

Language & Year	Unit Title	Key Concept	Related Concepts	Global Contexts	Statement of Inquiry	MYP Assessment Criteria	ATL
French 3	Faisons Connaissance (Getting to Know Each Other)	Communication	Audience, Meaning, Message.	Identities and relationships	Purposeful communication about our identity helps build meaningful relationships with specific audiences.	C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	I. Communication skills
French 3	Le Monde Personnel et Familier (The personal and familiar world)	Connections	Form, Meaning.	Identities and relationships	The connection we have with things and people around us, contributes to the forming of our identity.	B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	I. Communication skills, III. Organization skills, IV. Affective skills
French 3	Qu'est-ce qu'on va manger? (What do you want to eat?)	Communities	Function, Structure.	Personal and cultural expression	Proper structure allows for clear, purposeful communication when exploring the the relationship between food and culture.	B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	I. Communication skills, III. Organization skills, IV. Affective skills, V. Reflection skills
French 3	Qu'est-ce qu'on fait? - What I do reflects who I am	Connections	Meaning, Message.	Identities and relationships	What I do shapes who I am	A: Comprehending spoken and visual text, B: Comprehending written and visual text	I. Communication skills, VIII. Critical thinking skills
French 3	En Ville (In the city)	Identity	Environment	Orientation in space and time	The location, and time in which we live will affect who we are and how we interact with our environment.	D: Using language in spoken and/or written form	I. Communication skills, III. Organization skills, IV. Affective skills
French 4	Elements that make us part of a community.	Culture	Values, Ideas.	Identities and relationships	People develop a sense of belonging to other cultures when their social and personal relationships allowed them to share values and ideas similar to those of their place of origin or birthplace.	C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	I. Communication skills, II. Collaboration skills, VI. Information literacy skills
French 4	Travelling to francophone countries	Global interaction	Empathy.	Orientation in space and time	The global interaction we make when we travel helps us to build empathy towards people boundaries, exchange and interaction.	A: Comprehending spoken and visual text, B: Comprehending written and visual text, D: Using language in spoken and/or written form	I. Communication skills
French 4	My restaurant	Communication	Audience, Purpose.	Personal and cultural expression	Communication occurs when audience is engaged with a purpose in mind.	B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	I. Communication skills, II. Collaboration skills
French 4	Sports and Leisure	Communication	Audience, Message.	Identities and relationships	The manner in which you communicate your personal hobbies and pastimes reflects part of who you are.	A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	I. Communication skills
French 5	Soyez a la mode (Be Fashionable)	Culture	Context.	Personal and cultural expression	Cultural context plays a role in forming our definition of beauty.	A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	I. Communication skills, III. Organization skills, V. Reflection skills

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French 5	"Bonnes Vacances"	Global interaction	Message, Purpose.	Identities and relationships	Clarity of message helps define our purpose during our interactions and give purpose to the relationships we build with people and the environments in which we find ourselves.	A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	I. Communication skills, III. Organization skills, IV. Affective skills, VIII. Critical thinking skills
French 5	Chez-nous	Communication	Structure, Word choice.	Personal and cultural expression	Communication involving appropriate word choice and structure, allows us to inform others about our personal preferences and creativity when designing a new home environment.	B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	I. Communication skills, II. Collaboration skills, III. Organization skills
Japanese 4 & 5	Unit 2: Constructing Sentences (Introduction to Adjectives and Verbs)	Systems	Function.	Orientation in space and time	People use be-verbs to express the mental and physical states of objects while they use so-called action-verbs to express the actions of objects, and the use of those words have certain affects on their own actions as well as others'.	A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	II. Collaboration skills
Japanese 4 & 5	Unit 3: What and How (More Verbs and Adjectives)	Development	Purpose.	Identities and relationships	People share and determine their identities in relation to other people and things using language as their conceptual framework.	A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	III. Organization skills, IV. Affective skills, V. Reflection skills
Japanese 4 & 5	Unit 1: Sounds of Japanese (Using Hiragana)	Connections	Patterns.	Personal and cultural expression	People communicate their thoughts and feeling through languages by learning how to play "language games," the act of which is universal in all languages.	A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	I. Communication skills
Japanese 5	Unit 3: Giving Directions	Communication	Patterns.	Orientation in space and time	We use language to direct others to do specific actions, but we need to consider various factors for that to be successful.	A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	I. Communication skills
Japanese 5	Unit 1: Placing Ourselves in Time and Space	Time, place and space	Form.	Identities and relationships, Orientation in space and time	We use space and time to describe our identities.	A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	I. Communication skills

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Japanese 5	Unit 2: Gathering Information	Perspective	Message.	Globalization and sustainability	We can gather information using language, but there are necessary conditions for that to be possible.	A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	VIII. Critical thinking skills, IX. Creative thinking skills, X. Transfer skills
Spanish 3	¿Quién soy yo? ¿Quién eres tú? Who am I? Who are you?	Culture	Context, Conventions, Message.	Identities and relationships	Understanding of language conventions allows students to convey messages in different cultural contexts.	A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	I. Communication skills
Spanish 3	My Spanish bed time book	Creativity	Meaning, Purpose.	Personal and cultural expression	Creativity occurs after the combination of a purposeful meaning plus students personal and cultural expression.	A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	I. Communication skills, VI. Information literacy skills
Spanish 3	Celebrations	Culture	Context, Conventions.	Personal and cultural expression	Celebrations expresses personal culture and identity through conventions in a certain context.	A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	II. Collaboration skills, VI. Information literacy skills
Spanish 3	How, with who and from who do we learn.	Perspective	Word choice.	Identities and relationships	Perspective will determine our word choice in our interactions and relationships formation.	B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	I. Communication skills, III. Organization skills, IV. Affective skills
Spanish 4	La escuela de mis sueños (the school of my dreams)	Creativity	Audience.	Personal and cultural expression	Creative and purposeful communication enhances audience engagement when attracting people to a school.	C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	III. Organization skills, IV. Affective skills, V. Reflection skills
Spanish 4	Los pasatiempos (Hobbies)	Communication	Accent, Audience, Message, Word choice.	Identities and relationships	The manner in which you communicate your personal hobbies and pastimes reflects part of who you are.	C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	I. Communication skills, III. Organization skills
Spanish 4	Legends and Folk Tales	Culture	Message, Purpose.	Identities and relationships	Legends and folktales enrich our lives and can lead to a better understanding of culture.	B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text	I. Communication skills, II. Collaboration skills
Spanish 4	? Que vas a comer? (what are you going to eat?)	Communication	Function, Structure.	Personal and cultural expression	Proper structure allows for clear purposeful communication when exploring the relationship of food to cultural expression.	C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	I. Communication skills, II. Collaboration skills, III. Organization skills, VII. Media literacy skills

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Spanish 5	Mi agencia de viaje (my travel agency)	Creativity	Audience, Purpose.	Orientation in space and time	Creativity should be adapted depending on the audience and purpose during certain interactions.	B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text	I. Communication skills, II. Collaboration skills, III. Organization skills
Spanish 5	Veinte Mundos (Twenty Spanish Speaking Countries)	Connections	Audience, Meaning, Point of view.	Orientation in space and time	Connections can be made amongst Spanish-speaking countries encompassing their culture, economy, environment .	B: Comprehending written and visual text, D: Using language in spoken and/or written form	I. Communication skills, II. Collaboration skills, VI. Information literacy skills
Spanish 5	Una escuela ideal (An ideal school)	Creativity	Point of view, Purpose.	Orientation in space and time	Creativity takes into account different points of view to generate new possibilities or alternatives according to a purpose.	B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	I. Communication skills
Spanish 5	Mi tienda (my shop)	Aesthetics	Audience.	Personal and cultural expression	The aesthetic as personal and cultural expression.	A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	I. Communication skills, III. Organization skills