challenges (for example: race, socioeconomic status, gender, religion, sexual orientation, etc. ) · ask and answer questions about people who have impacted the world in a positive way</p>
<p>Ma trajectoire personnelle  Unit 3 Theme 2</p>	<p>Identity</p>	<p>Message Purpose</p>	<p>Identities &amp; relationships Explorations: identity formation, self-esteem, status, roles and role models</p>	<p>By analyzing purpose and message we are able to find our identities and build relationships.</p>	<p>Criterion D- i, ii, iii</p>	<p>Communication- When speaking, use clear pronunciation and intonation, use a variety of speaking techniques to communicate with a variety of audiences. Organize and depict information logically. Write for different purposes.</p>	<p>identify and describe my own personal strengths, talents, accomplishments, and passions · identify and describe what influences, motivates, and inspires / has influenced and motivated me and my goals (successes, talents, challenges, family, movies, speakers, etc.) · identify and describe my goals and possible challenges I may face · identify and describe what I am currently doing and what I</p>

							need/plan to do to overcome challenges and reach my goals · ask and answer questions about personal journeys (past/present/future inspirations, actions, goals, successes, and challenges)
Unit 4 Theme 1	Creativity	Purpose Meaning	Personal and cultural expression Exploration: artistry, craft, creation, beauty	Art and creativity can be expressed in many ways to showcase and explain different meanings and purposes for each individual person.	Criterion A- I, ii, iii Criterion B- I, ii, iii Criterion C- iii, iv Criterion D- I, ii, iii	Communication Read critically and for comprehension. Read a variety of sources for information and for pleasure. Use intercultural understanding to interpret communication. Negotiate ideas and knowledge with peers and teachers. Organize and depict information logically. Write for different purposes.	identify professions of today and the future. · determine which jobs match different personality types. · identify and describe skills needed for jobs of the future. · explain how interests and talents/skills connect to different careers. · identify the necessary steps to pursue different careers. · ask and answer questions about professions