المدرسة الأمريكية الدولية
American International School

MIDDLE SCHOOL

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

FRENCH LA SCOPE AND SEQUENCE
AY 26-27

STRAND	STANDARDS/SKILLS	PHASE 1	PHASE 2
STRAND 1: LISTENING (Criterion A)	A.i: Explicit & Implicit Information	Identify basic explicit personal information, family members, school places, daily routine sequences, and home objects from short, simple authentic audio/video clips.	Identify explicit and implicit details from audio texts on leisure activities, restaurant menus, clothing descriptions, urban itineraries, and travel accounts.
	A.ii: Conventions	Recognize basic spoken conventions, formal/informal greetings, simple speech patterns, and visual cues in daily authentic audio tasks.	Analyze key spoken conventions, registers, tone, and transitions in authentic restaurant dialogues, city directions, and trip planning conversations.
	A.iii: Connections	Identify basic cultural and personal connections in daily routines, school life, and family structures from spoken media.	Analyze connections between spoken messages, cultural habits, leisure choices, and Francophone travel destinations
STRAND 2: CRITERION B: READING	B.i: Explicit & Implicit Information	Identify explicit details and main ideas in identity cards, family profiles, school timetables, labeled house diagrams, and routine posts.	Analyze explicit and implicit information in sports profiles, French restaurant menus, fashion catalogues, city maps, and travel brochures.
	B.ii: Conventions	Recognize basic text organization, visual-text links, sight words, and simple sentence structures in short written texts.	Analyze structural features, layout, cohesive devices, and promotional formats across French advertisements, mini city guides, and itineraries.
	B.iii: Connections	Identify cultural similarities and differences between daily life, school, and family structures in Kuwait and Francophone contexts.	Deduce contextual vocabulary, cultural eating habits, fashion preferences, urban transportation, and regional travel experiences.
STRAND 3: CRITERION C : SPEAKING	C.i: Vocabulary	Use a basic range of high-frequency vocabulary (greetings, family terms, school subjects, house rooms, daily actions, time expressions)	Use a broad range of topic-specific vocabulary (sports/hobbies, foods/meals, clothing/styles, city places/directions, travel destinations).
	C.ii: Grammatical Structures	Use simple grammatical structures (*être*, *avoir*, present tense of regular verbs, *il y a*, basic prepositions) with reasonable accuracy.	Use a range of basic and complex structures (*faire de/jouer à*, partitive articles, imperatives for directions, *passé composé*, near future).
	C.iii: Pronunciation & Intonation	Use clear pronunciation and intonation in simple dialogues and short oral presentations, so communication is intelligible.	Use clear pronunciation and intonation that makes interaction easy to comprehend in role-plays and travel presentations.
	C.iv: Communication & Interaction	Interact in brief face-to-face exchanges, introduce oneself, describe family/house/school, and present daily routine sequences.	Communicate fluently in spontaneous role-plays (ordering food, shopping, asking/giving city directions, discussing trip plans).
	D.i: Vocabulary	Utilize fundamental vocabulary related to personal identity, family members, classroom objects, home, and daily routine	Apply broad, precise vocabulary regarding sports, dietary habits, clothing/fashion, city features, and travel experiences.

STRAND 4: CRITERION D WRITING	D.ii: Grammatical Structures	Apply basic mechanics, subject pronouns, adjective agreement, basic prepositions of location, and present tense verbs.	Demonstrate control over varied tenses (present, *passé composé*, *futur proche*), possessives, negation, and sequencing expressions
	D.iii: Organization & Cohesive Devices	Organize short descriptions and profiles logically using basic connectors (*et*, *mais*, *parce que*, *puis*).	Structure well-organized paragraphs, mini city guides, and trip itineraries using transitional and sequencing markers.
	D.iv: Audience, Purpose & Context	Create simple profiles, routine vlogs/posters, and house descriptions tailored to peers and familiar school contexts.	Write short descriptive essays, shopping/restaurant reviews, and travel plans with a clear sense of audience and purpose.
STRAND 5 GRAMMAR & LANGUAGE MECHANICS	Verbs & Tenses	Present tense of high-frequency verbs (*être*, *avoir*, *faire*, *-er* verbs), reflexive verbs for routines (*se lever*, *se laver*).	Present tense (*faire* vs. *jouer*), *passé composé* (past vacations), *futur proche* (future trip plans), imperative (giving directions)
	Nouns & Articles	Gender/number agreement, definite/indefinite articles (*un, une, des, le, la, l', les*), possessive adjectives (*mon, ma, mes*)	Partitive articles (*du, de la, des* for food/drink), demonstrative adjectives (*ce, cette, ces* for clothes).
	Syntax & Prepositions	Partitive articles (*du, de la, des* for food/drink), demonstrative adjectives (*ce, cette, ces* for clothes).	Prepositions with cities and countries (*à, en, au, aux*), directional prepositions (*tournez à gauche, prenez la rue...*).
	Conventions & Mechanics	Basic punctuation, accents (*é, è, à, ç*), simple negation (*ne... pas*)	Expanded negation (*ne... jamais, ne... plus*), expression of preferences and simple justifications (*parce que, car*)
STRAND 6: IB MYP GLOBAL CONTEXTS & THEMATIC UNITS	**Unit 1: Identities & Relationships** *(Sept 1 – Oct 22)*	**Je me présente:** Greetings, introductions, personal info, age, nationality, priority culture & communication.	**Le sport et les passe-temps:** Sports, hobbies, leisure interests, teenager profiles, expressing preferences & reasons.
	Unit 2: Orientation in Space & Time *(Oct 25 – Nov 26)*	**Ma famille:** Family members, relationships, household descriptions, cultural comparisons of families	**La nourriture:** Foods, meals, drinks, reading menus, restaurant role-plays, cultural meal comparisons.
	Unit 3: Personal & Cultural Expression *(Nov 22 – Jan 21)*	**Mon école:** School subjects, schedules, classroom life, school comparison with Francophone contexts.	**Les vêtements et le style:** Clothing items, fashion styles, shopping interactions, expressing opinions on style
	Unit 4: Social Organization *(Jan 24 – Feb 25)*	**Ma maison:** Rooms, furniture, location of objects (*il y a* + prepositions), comparing homes/rooms.	**Ma ville:** City places, transportation, asking/giving directions, itineraries, comparing cities.
	Unit 5: Globalization & Sustainability *(Mar 1 – Apr 22)*	**Ma routine:** Daily routines, time expressions, sequence of activities, cultural habits	**Les vacances:** Travel destinations, past vacations, future trip plans, travel itineraries & presentations