



PYP Curriculum Guide

Grade 4
2019 - 2020

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

ADVANCED LEARNING SCHOOLS MISSION STATEMENT

Advanced Learning Schools provides students with an opportunity to acquire and demonstrate knowledge, appreciation and respect for their own cultural heritage, integrated with an understanding of, curiosity about, compassion and tolerance toward other cultures of the world.

It provides an environment that encourages moral development, active and independent learning, analytical thinking, life-long learning, and respect for individual differences and sensitivity to the moral, social and environmental requirements of the global community.

IB Learner Profile

The PYP IB program aims to develop internationally minded people who, recognizing our common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to pose and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Teacher Introduction

Welcome to a new and exciting year! Your Grade 4 teachers are Ms. Ghazwa Dankar, Mr. Ayham AlRashed and Ms. Zeina Hassan.

Ms. Dankar is a native of Tripoli, Lebanon who began teaching overseas in Riyadh in 2003. She has a Master's degree and over ten years of teaching experience. You'll find she loves math, games and art, so classes are active and curious! This will be her third year at ALS joining the fourth grade teaching team. Her email address is: gdankar@alsschools.com

Mr. AlRashed is a native of Damascus, Syria who grew up in Canada. He holds a bachelor's degree in English Literature and over ten years of teaching experience. Mr. AlRashed is known for his passion for teaching and his great storytelling skills. His email address is: aalrashed@alsschools.com

Ms. Zeina is a native of Beirut, Lebanon. She holds a Master's Degree from the University of Toledo. This is her second year at ALS and the first joining the fourth grade teaching team. She loves working collaboratively as well leaving a good impact in the lives of students. Her email address is: zrachidi@alsschools.com.

Supply List

- Reusable water bottle
- Abaya (girls)
- Highlighters (Packet of 4 or equivalent)
- 4 Zipper plastic files/folders
- 4 plastic "report" files
- 2 packs of punched sheet protectors
- 2 A4 package of loose-leaf lined paper
- 4 boxes of Pencils, erasers, and pencil sharpeners with reservoirs
- Colored markers for decorating
- 1 box colored pencils
- 2 packs of 'Sharpie' Markers-permanent (black most important) (girls only)
- Scissors, 2 large glue sticks
- Ruler, protractor
- Pencil Case
- Small white board

ALS is authorized by the IBO to offer the PYP (Primary Years Programme). This year, Grade 4 students will center their learning around six PYP Units of Inquiry:

#	1	2	6	5	3	4
TD Theme	<p>Who We Are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, communities and cultures; rights and responsibilities; what it means to be human</p>	<p>Where We are in Place & Time</p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p>How We Express Ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>How the World Works</p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p>How We Organize Ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>Sharing The Planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
Title	Reflections on Learning	Change Through Migration	Perspectives on Identity	Innovation in Technology	Governing Systems	Relationships in Ecosystems
CI	Understanding different ways of learning helps us to plan how we work best.	Throughout history people have been on the move, with wide ranging effects on themselves and the indigenous populations.	A person’s behaviour and how they choose to present themselves project aspects of their identity.	Technology has changed the world of work and leisure.	Governments establish laws to organize society and protect people.	Relationships in an ecosystem are delicately balanced.
KC	Reflection, perspective	Causation, change	Perspective, reflection	Change, causation	Function, responsibility	Form, responsibility
RC	Diversity, genetics	Migration, impact	Image, impression	Innovation, technological advances	Systems, governments	Relationships, ecosystems
LP	Reflective, knowledgeable	Open minded, risk taker	Open-minded, communicator	Inquirer, thinker	Principled	Caring, balanced

Lines of Inquiry	<ul style="list-style-type: none"> -Why people feel and think in different ways -How understanding learning styles can lead to better ways of working -Appreciating others' perspectives 	<ul style="list-style-type: none"> - The social, economic , environmental and political reasons why people move -Where people move to and from -The impact of people moving, on themselves and on the indigenous population 	<ul style="list-style-type: none"> -How appearance and behaviour influence our perception of people -The influence of cultural and social norms on how we choose to present ourselves -Fashion as a form of expression 	<ul style="list-style-type: none"> -Technology and inventions of the home, workplace and leisure activities -The historical circumstances leading to the development of certain technologies -How technology impacts community life 	<ul style="list-style-type: none"> -Types of legal systems -Governmental decision making processes -Ways that nations and organizations protect people 	<ul style="list-style-type: none"> -The components of an ecosystem -Similarities and differences between ecosystems -Significant events that affect the balance of an ecosystem
SS	P.E, Islamic Studies	Art, S.S.A.W.	*French	Arabic, French, P.E.	S.S.A.W.	Arabic, Art, Islamic Studies

- 1) **Who We Are: Reflections on Learning:** Within this UOI, we will continue to develop our writing process skills, and will conduct and complete surveys, and analyze results. We will develop skills in reading and writing in different genres. We will use ICT resources to create tables, graphs, and brochures in Microsoft Office. In mathematics, we will build upon previous knowledge to read and create different types of graphs and tables. We welcome guest speakers who can speak about how particular “intelligences” apply to their profession or experience. If parents have any contacts that can help us in this exploration, we would appreciate your support.

- 2) **Where We Are in Place and Time: Change Through Migration:** Within this UOI, we will conduct formal and informal personal interviews, write interview questions, and present information in various ways. Students will explore journal writing, first-person perspective, and third person omniscient point of view, as related to the impact of immigration on the indigenous population. We will use ICT resources to research and gather data, and develop mapping skills. We may conduct a field trip to the National Museum, and welcome guests who can speak about their immigration experiences. If parents have any contacts that can help us in this exploration, we would appreciate your support..

- 3) **How We Organize Ourselves: Governing Systems:** Within this UOI, we will introduce the writing process as we research, write about, and present information about countries, and learn how to cite our sources. We will learn how to use ICT as a research tool, and the World Wide Web is organized as an international communication system. In mathematics, we will work specifically on place value and rounding of large numbers to the millions, to help us understand the population figures of different countries. If possible, we may conduct field trips to the National Museum or government organizations. If parents have any contacts that can help us in this exploration, we would appreciate your support.

- 4) ***Sharing the Planet: Relationships In & Between Ecosystems:*** An exploration of various ecosystems, developing our presentation and descriptive writing skills. Collect information about living and nonliving organisms (biotic and abiotic factors) within an ecosystem. Present examples of the interaction of organisms within an ecosystem, developing a further understanding of the balance achieved and maintained within that ecosystem. Maintain a science journal. Create food chains and webs. Complete related reading comprehension activities. Describe environmental issues that disrupt the balance of an ecosystem, and either create and maintain the balance within a mini-ecosystem, or build a diorama demonstrating an understanding of the elements of a specific ecosystem and how the balance is maintained as well as how the balance can be disrupted.
- 5) ***How the World Works: Innovation in Technology:*** Within this UOI, we will conduct research, create timelines and read stories about inventors and inventions. Discuss the positive and negative impact of specific inventions /innovations. Conduct scientific/ observational experiments. Explore the relationship between necessity and invention, and identify a need in our own lives, creating an original invention to meet that need.
- 6) ***How We Express Ourselves: Perspectives on Identity:*** Within this UOI, we will explore different ways people express themselves through their appearance. Discuss and explore stereotypes and preconceptions based on appearance. Research elements of symbolism and implied meanings. Discuss cultural influences on appearance and expression. Learn about Point of View in stories, news-articles, and in videos. Conduct surveys about symbolism and impressions, and create a personalized garment that exhibits different elements of our individual personalities.

These PYP Units of Inquiry will focus our studies in all areas of the curriculum. Science, and Social Studies concepts will be explored within the context of the Units of Inquiry. In addition, class time is set aside for addressing specific content and skills in Language Arts and Mathematics.

Language

Students will engage in all areas of language learning: oral, written, and visual. They will use speaking and listening processes in different situations. Students will read from a wide variety of texts and will use various reading strategies. They will discuss what has been read, reflect on the feelings and motivations of the characters in a story, and analyze the details of a plot. They will use a range of reference materials to find information and guide research. They will write for a wide range of purposes and using a range of styles. They will learn how to use relevant details, effective vocabulary, and various sentence structures. They will use a writing process to create independent work: planning, revising, editing, and critiquing their own writing.

Mathematics

Students will be engaged in problem-solving activities. They will use number facts to perform various operations, including long multiplication and long division. Students will model and compare fractions (including improper fractions and mixed numbers), simplify fractions, and add and subtract fractions with related denominators. They will read and write decimals to the thousandths place, and will add and subtract decimals. Students will measure and compare perimeter and area, and will measure and construct angles in degrees using a protractor.

Resources

A wide variety of resources are used, to present a variety of perspectives and to differentiate learning.

- Write Source; Spelling for Writers
- Leveled Reading Library
- Everyday Math
- Math manipulative materials
- FOSS Science Kits
- Various other materials in the classroom, the school library, and the community (novels, classroom reading sets, nonfiction reference material, BrainPOP website, field trips, etc.)

Assessment & Reporting

Your child's progress will be assessed in many ways, such as:

- Teacher observation of students' participation and performance in class
- Collected evidence (portfolio) of students' understanding and thinking
- Student self-reflection on the learning process
- Performance tasks and summative assessments (projects, quizzes, tests)

Report cards will be issued in December, April, and June. Parents will be invited to Parent-Teacher Conferences in December and April. In May 2015, parents will be invited to Student-Led Portfolio Conferences.

Behavior Expectations

Our Grade 4 community agrees to:

- Listen to the person speaking.
- Be on time and prepared for class.
- Speak with nice, respectful words.
- Control our bodies.
- Take turns.
- Return things that are borrowed.
- Keep the classroom clean.

For further details, please review the behavior and attendance policies in the Parent-Student Handbook.

Homework

Students are expected to participate fully in class, and to complete work independently. Teachers observe students throughout the day to gauge understanding, offer assistance, and plan future learning activities. It is important for children of this age to spend time in recreational pursuits, and in “down-time” with family and friends. Therefore, homework is given only to review concepts and to practice specific skills. Students are also expected to read for at least 20 minutes every day. All summative assessment activities (quizzes, projects, etc.) will be done in class.

Dietary Request:

Please make sure the lunch box contains two healthy meals; breakfast and lunch.

Below are suggested items you might consider.

<p><u>Fruits and vegetables:</u></p> <p>Bananas: cut into quarters or halves with peel on for convenience. Apples and pears: sliced in wedges Oranges: wedges Grapes: cut in quarters or halves Plums, peaches and nectarines: pitted and cut in half Sugar snap peas: serve as is Broccoli: cut into small florets Cucumber: sliced Cherry tomatoes</p>	<p><u>Bread and Grains:</u></p> <p>Waffles with fruit syrup Pita bread Whole wheat crackers or pretzels Whole wheat bread Tortillas Fruit or vegetable muffin Cookies and granola bars- choose lower sugar, whole wheat versions.</p>
<p><u>Meat and meat supplements:</u></p> <p>NO PEANUTS or products with peanuts or peanut by products allowed at ALS due to life threatening allergies</p> <p>Nuts: chop into pieces Nut butters: almond butter on fruit, vegetables, bread or crackers. Beans: make bean dips like refried bean dip or hummus Yogurt: try using plain, low fat yogurt served with fruit or honey Cheese: slices of cheddar or white cheese Meat: preferably turkey</p>	<p><u>Drinks:</u></p> <p>Milk: preferably plain Natural Juice</p>

Special Occasions**BIRTHDAY POLICY AND GUIDELINES for K-5**

The staff of Advanced Learning Schools recognize that, on occasion, it is appropriate for our classroom communities to celebrate together as a class to mark a special event or the birthday of a classmate. While these events do provide a social learning opportunity, they do impede upon precious academic learning time. The following guidelines are designed to allow for classroom parties and birthday recognitions, without unnecessarily infringing upon academic time.

Student Birthday Celebrations If you would like to have a class birthday for your child, please speak with your child's teacher in advance. These birthday celebrations are limited to the classroom community and will take place during lunch time. Parents are asked to drop off only cupcakes in the K-3 office, and these treats will be delivered to the classroom. Parents should be mindful that nuts are not allowed to be in any of the cupcakes provided.

Goody bags are not allowed. The school will not permit bouquets of balloons and other celebratory decorations to be sent to the classrooms. These can be distracting to students' learning. Please do not send these items to avoid embarrassment.

The school-home partnership is essential to support each student's development, and we value your input and suggestions. If you ever have concerns or questions regarding the progress of your child's education, please feel free to contact the appropriate teacher at 011-207-0926. Email is also a convenient way to stay in touch, so our email addresses are listed below. We look forward to a wonderful year!

Ms. Ghazwa Dankar (Homeroom, Girls 1)
gdankar@alsschools.com

Ms. Zeina Hassan (Homeroom, Girls 2)
zrachidi@alsschools.com

Mr. Ayham AlRashed (Homeroom, Boys)
aalrashed@alsschools.com

مادة اللغة العربية

التعريف بالمعلمين

نرحب بكم في العام الدراسي الجديد ، وإنه لمن دواعي سرورنا أن يكون ابنكم / ابنتكم في صفنا هذا العام مدرسا المادة هما

مدرس للصف الرابع والخامس (بنين) مادة اللغة العربية ، حاصل على شهادة البكالوريوس في اللغة العربية ، : محمد أبو عياد وشهادة الدبلوم عالي في التربية ، خبرتي العملية عشرون عاما قضيتها في مدارس متعددة في المملكة وخارجها

أهداف تدريس اللغة العربية :

- إدراك قيمة اللغة وأهميتها في حياة كل طالب
- تنمية ثقة الطالب بنفسه ، واعتزازه بقيمه وانتمائه ولغته
- القدرة على الحوار باللغة العربية الفصحى
- إثراء المخزون اللغوي لدى الطالب ليصبح قادراً على الكتابة والتعبير بلغة سليمة
- الإلمام بقواعد اللغة العربية ذلك أنها وسيلة لتنمية مهارة التلميذ في التعبير السليم على المستويين الشفهي والكتابي
- اكتساب المهارات الإملائية للتوصل إلى كتابة نص خال من الأخطاء قدر الإمكان
- اكتساب الميل إلى القراءة الحرة وصولاً إلى قراءة معبرة سليمة
- التعود على التفكير المنطقي السليم وتحليل النص المقروء أو المسموع
- الكتابة بخط واضح جميل

المواد المطلوبة

- كتاب لغتي الجميلة – وزارة التربية والتعليم
- منهج إثرائي مدعم للمهارات اللغوية المختلفة

التقييم

التقييم جانب هام وأساسي لرصد التقدم الذي يحرزه الطلاب في جوانب اللغة المختلفة ، وسيتم التقييم بطرق مختلفة ، ويشمل: الواجبات المنزلية، الأعمال الصفية، المشاريع، الاختبارات الطويلة، الاختبارات القصيرة المعلنة وغير المعلنة

الواجبات المنزلية

ينبغي القيام بها في المنزل من قبل الطالب وتسليمها في الوقت المحدد

التواصل معكم سيساعدنا على تحقيق أهدافنا، في حال وجود أي استفسار الرجاء عدم التردد في الاتصال على رقم المدارس أو: التواصل عبر على البريد الإلكتروني

محمد أبو عياد	mabuayyad@alsschools.com

(يبدأ بيد نحو مستقبل تعليمي أفضل)

PYP PE

Once again we are at the start of a new academic year and we welcome back all our students. We would like to extend a very special welcome to those students and their parents that are joining our ALS family for the first time.

In accordance with the IB mission statement, we encourage our students to become active and compassionate lifelong learners. It is our responsibility to produce learners that are Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Curriculum

To assist our students in achieving the above qualities our Physical Education Curriculum must consist of the following strands:

Health-related fitness:

- Recognize the importance of a healthy lifestyle
- Awareness of exercising regularly
- Ability to make healthy choices

Individual Pursuits:

- Shows development of gross motor skills
- Shows development of fine motor skills
- Movement through manipulative skills

Games:

- Recognizing the challenges presented by games
- Importance of manipulating space
- Development of appropriate skills
- Applies rules effectively

Movement Composition:

- Can effectively follow a sequence of movements
- Express movement through feelings, emotions and ideas

Adventure Challenges:

- Can effectively work as part of a team
- Shows critical thinking
- Shows ability to solve problems

Assessment

Progress during Physical Education will be determined by various ways including:

- Teacher's observation
- Rubrics
- Peer assessments
- Checklists
- Projects

Resources

We have access to an indoor area, volleyball court, inner-field and a grass soccer field. We utilize all of these resources and a range of other specialized physical education equipment during all Physical Education lessons to expose our students to as many learning situations as we possibly can.

We look forward to working with your children this academic year. We are very excited to assist your children in helping each of them reach their full potential. We are also fully aware that you entrust us with your most valuable asset; your children. Please feel free to contact us if you have any questions.

Ioan Pisoc	ipisoc@alsschools.com
Randa Shnaneer	rshnaneer@alsschools.com

التربية الإسلامية والاجتماعية

نرحب بكم في العام الدراسي الجديد

التعريف بالمنهج

التربية الإسلامية	
سورة القدر - سورة البينة - سورة الزلزل - سورة العاديات - سورة القارعة - سورة التكاثر سورة العصر -- سورة الهزلة - سورة الفيل - سورة قريش- سورة الماعون - سورة الكوثر سورة الكافرون- سورة النصر- سورة المسد	قرآن
أقسام التوحيد - أهمية التوحيد - العبادة وأنواعها وشروطها - أسماء الله الحسنى - الشرك خطورته و مظاهره	توحيد
أسماء النبي صلى الله عليه وسلم ، زوجاته وأولاده ،، هديه في منزله ، في اللباس و النظافة ، في نومه واستيقاظه ، في كلامه و استمتاعه ، في طعامه و شرابه ، وفي السلام	حديث وسيرة
أقسام المياه - الوضوء و الطهارة - التيمم -المسح على الخفين - مكانة الصلاة ومواقيتها - أركان الصلاة - الذكر	فقه وسلوك
التربية الاجتماعية	
البيئة من حولنا ، الأرض ، اليابسة و الماء ، أشكال سطح الأرض ، الجهات الأصلية و الفرعية ، الفصول الأربعة	الجغرافيا
نبينا صلى الله عليه وسلم في مكة (نسبه ، قبل البعثة ، الدعوة في مكة) ، نبينا صلى الله عليه وسلم في المدينة ،	التاريخ
أسرتي ، مكوناتها ، حقوقها وواجباتها ، علاقتها بالمجتمع ، المرافق العامة ، حقوق الجار ، و التعامل مع الآخرين	الوطنية

ملاحظات:

سيتم تدريس المادة وفقاً لمحاور برنامج السنوات الابتدائية (من نحن ، أين نحن في الزمان والمكان ، .. إلخ) - أما بالنسبة إلى التقييم فهو يتخذ أشكالاً كثيرة فقد يكون شفهيًا ، أو كتابياً من خلال الاختبارات القصيرة و الطويلة ، الواجبات المنزلية ، المشاريع ،

لمزيد من التواصل عبر البريد الإلكتروني

Mohammed Al Amri	malamri@alsschools.com
Haifa Al Dasi	haldasi@alsschools.com
Tamam ElSheikh	telsheikh@alsschools.com

PYP Visual Arts

It is our pleasure to be able to teach your children visual art in the PYP program. Since the beginnings of human history, artists have recorded the human experience in their work. The PYP program provides a wonderful opportunity for students to learn art techniques and processes while considering topics related to science, history, mathematics, communication and the human condition. Art within the context of the PYP program will prepare your child for their MYP years by encouraging curiosity and establishing a foundation of problem-solving skills.

Projects:

PYP art classes introduce students to drawing, painting, printmaking, clay, collage, and mixed media. For at least two Units of Inquiry per grade, we will work with homeroom teachers to relate the concepts they are learning in their regular classrooms to the world of art and art-making. This year some of our topics will include “Illustrated Smarts”, “Ink Painting”, “Clay Sculptures”, “Habitats and Ecosystems”, and “Pop Art Advertising”.

Student Expectations:

Students are expected to participate in classroom discussions and activities, to put forward their best effort in making art projects, and to have fun. Art will be a creative and collaborative effort in which the children will be expected to work together to create and discover new possibilities.

Discipline Policy

The classrooms follow the expectations described in the ALS Student Handbook. We are happy to meet with parents by appointment to discuss any areas of concern. We expect all students to observe the following in the art classes:

1. Do not interrupt during role call and instructions.
2. Respect the work process of others and their personal and physical integrity.
3. Use an indoor voice when indoors.
4. Treat the art supplies with respect.
5. Treat your own work and the work of others with respect.
6. At the end of each class, clean up and make sure that all of the art work is labeled and put away.

Assessment Policy

Students are assessed on effort, as well as, their age appropriate development in fine motor development, conceptual understandings and the learner outcomes.

Homework Expectations

Homework is not generally assigned unless they are asked to bring in a specified visual reference. Students will be expected to do work in class, and thus regular attendance is vital.

Supplies

For each class, each student should bring a water bottle, a pencil, sharpener ruler, pencil crayons, an eraser and a hard cover A4 sketchbook.

Please feel free to contact us if you have any questions or concerns. We look forward to a great year.

Mohammed Fattouh	mfattouh@alsschools.com
Jennifer Pickering	jpickering@alsschools.com

PYP French (Boys Only)

Welcome to another exciting school year at Advanced Learning Schools!

In order for you to have a better understanding of the French classes, a brief overview of French learning activities are presented below. At your convenience, please take time to review them.

French Learning Activities

Oral: Students will learn the proper way to pronounce the difficult phonemes in French like “on”, “an”, “ui”, “oi”... They will be able to communicate in French and hold a simple conversation in a French speaking community.

Grammar and vocabulary: Students will learn to form sentences in French and use all the vocabulary related to their social surrounding and community including and not limited to food, shopping, sports, hobbies, greetings, human body, colors, and numbers.

Written comprehension: Students will be able to read simple French texts, understand their global meaning and answer related questions.

Writing: Students will invest all the above mentioned competencies to improve their writing skills; they will be able at the end of each unit of inquiry to write a short paragraph of approximately four sentences concerning the unit.

French will be part of two units of inquiry (5 and 6):

In unit 5 students will learn the types of transportation in French and we will talk about the evolution of transportation from legends (Icarus and Dédale) to scientific proof and magazines articles. You can find all the documents that we are doing in class at www.francaisfacile.com

In unit 6 Students will discover the traditional costumes of different countries and we will analyze how these costumes are reflecting the civilizations of people.

The rest of the year we will be doing stand alone units from their book Tip Top 1.

The students have to come to class with their books, a notebook and a French file.

Homework and tests will be mentioned in the cycle plans.

Assessment:

- Oral test (play role or reading)
- Teacher observation
- Quizzes and exercises
- Special projects

French is a third language at ALS and it can be difficult for English educated students. Therefore, a lot of attention and support is needed from home to motivate your children to acquire a beautiful language that can distinguish them in the future, and help them be role models of excellence in their society and their future careers.

Thank you very much, and we look forward to a fruitful academic year for our students.

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