



PYP Curriculum Guide

Grade 5
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 programs 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 Introductions

Welcome to a new and exciting year! The teachers for grade five are Ms. Dana Alkurdi, Ms. Nada Baraki, and Mr. Sean Neary.

Ms. Dana has a bachelor's degree in Neurobiology, Physiology and Behavior from the University of California, Davis. She also has her teaching credential from California and is certified to teach English to speakers of other languages. Ms. Dana has taught in California for four years and this is her seventh year teaching at ALS. Ms. Dana can be contacted at dalkurdi@alsschools.com

Ms Nada holds a bachelor's degree from the Lebanese University, Faculty of Pedagogy. This is her 6th year teaching at an IB school and her 4th year teaching at ALS. She is interested in reading and writing short stories. She believes that a student centered classroom is the best approach to learning. Ms. Nada can be contacted at nbaraki@alsschools.com

Mr. Sean holds a bachelor's degree from California State University at Chico, and a Master of Education degree from The College of New Jersey. His home town is San Francisco, California. He had taught in South Africa, Eritrea, Vietnam, Egypt, Denmark, Guinea, and the United States. He believes it is essential that parents and teachers communicate. So please feel free to come by, call, or email when you have questions or concerns. You may reach him during the school day at 0544895224 or at sneary@alsschools.com.

Our teamwork will assure that your child has a positive and fruitful fifth grade experience.

Grade 5 Supply List

Each student needs the following:

- 1 box of Faber Castell Pencils (12 pencils)
- 1 can of Faber Castell colored pencils (set of 36 colors)
- 1 bottle of white liquid glue
- 5 glue sticks (large size)
- personal small white board plus board eraser
- Set of white-board markers
- 2 erasers
- 1 sharpener
- A4 hardcovered artists sketchbook with no less than 50 pages
- 1 pack of Dettol wipes
- My Clear Bag (a set of 5)
- Girls: prayer outfit
- Girls: Abaya
- A water bottle for PE

Curriculum Overview:

ALS is authorized by the IBO to offer the PYP (Primary Years Programme). This year, Grade 5 students will have the chance to center their learning around six PYP Units of Inquiry where one of these units will be guided by the students:

#	1	2	3	4	5	6
TD Theme	<p>Where We are in Place & Time 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 Organize Ourselves 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>Who We Are 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>How the World Works 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 Express Ourselves 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>Sharing The Planet 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	Regions of the World	The Market Place	My Body is Changing	Matter	Exhibition	Conflicts and Resolutions
CI	People adapt and survive in different regions of the world.	Markets depend on the production of goods and services that can be exchanged.	Responsibilities change as adolescents experience social and emotional growth.	The scientific structure of the world can be examined on an atomic and molecular level.	Exhibition: Students will create their own central ideas.	Conflict causes people to seek resolution.
KC	Form, connection	Form, connection	Causation, change	Change, function, Connection	All	Causation, connection
RC	Adaptation, environment	Equilibrium, production	Growth, Body form	Density, molecules, chemical and physical changes	Varied	Systems, conflict
LP	Knowledgeable, inquirer	Principled, Risk-Taker	Balanced, thinker	Knowledgeable, inquirer	All	Reflective, caring

<p>Lines of Inquiry</p>	<ul style="list-style-type: none"> - The different world regions -The location of countries in the world - Characteristics of different world regions -Adapting within the environment 	<ul style="list-style-type: none"> -Mediums of exchange in various market places - Dependency on other people and products -Ethics of the marketplace 	<ul style="list-style-type: none"> - The emotional and physical changes that occur in the body during puberty - The causes of change in the body - Strategies to cope with situations of change 	<ul style="list-style-type: none"> - The changes that occur at the three molecular levels within the three states of matter - The function of molecules, mass and density during chemical and physical changes - The connection between our understanding of molecules and atoms and our world view 	<p>-Varied</p>	<ul style="list-style-type: none"> -Possible causes and events that lead to conflict - Consequences of conflicts -Ways/ techniques to resolve conflicts
<p>SS</p>	<p>SSAW, French Social Studies, Science</p>	<p>Arabic, French Islamic Studies, Art, Social Studies</p>	<p>Arabic, PE. Science, PSPE</p>	<p>Science, Math, Language Arts</p>	<p>All</p>	<p>Islamic Studies, SSAW, Language Arts, Social Studies</p>

1) ***Where We Are in Place & Time – Regions of the World***

We are inquiring into orientation in place and time, homes and journeys, the discoveries, explorations and migrations of humankind. Students will learn the relationships between and the interconnectedness of individuals and civilizations from local and global perspectives.

2) ***How we Organize Ourselves – The Market Place***

We are inquiring into the interconnectedness of human-made systems and communities; the societal decision-making; economic activities and their impact on humankind and the environment. Students will learn the different types of marketplace, its effect on the economy and social-life. They will also learn the different techniques of advertising and its effect on the marketplace.

3) ***Who We Are – My Body is Changing***

We are inquiring into the nature of the self, personal, physical, mental, social and health. Students will learn about the changes that occur during puberty and their causes as well as strategies to cope with situations of change.

4) ***How the World Works – Matter***

We are inquiring into the natural world and its laws; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. Students will learn to observe changes and do experiments on physical and chemical changes. They will also learn and master the IB research skills which lead them to interpret data and draw scientific conclusions.

5) ***How We Express Ourselves – Exhibition***

Within this UOI, students will choose their own research topics under the Transdisciplinary Theme of their choice. Students will generate their own central ideas, lines of inquiry, and questions to guide their research. The writing process will focus on Research Writing skills. In ICT students will learn how to research to gather information about their topics and cite their work to avoid plagiarism. In mathematics, we will work with numbers and operations, and measurement.

6) ***Sharing the Planet – Conflicts Connect with Conflict Resolutions***

We are inquiring into rights and responsibilities in the struggle to share finite resources as well as access to equal opportunities; peace and conflict resolution. Students will learn about possible causes and events that lead to conflict, its consequences and ways to resolve them.

Language Arts

Students will engage in all areas of language learning: oral, written, and visual. They will understand that language is a medium for learning.

Students will read from a wide variety of texts and learn to use various reading strategies. They will discuss what has been read, reflect on the feelings and motivations of the characters in a story, as well as their own feelings in relation to plot and characterization, and analyze the details of the 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 use a variety 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.

Students will demonstrate appropriate viewing behavior for a large range of visual material. They will respond to these viewing experiences orally and in writing using specific vocabulary and terminology.

Mathematics

Students will be engaged in problem-solving activities. They will use number facts to perform various operations and understand the relationship between them. They will also develop, display and model simple algebraic formulas. Students will model and compare fractions and percentages (including improper fractions and mixed numbers), simplify fractions, and add and subtract fractions with related denominators. They will read, write, add and subtract decimals to the one thousandth place. Students will measure, estimate, and compare perimeter, volume and area, and will measure and construct angles in degrees using a protractor. Students will work with statistics and probability, collecting, displaying, interpreting and comparing data in a variety of ways. They will learn to use the mathematical vocabulary to classify. Students will read, write and model numbers to 1 million and beyond. Students will describe multiple strategies to create and solve word problems.

Resources

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

- Write Source
- Words your way
- Leveled Readers
- Novel sets
- Everyday Math
- Math manipulative materials and Mathletics (online) learning activities
- Various other materials in the classroom, the school library, and the community (novels, classroom reading sets, nonfiction reference material, field trips, etc.)

Assessment

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
- Summative assessments

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 previously taught at school. Students will be expected to read for 30 minutes nightly at home in addition to approximately 1 hour of homework.

Classroom Agreements

Students are expected to:

1. Be *punctual*
2. *Listen* to others
3. *Respect* others
4. Use *English* in the classroom only
5. Come *prepared* to class with materials and homework

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. Email is also a convenient way to stay in touch, so our email addresses are listed below. We look forward to a wonderful year!

Behavior Expectations

In the beginning of the year, students will come up with class essential agreements. Students are expected to stay on task, arrive and leave the school on time, make good choices, use kind words, listen and speak at appropriate times, and show respect for adults, self, and others at all times.

Please note that coming late has both intellectual and social consequences. When students arrive late, they distract their classmates' learning and interrupt the instructor's train of thought.

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.

مادة اللغة العربية

التعريف بالمعلمين

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

أريج الخولي : مدرسة للصفوف الخامس والتاسع والحادي عشر (بنات) مادة اللغة العربية ،حاصلة على شهادة البكالوريوس في اللغة العربية من الجامعة الأردنية – عمان ، لدي خبرات عملية متعددة في كبرى مدارس الرياض كمدرسة لمرحل دراسية مختلفة على مدى ست عشرة سنة
مدرس للصف الرابع والخامس (بنين) مادة اللغة العربية ، حاصل على شهادة البكالوريوس في اللغة : محمد أبو عياد العربية ، 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 التلميز في التعبير السليم على المستويين الشفهي والكتابي

قدر الإمكان - اكتساب المهارات الإملائية للتوصل إلى كتابة نص خال من الأخطاء

- 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

- دفتر إملاء

- دفتر واجبات

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

القوانين والأنظمة الصفية

على الطلبة الالتزام بالقواعد السلوكية التالية التي يتم الاتفاق معهم بها ، وهي

1. الحضور إلى الحصة في الوقت المحدد

2. الجلوس في المكان المحدد

3. أدواته إلى الفصل إحضار جميع

4. المحافظة على نظافة الصف

5. الإنصات واحترام رأي الآخرين

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 البريد الإلكتروني

أريج الخولي	aalkhouli@alsschools.com
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 strive to develop the attributes of the IBO Learner Profile.

Curriculum

To assist our students achieve 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

Games:

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

Individual Pursuits:

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

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 reaching their full potential. We are also fully aware that you entrust us with your most valuable assets; your children. Please feel free to contact us if you have any questions.

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Randa Shnaneer	rshnaneer@alsschools.com

التربية الإسلامية والاجتماعية

التعريف بالمنهج

التربية الإسلامية	
قرآن	- سورة المطففين - لام (أل) - لام الفعل - علامات الوقف في المصحف الشريف - سورة الانشقاق - القلقلة - اللامات السواكن - سورة البروج - التفتيح والترقيق - سورة الأعلى - المد اللازم (تعريفه، أقسامه ، حكمه، مقداره، أمثلته) - المد اللازم الكلمي - المد اللازم الحرفي - تدريبات عملية على أحكام المدود -- سورة الطارق - المد المتصل - المد المنفصل - المد
توحيد	العلم و العمل - الدعوة إلى الله و الصبر - معرفة الرب - استحقاقه للعبادة - أنواع العبادات الدعاء و الخوف و الرجاء
حديث وسيرة	هدي النبي صلى الله عليه وسلم في العبادة، في الذكر، مع القرآن، في الطهارة، في الصلاة، في المسجد، في الأعياد
فقه وسلوك	الأذان والإقامة، آداب المشي إلى الصلاة، مكانة الصلاة، صفة الصلاة، سنن و مكروهات الصلاة، و آدابها
التربية الاجتماعية	
الجغرافيا	دول شبه الجزيرة العربية، الخصائص الطبيعية لدول شبه الجزيرة العربية، الخصائص البشرية، مشاكل و قضايا
التاريخ	الخلفاء الراشدون، أعمالهم و علاقتهم بغير المسلمين، الشورى، والخلافة الإسلامية، الأمويين و العباسيين
الوطنية	الجدد المبذول لتوفير الماء والكهرباء، مظاهر الإسراف، التلوث، المحافظة على البيئة البرية و البحرية

ملاحظات

سيتم تدريس المادة وفقاً لمحاور برنامج السنوات الابتدائية (من نحن ، أين نحن في الزمان والمكان ، .. الخ) 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 my 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 work with homeroom teachers to relate the concepts they are learning in their regular classrooms to the world of art and art-making.

Student Expectations:

Students are expected to participate in classroom discussions and activities, to put forth 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, 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)

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 it.

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 simple 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 in two units of inquiry (1 and 2):

In unit 1: Students will learn about the Francophonie countries. We will explore the difference in dialect and culture.

In unit 2: Students will discover the different nominations of Markets in French and they will learn all the related concepts of Market in grammar and vocabulary .They will be able at the end of the unit to do a dialogue in French and we will do a small market in class.

The rest of the year we will be doing stand alone units from their book Tip Top 2, they can also practice the entire concept that we are practicing on this website: www.francaisfacile.com.

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

The Homework and the tests will be mentioned in the cycle plan.

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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