



AISL

American International
School of Lagos

ELEMENTARY SCHOOL PROGRAM GUIDE

2022-23

GUIDING STATEMENTS



MISSION

AISL provides exceptional learning experiences within a global community where all voices count. We spark the inspiration in students to be the best version of themselves so that they can joyously soar on their own paths of learning, growing, leading, and contributing as world citizens.

VISION

Empowering our community of learners to create a just and sustainable world.

CORE VALUES

Respect

We are considerate of ourselves and others in order to foster an inclusive and equitable environment.

Empathy

We honor our diversity, treat one another with kindness, and demonstrate compassion through service.

Responsibility

We are accountable for ourselves, others, and our community.

Integrity

We act morally, tell the truth, and feel good about what we do.

Courage

We take on life's challenges with resilience and are confident in mind and spirit.



EAGLES LEARN: WE SOAR!

At AISL, the pillar of learning, as part of our Eagles Learn framework, is known as 'We Soar'. Learning is captured within this pillar and is underpinned by a modern, relevant and culturally-responsive EC-12 curriculum. With students at the center, our program of learning purposefully sets out to empower our learners to be self-driven to actively engage in knowing what they will learn, where they are on their learning journey and what they need to do to successfully achieve.

The organization of learning across Kindergarten to Grade 5 is intentionally designed to provide our Eagles with an articulated, high-quality learning program that connects, enriches, and prepares them along the course of the journey for the continued growth and development designed by the subject-area standards. Designed by highly-qualified and experienced educators, units of study, which align authentic learning experiences and assessment to clearly defined learning standards, are the core of our program and are designed by teachers using the Understanding by Design (UbD) planning model. AISL learning principles act as the key design premises of impactful teaching and learning. The most up-to-date, research-based instructional, learning and assessment strategies are employed to maximize learning for all of our Eagles.

This elementary school program guide serves as an essential tool to provide our AISL Eagles and their families with clear and concise information about the organizational structure of the Elementary School and the key elements of the learning program that fosters intellectual, emotional, and social growth in each of our students.

Elementary School Overview

The AISL Elementary School is committed to helping all students in Kindergarten to Grade 5 to be the best versions of themselves so they can joyously soar on their own paths of learning, growing, leading, and contributing as world citizens. The Elementary School realizes this commitment by offering a modern, relevant, and culturally responsive curriculum with a strong academic foundation consisting of core subjects taught in a homeroom classroom and complemented by Specials classes as a means of addressing learning for the Whole Child.

As students move through the elementary school they will progress through six specific stages of learning designated by age-specific grade levels, Kindergarten to Grade 5. Each grade level is guided by a framework of standards for each subject-area that define end of year expectations. Each set of standards provides the skills and knowledge that will be part of the students' learning focus across each year, throughout the elementary experience and on into middle school. Because we believe that a child's emotional development is as important as their intellectual growth, a social emotional learning (SEL) program is guided by a core program supported by the elementary counselor and integrated into the subject-area curriculum by our homeroom and subject specialists. The Elementary School is a place intentionally designed to provide the foundational skills and dispositions that our younger students will need to be successful as they move through the various stages of their learning journey.

The following classes provide a well-rounded set of learning experiences within diverse subjects to all of our students.

Homeroom Core Subjects

All students in the Elementary School engage in the following subject areas taught in the homeroom class:

- English Language Arts: Reading, Writing, Speaking, Listening, Research
- Social Studies
- Science
- Mathematics

World Languages

Students in the Elementary School have an opportunity to study one of the following World Languages:

- French
- Spanish

Specials Classes

Students in the Elementary School have the option to take one semester or one year elective courses in the following areas:

- Physical Education
- Performing Arts
- Visual Arts

Counseling

The Elementary Counseling Program is an essential support system designed to help our students in the development of the skills and dispositions associated with social-emotional learning and child protection. All students have access to and receive counseling as needed. The developmental, child-centered curriculum is focused on the five interrelated sets of cognitive, affective, and behavior competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. A variety of research-based curricular programs are used to develop and deliver lessons that are designed to en-

AISL Core Values. Early Childhood students receive lessons once per week. Students in Kindergarten to Grade Five receive customized lessons monthly. In addition, select students receive small-group or one-to-one sessions to support deeper development of social and emotional skills such as friendship, conflict resolution, diversity, self-esteem, and stress management, ensuring every student feels safe and has a positive school experience.

Student Support Services

The Elementary School embraces diversity and is committed to supporting the learning needs of all students in order for them to successfully and equitably access learning within the AISL curriculum. Our Student Support Service Program provides additional intervention for students with learning needs related to language acquisition, English as an Additional Language (EAL), and for those which require specific support through Learning Support (LS). Through an inclusive and nurturing educational environment, students are encouraged to become independent, lifelong learners in a global society.

After-school Athletics & Activities

The Elementary School has a vibrant co-curricular program designed to meet the passions, interests and needs of students. Each semester, Elementary School students have an opportunity to participate in a variety of after school activities, which include competitive sports, games, digital media, robotics, art, drama, and music.

General Curriculum

English Language Arts

The English Language Arts program at AISL includes reading, writing, and the critical and creative skills and strategies involved in producing and comprehending texts. Learners also use oral and written language to make sense of the world, and to communicate, problem solve, and participate in decision-making. The AERO English Language Arts Standards drive the development of the key skills, strategies and understandings of the essential and relevant components of 21st century literacy, so students can:

- Engage thoughtfully and critically with a wide variety of literary and informational media
- Make meaning, ask questions, and express ideas while listening, reading, and viewing
- Use language and literacy purposefully across a variety of authentic contexts to make connections, amplify experience, broaden perspective, design and share information for global communities, and reach audiences
- Communicate clearly and articulately through speaking, listening, writing, representing and presenting
- Develop proficiency with the tools of technology
- Build relationships with others to pose and solve problems collaboratively and cross-culturally
- Manage, analyze, and synthesize multiple streams of simultaneous information

The literacy units below integrate relevant math, social studies and science standards where possible to ensure a rich and meaningful learning experience for our students.

Grade Level	Reading	Writing
Kindergarten	<ul style="list-style-type: none"> • We are Readers • Super Powers • Bigger books, Bigger Reading Muscles • Becoming Avid Readers 	<ul style="list-style-type: none"> • Launching the Writing Workshop • Writing for Readers • How-To Books • Persuasive Writing of all Kinds.
Grade 1	<ul style="list-style-type: none"> • Building Good Reading Habits • Readers Have Big Jobs to do • Learning About the World • Meeting Characters and Learning Lessons 	<ul style="list-style-type: none"> • Small Moments (Personal Narratives) • Writing Opinion and Reviews • Nonfiction Chapter books • Narratives/ Fiction Writing
Grade 2	<ul style="list-style-type: none"> • Reading Growth Spurt • Becoming Experts (NF) • Book Clubs (NF or F) • If Then: NF Topics • Amping Up 	<ul style="list-style-type: none"> • Revving Up Unit • Lessons from the Masters • If Then... Informational Writing • Opinion Writing: Writing about Reading • Poetry: Big Thoughts in Small Packages
Grade 3	<ul style="list-style-type: none"> • Building a Reading Life • Reading to Learn • If...Then - Social Justice Book Clubs • Little Things Are Big: Poetry Reading • Research Clubs 	<ul style="list-style-type: none"> • Crafting True Stories • Art of Info Writing • Changing the World • Poetry: Writing, Thinking, and Seeing More • Writing About Research
Grade 4	<ul style="list-style-type: none"> • Interpreting Characters • Reading the Weather, Reading the World • Reading History • Historical Fiction Clubs 	<ul style="list-style-type: none"> • UtL: Information Writing • Arc of Story • Boxes and Bullets • The Literary Essay
Grade 5	<ul style="list-style-type: none"> • Interpretation Book Clubs: Analyzing Themes • Tackling Complexity: Moving Up Levels of Nonfiction • Argument and Advocacy: Researching Debatable Issues • Fantasy Book Clubs: The Magic of Themes and Symbols 	<ul style="list-style-type: none"> • Narrative Draft • The Lens of History: Research Reports • Shaping Texts: From Essay and Narrative to Memoir • The Research-Based Argument Essay

In addition, students engage in Word Study which is an important component of a balanced literacy program. During these sessions they learn about the structures and meanings of words through vocabulary instruction, phonological awareness, phonics, and decoding.

Social Studies

The AISL Social Studies program provides diverse, authentic and transferable opportunities for our Eagles to develop important skills and understandings to better comprehend the historical and current nature of the world as well as their role as global citizens of a culturally diverse, equitable, inclusive and just society in an interdependent world who can make a positive difference.

The AERO Social Studies Curriculum Standards drive the development of the key skills and understandings through eight distinct concepts: Time, Continuity and Change, Connections and Conflict, Geography, Culture, Society and Identity, Government, Production, Distribution and Consumption, and Science, Technology and Society. Through intentionally-designed units of study, learners are able to:

- engage in inquiry and conduct research
- draw evidence-based conclusions
- critically and creatively apply knowledge and concepts to solve complex, authentic, ‘wicked’ problems now and in the future

The social studies units below integrate key literacy, math, and where relevant, science standards to ensure a rich and meaningful learning experience for our students.

Grade Level	Social Studies
Kindergarten	<ul style="list-style-type: none"> • Our Class and School Community • Celebrations
Grade 1	<ul style="list-style-type: none"> • Family Stories Past and Present • Family Economic Choices
Grade 2	<ul style="list-style-type: none"> • A Changing Earth/Me on the Map Integrated Unit • Local/Global Products
Grade 3	<ul style="list-style-type: none"> • Identity, Rights & Responsibilities: Designing a More Accepting World • Refugee Journeys: Designing a More Inclusive World
Grade 4	<ul style="list-style-type: none"> • Nigerian Culture • Nigerian Government
Grade 5	<ul style="list-style-type: none"> • Economy: Imports, Exports, and World Trade • Social Justice & Government

Science

The AISL Science program is driven by the Next Generation Science Standards (NGSS) with attention paid to the three dimensions of learning: the fundamental science and engineering practices, developing knowledge of the cross-cutting concepts that are foundational to science disciplines and disciplinary core ideas.

With the scientific inquiry cycle at the heart, learning is student-driven, hands-on and is centered around ‘phenomena’ that spark students’ curiosity and wonder. Students will ask questions, construct explanations, plan and carry out investigations and engage in arguments from evidence, and apply and transfer their understanding through authentic, performance-based tasks and assessments. For engineering, the students explore real-life problems and take action through investigating, testing and iterative designing. Other fundamental practices developed through the curriculum include:

- developing and using models,
- using mathematical and computational thinking,
- data collecting, interpreting and analyzing
- obtaining, evaluating, and communicating information.

The science units below integrate key literacy, math and social studies standards, where relevant, to ensure a rich and meaningful learning experience for students.

Grade Level	
Kindergarten	<ul style="list-style-type: none"> • Plants and Animal needs • Pushes & Pulls
Grade 1	<ul style="list-style-type: none"> • Spinning Sky : Patterns and Cycles • Light and Sound • Mimicking Plants and Animal Structures
Grade 2	<ul style="list-style-type: none"> • A Changing Earth / Me on the Map Integrated Unit • Biodiversity and Ecosystems • Matter Matters (Inventions)

Grade 3	<ul style="list-style-type: none"> • Designing a More Functional World: Forces and Interactions • Designing a Safer World: Weather and Climate • Ecosystem Change • Life Cycles and Traits
Grade 4	<ul style="list-style-type: none"> • Physical Science: Energy • Earth & Space Science
Grade 5	<ul style="list-style-type: none"> • Physical Science - Matter: Structures and Properties

Mathematics

The AISL Mathematics program is driven by the AERO Mathematical standards which places emphasis on the conceptual underpinnings of mathematics as part of developing a deep understanding of mathematical strands rather than solely arithmetic. Mathematical understanding involves students:

- engaging in relevant, authentic, rich tasks that invite inquiry and investigation
- posing questions to identify and solve problems using a variety of tools and strategies
- using math practices to solve problems and justify answers
- strengthening and employing fluency of procedural skills (operations, tools, strategies)
- discovering multiple methods for seeking solutions
- developing critical, creative, logical and computational thinking
- communicating mathematical ideas with accuracy, precision and clarity

Kindergarten	<ul style="list-style-type: none"> • Numbers to 5 & 10 • Numbers to 10 • Bikes & bugs; Double, Add and Subtract • Paths to Adding, Subtracting & Measuring • Two-dimensional Geometry • Three-Dimensional Shapes & Numbers Beyond 10 • Weight & Place-Value
	<ul style="list-style-type: none"> • Numbers All Around Us • Developing Strategies with Dice & Dominoes • Adding, Subtracting, Counting & Comparing • Leapfrogs on the Number Line • Geometry • Figure the Facts with Penguins • One Hundred & Beyond
	<ul style="list-style-type: none"> • Figure the Facts • Place Value & Measurement with Jack's Beanstalk • Addition & Subtraction within 100 • Measurement • Place Value up to 1,000 • Hungry Ants • Geometry • Measurement, Data and Multi-digit Computation with Marble Rolls
	<ul style="list-style-type: none"> • Addition & Subtraction Patterns • Introduction to Multiplication • Multi-digit Addition and Subtraction • Measurement and Fractions • Multiplication, Division, and Area • Extending Multiplication and Fractions • Geometry

	<ul style="list-style-type: none"> • Multiplicative Thinking • Multi-Digit Multiplication & Early Division • Fractions & Decimals • Addition, Subtraction, & Measurement • Geometry & Measurement • Multiplication & Division, Data & Fractions • Reviewing & Extending Fractions, Decimals & Multi-Digit Multiplication
	<ul style="list-style-type: none"> • Expressions, Equations & Volume • Adding & Subtracting Fractions • Place Value & Decimals • Multiplying & Dividing Whole Numbers & Decimals • Multiplying & Dividing Fractions • Graphing, Geometry & Volume • Division & Decimals

Physical Education

Learning in physical education is driven by the National Physical Education Standards (SHAPE), which focus on leading students to:

- establish habits for good health,
- develop fundamental and advanced motor skills
- improve self-confidence
- increase levels of physical fitness that are associated with high academic achievement.

Additionally, it encourages Eagles to develop personal and social behaviors, including self-management, sportsmanship, problem-solving, safety and communication skills that encourage respect for self and others. Similarly, the patterns of physical activity acquired during childhood and adolescence are likely to be maintained throughout our graduates' lifespan, providing physical, mental, self-expression and social benefits.

Kindergarten	<ul style="list-style-type: none"> • Locomotor & Non Locomotor skills • Fitness Activities • Swimming • Manipulative Skills: ball handling, throwing and catching dribbling/ball control (hands and feet), kicking, volleying. • Manipulative Skills: striking (short and long implements) • Manipulative Skills: rope jumping • Rhythm & Dance • Stunts and Tumbling • Health
	<ul style="list-style-type: none"> • Locomotor & Non Locomotor skills • Fitness Activities • Swimming • Manipulative Skills: ball handling, throwing and catching dribbling/ball control (hands and feet), kicking, volleying. • Manipulative Skills: striking (short and long implements) • Manipulative Skills: rope jumping • Rhythm & Dance • Stunts and Tumbling • Health

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	<ul style="list-style-type: none"> • Locomotor & Non Locomotor skills • Fitness Activities • Swimming • Manipulative Skills: ball handling, throwing and catching dribbling/ball control (hands and feet), kicking, volleying • Manipulative Skills: striking (short and long implements) • Rhythm & Dance • Stunts and Tumbling • Track & Field • Health Education/SEL
	<ul style="list-style-type: none"> • Locomotor & Non Locomotor skills • Fitness Activities • Swimming • Manipulative Skills: ball Handling, throwing and catching dribbling/ball control (hands and feet), kicking, passing, receiving, and shooting, volleying. • Manipulative Skills: striking (short and long implements) • Rhythm & Dance • Stunts and Tumbling • Track & Field • Health Education/SEL
	<ul style="list-style-type: none"> • Basketball(dribbling, passing, shooting) • Soccer (Shooting, kicking, dribbling, throwing, juggling) • American Football (passing, receiving ,defense, offense) • Ultimate Frisbee. • Volleyball (Receiving, setting, bumping, serving) • Softball. • Pickleball. • Swimming • Fitness activities. • Gymnastics. • Rope Jumping. • Track & Field. • Floor Hockey. • Health Education/SE

Performing Arts & Visual Arts

The Performing and Visual Arts program at AISL, follows the National Core Arts Standards which define artistic literacy and clarify connections between the arts and 21st century skills. By nature of living in a country that is rich with culture as well as being a school serving students of multiple nationalities, AISL celebrates our rich diversity through the expression of human creativity and imagination. Through a variety of mediums, Eagles artistically express their interpretation of the world around them through a variety of visual and performing arts where they are able to:

- Create
- Perform
- Present
- Produce
- Respond

Kindergarten	<ul style="list-style-type: none"> • Language of Performing Arts • Making Connections • Performing Arts Around the World (Research) • Preparing and Performing

Visual Arts

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- Create
- Perform
- Present
- Produce
- Respond

	Visual Arts
Kindergarten	Unit 1: Drawing: A Bug's Life "Insects and Environments" Unit 2: Painting: Kandinsky "Non Objective" and "Centric Circles" Unit 3: Printmaking: Monoprints "Beautiful Black Bird" Unit 4: Ceramics: Slab "Animal Tiles" Unit 5: Collage: Henri Matisse "Paper Cut Outs" Unit 6: Fiber Arts: Faith Ringgold "Story Quilts"
	Unit 1: Drawing: Romero Britto - "Pattern Pets" Unit 2: Painting: "Nature Color Bleed Silhouette" Unit 3: Printmaking: Monoprint, Collograph, Relief Unit 4: Ceramics: Slab "Flower Tiles" Unit 5: Sculpture/3-Dimensional Unit 6: Collage: Karen Lederer "Watercolor Coral Collage" Unit 7: Fiber Arts: Weaving, Sewing, Beading

	Unit 1: Drawing: Media and Techniques Unit 2: Painting: Media, Application, Color Theory Unit 3: Printmaking: Monoprint, Collograph, Relief Unit 4: Ceramics: Slab “Ceramic Adobe Homes” Unit 5: Sculpture/3-Dimensional Unit 6: Collage: Mixed Media, Themes, Ideation, Manipulation Unit 7: Fiber Arts: “Woven Board Games” Weaving Functional Art
	Unit 1: Drawing: Media and Techniques Unit 2: Painting: Media, Application, Color Theory Unit 3: Printmaking: Monoprint, Collograph, Relief Unit 4: Ceramics: Hand-building, Tile/Coils, Functional Object Unit 5: Sculpture/3-Dimensional Unit 6: Collage: Mixed Media, Themes, Ideation, Manipulation Unit 7: Fiber Arts: Weaving, Sewing, Beading
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World Language

Through the development of linguistic and cultural literacy, students expand their communication skills, broaden their world views, and further develop as empathetic global citizens who can confidently and compassionately interact within diverse contexts. In addition, language awareness gained in learning additional languages improves understanding of language in general, including one’s own mother/heritage language.

The integration of these goal areas ensure that students are prepared to apply the skills and understandings of their language learning beyond the instructional setting to bring a global competence and mindset to their future careers and experiences and inevitably contribute to the global community.

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Learning a world language has the power to foster an understanding of the interrelation of language, culture and human nature. At the most basic level, it teaches and encourages respect for other peoples by expanding one's view of the world, liberalizing one's experiences, and inviting more flexibility and tolerance. At AISL, the ACTL World Language Standards provide the skills and understandings for students to:

- Communicate ideas through spoken language, in writing and through presentation.
- Comprehend spoken language and written texts
- Communicates with cultural competence regarding cultural artifacts, practices and beliefs of the language.

Curriculum Focus by Grade

Learning an additional world language leads students through distinct proficiency levels - novice, intermediate, advanced - as they acquire the skills and knowledge. In the elementary school, learning is structured around the developmental needs of the learners as noted by the grade level curriculum focus below.

Kindergarten

The program in Kindergarten focuses on the beginning phases of language acquisition by:

- immersing learners in listening to the language
- developing familiarity with sounds, common phrases, basic vocabulary through visual, auditory, and kinesthetic activities
- engaging in cultural activities to promote curiosity, awareness, respect, and tolerance

1st Grade

The Grade 1 program builds on students' prior experiences in kindergarten and focuses on:

- communicating using the basic foundation of the language
- building vocabulary, grammar and comprehension through games, songs, and interactive activities
- using the language within contexts that involve reading, writing, speaking and listening
- engaging cultural activities to promote curiosity, awareness, respect, and tolerance

2nd Grade

The Grade 2 program builds on students' prior experiences in the language, while also differentiating for those new to the language, and focuses on:

- communicating using the basic foundation of the language with developing confidence
- continuing to build and reinforce vocabulary, grammar and comprehension through games, songs, and interactive activities
- participating in various contexts that involve reading, writing, speaking and listening
- engaging in cultural activities to promote curiosity, awareness, respect, and tolerance

3rd Grade

The Grade 3 program continues to build on students' prior experiences while also differentiating for those new to the language, and focuses on:

- speaking, listening, reading and writing confidently within the context of the basic rules of grammar and vocabulary linked to units and personal interests
- making interdisciplinary connections to develop and reinforce language skills
- writing more complex sentences about diverse topics
- engaging in cultural activities to promote curiosity, awareness, respect, and tolerance

4th Grade

The Grade 4 program draws on students' existing knowledge and personal experiences within the target language with a focus on:

- expanding development of gender-specific nouns and verb conjugation
- expressing ideas, both spoken and written, using more complex sentence structures about diverse topics
- making interdisciplinary connections to develop and reinforce language skills and knowledge
- discovering the cultural and geographical contexts of other countries that speak the target language

5th Grade

The students are encouraged to:

- use the target language to communicate with more complex vocabulary and grammar structures
- improve the accuracy of written and oral productions, including spelling, accent use, and accurate pronunciation
- expand knowledge base of cultural norms and comparing across cultures.

External Assessment of Proficiency

In order to further enhance the proficiency of our students in French and Spanish, an external assessment is administered twice each year. The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is an assessment of standards-based language learning across the three modes of communication (Interpersonal, Presentational, and Interpretive) as defined by the National Standards for Foreign Language Learning. The AAPPL assesses Interpersonal Listening/Speaking, Presentational Writing, Interpretive Reading, and Interpretive Listening, and ratings are assigned according to the ACTFL Performance Descriptors for Language Learners. Teachers review the results of these assessments to design instruction as well as for placement in language courses in the high school.

Units of Study by Grade Level

	World Language	
		Spanish
Kindergarten	Unité 1 Bonjour Unité 2 Ma Salle de Classe Unité 3 My Family and adjectives Unité 4 Christmas Unit Unité 5 Le corps - my body Unité 6 J'aime/Je n'aime pas - activities and food Unité 7 Moi (PBL)	Unidad 1 - ¡Hola! (How do I communicate with another child?) Unidad 2 - ¿Cómo me presento? (How do I introduce myself and others?) Unidad 3 - Nuestra Clase (What makes a classroom?) Unidad 4 - ¿Qué hago en la escuela? (What do I do in the classroom/school?) Unidad 5 - Todo sobre mí (All about me)
	Unité 1 - Salut, C'est moi! Unité 2 - J'apprends...!!! Unité 3 - C'est Noël!! Unité 4 - C'est ma fête! Unité 5 - J' aime manger bien!!!	Unidad 1: ¿Cómo me describo a mí mismo/a? (How do I describe myself?) Unidad 2: ¿Qué me gusta/prefiero? (What do I and others like?) Unidad 3: ¿Cómo me siento? (How do I feel?) Unidad 4: Mi familia (Who are the members of my family?) Unidad 5: En mi escuela (Who and what is in my school?)
	Unité 1- Bonjour Unité 2- L'école Unité 3- La famille Unité 4- En forme Unité 5- Bon appétit Unité 6- Revision and culminating activities	Unit 1: where do we live? Unit 2: what do we celebrate in my family/school/neighborhood? Unit 3: What do people in other countries wear? Unit 4: What do people in other countries eat/drink? Unit 5: how do I and other people in my community get around?
	Unité 1- Mon école Unité 2- Ma famille et moi Unité 3 - Ma ville Unité 4- Mes Animaux Unité 5 - Mes Loisirs My Hobbies Unité 6 - En vacances On vacation Mon portfolio françaisMy French Portfolio	Unidad 1: ¿Cómo me describo a mí mismo/a? (How do I describe myself?) Unidad 2: ¿Qué me gusta/prefiero? (What do I and others like?) Unidad 3: ¿Cómo paso mis días en la escuela? (How do I spend my day at school?) Unidad 4: ¿Cómo paso mi tiempo libre? (How do I spend my time outside school?) Unidad 5: ¿Cómo paso mis vacaciones? (How do I spend my school vacation?)

	Unité 1 : Vive le français Unité 2 : Mes préférences, mes goûts et mes activités Unité 3 : Au collège Unité 4 : Ma Famille Unité 5 : Les sports et nos activités sportives.	Unidad 1: ¿Cómo paso mis días en la escuela? (How do I spend my day at school?) Unidad 2:¿Cómo paso mi tiempo libre? (How do I spend my free time outside school?) Unidad 3: Sistemas: La familia y mi hogar. (System:family/home) Unidad 4: Sistemas: El transporte público (How do different cultures use different transportation systems?)
	Unité 1 - Ma sortie en ville Unité 2 - J'adore manger de tout Unité 3 - Je suis, tu es, nous sommes qui nous sommes Unité 4 - Les médias et moi Unité 5 - Mes héros Unité 6 – Ma planète	Unidad 1: ¿Cómo paso mis días en la escuela? (How do I spend my day at school?) Unidad 2: ¿Cómo paso mi tiempo libre? (How do I spend my time outside school?) Unidad 3: ¿Cómo paso mis vacaciones? (How do I spend my school vacation?) Unidad 4: ¿Qué podemos aprender de diferentes entornos? (What can we learn from different environments?) Unidad 5: ¿Cómo podemos explorar las culturas a través de las celebraciones? (How can we explore cultures through celebrations?)