

***French for the IB MYP 4&5: by Concept***

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| Chapter  | Key concept                                               | Related concept | Global context                      | Topic coverage (e-assessment topics in bold)                                                                                                                                             |
|----------|-----------------------------------------------------------|-----------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b> | Que signifie parler français?                             | Liens; Culture  | Contexte; Idiome; Empathie          | Orientation dans l'espace et dans le temps                                                                                                                                               |
|          |                                                           |                 |                                     | <b>Language</b><br>French speaking countries<br><b>Facts and artefacts of the target language and culture</b><br>Slang<br><b>Current affairs and past events</b><br>Language and culture |
| <b>2</b> | Qu'est-ce que l'immigration dans le contexte francophone? | Culture         | Contexte; Empathie; Point de vue    | Mondialisation et durabilité                                                                                                                                                             |
|          |                                                           |                 |                                     | <b>Migrants and migration</b><br><b>Racism and prejudice</b><br><b>Social and political structures</b><br>Animal migration<br><b>Stereotypes</b>                                         |
| <b>3</b> | Pourquoi est-ce qu'on aime tant la musique?               | Liens           | Destinaire; Contexte; Forme; Idiome | Expression personnelle et culturelle                                                                                                                                                     |
|          |                                                           |                 |                                     | Music<br><b>Poetry and song</b><br><b>Sports, pastimes and entertainment</b><br><b>Culture and identity</b>                                                                              |
| <b>4</b> | Comment aider notre planète, la Terre?                    | Créativité      | Empathie; But                       | Mondialisation et durabilité                                                                                                                                                             |
|          |                                                           |                 |                                     | <b>Our future</b><br><b>Ecology</b><br><b>Sustainability</b><br><b>Conservation</b><br><b>Taking care of my neighbourhood</b><br>Animals in danger                                       |

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| 5 | L'éducation pour tous, l'éducation pour la paix?                   | Liens         | Point de vue; Empathie         | Equité et développement              | School life and school routine<br>Education<br>Education reform<br>Matters of equality, access and inclusion<br>School life and school matters<br>The school of the future (e-learning)<br>Education and peace |
| 6 | Qu'est-ce qu'être humain?                                          | Liens         | Empathie; Point de vue; Idioms | Identités et relations               | The difference between animals and humans<br>Communicating with animals<br>Human rights (Déclaration des droits de l'homme)                                                                                    |
| 7 | Qu'est-ce que la solidarité humaine et le service à la communauté? | Communication | Empathie; Idioms; Destinaire   | Identités et relations               | <b>My neighbourhood and community</b><br>What is solidarity?<br>Community service and volunteering<br><b>Taking care of my neighbourhood</b><br><b>Community life and service as action</b>                    |
| 8 | Les avancées technologiques sont-elles positives?                  | Créativité    | But; Contexte; Idioms          | Innovation scientifique et technique | <b>New technologies</b><br><b>The role of the internet</b><br>Benefits of new technology – communication, healthcare, environment etc<br><b>Science and technology</b><br>Risks of new technology              |

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| 9  | Drogues et dopage :<br>Et si...?                                  | Liens; Culture | Contexte;<br>Idiome                    | Orientation<br>dans l'espace<br>et dans le<br>temps | Drugs, alcohol<br>Addiction – what does it mean to be addicted?<br>Tackling addiction – in France, Canada and Switzerland<br>Taking care of myself and others<br>Sports and ethics – doping, anti-doping campaigns                                                                                                                         |
| 10 | Quels sont les<br>facteurs qui<br>influencent une<br>bonne santé? | Liens          | But; Point de<br>vue; Empathie         | Identités et<br>relations                           | <b>Culture of food, eating and drinking</b><br><b>Culture and identity</b> – national cuisines<br><b>Healthy choices</b> – obesity, effect of advertising,<br><b>Food, health and fitness</b><br><b>Taking care of myself and others</b><br><b>Health and well-being</b><br><b>Poverty and famine</b> – causes and effects of malnutrition |
| 11 | Les loisirs sont-ils<br>accessibles à tous?                       | Liens          | But; Contexte;<br>Destinaire           | Expression<br>culturelle et<br>personnelle          | <b>Weekend and leisure activities</b><br><b>Sports, pastimes and entertainment</b> – national sports of<br>France, Switzerland, Canada, Madagascar, Gabon<br><b>Holidays</b><br><b>Travel and tourism</b><br><b>Sustainability</b>                                                                                                         |
| 12 | Quels sont mes droits<br>et mes devoirs?                          | Communication  | Point de vue;<br>Contexte;<br>Empathie | Equité et<br>développement                          | <b>Routines, responsibilities and lifestyles</b><br>Rights as a student; rights as a citizen<br>Gender equality<br>Racial equality: Rosa Parks, Nelson Mandela, Harlem Desir<br><b>Matters of equality, access and inclusion</b>                                                                                                           |