

French	FML	FLE
<p>Pre-K and Kindergarten</p>	<p>French Language Awareness in Kindergarten</p> <p>This curriculum introduces young learners to the French language through themes that reflect their everyday experiences. It focuses on developing vocabulary, oral comprehension, and expression in a playful and structured environment.</p> <p>Children learn to name and recognize key concepts such as colors, parts of the body, family members, basic emotions, animals, types of transportation, natural elements, shapes, numbers, as well as the days of the week and months of the year. These foundational topics are integrated progressively throughout the year.</p> <p>An essential part of the program involves listening to children’s storybooks. Through guided storytelling, children learn to understand the content of a story, identify main characters, recognize actions, and explore cause-and-effect relationships. They practice retelling stories in their own words and work on sequencing story events to develop narrative skills and oral fluency.</p> <p>The approach is also visual and sensory, involving the use of images, objects, gestures, and sounds to support comprehension and vocabulary retention. Lastly, it is interactive, promoting oral participation and peer interaction, both of which are key to language development.</p>	
<p>G1</p>	<ul style="list-style-type: none"> ↔Students progressively learn to identify and produce basic sounds of the French language, both orally and in writing. They focus on recognizing and articulating a range of phonemes such as [a], [i], [r], [l], [o], [é], [s], 	<p>↔Listening:</p> <p>The learner can recognize very familiar words and phrases when spoken slowly and clearly.</p> <p>↔Reading:</p>

	<p>[u], [f], [e], [m], [ch], [n], [è], and [v], followed by more complex sounds like [ou], [z], [p], [c], [b], [j], [g], [d], [an], and [t]. These phonological skills are reinforced through auditory discrimination exercises, syllabic reading, sound identification in words, and written encoding.</p> <p>In grammar, students explore nouns and determiners. They learn to use definite determiners such as "le" and "la," and indefinite determiners like "un" and "une." They also study elision with "l'" used before nouns starting with a vowel or a silent h. Students practice distinguishing between singular and plural determiners and identifying noun gender, even in plural forms. These grammar concepts are reinforced through noun phrase manipulation, classification, and transformation activities.</p> <p>Students develop foundational skills for reading, writing, and comprehending texts appropriate for their level. It emphasizes regularity, hands-on manipulation of language, and the observation of linguistic patterns to strengthen basic language proficiency.</p>	<p>The learner can understand familiar names, words, and very simple sentences, for example on signs and posters.</p> <p>Spoken Interaction: The learner can interact in a simple way if the other person speaks slowly and clearly and is prepared to help.</p> <p>Spoken Production: The learner can use simple phrases and sentences to describe where they live and people they know. Writing: The learner can write a short simple postcard, for example sending holiday greetings.</p>
G2	<ul style="list-style-type: none"> Students continue learning key French phonetic sounds, starting with consonant clusters like br, cr, dr, 	<p>Listening: The learner can understand simple sentences and common expressions related to personal information and everyday needs.</p>

	<p>and vowel sounds such as [in], [on], and [oi]. They also practice special diphthongs and silent letter rules.</p> <p>These sounds appear in words like brise, pain, and eau, helping students develop their pronunciation skills.</p> <p>French pronouns, beginning with personal pronouns such as je, tu, il, elle, nous, and vous, understanding their use in both singular and plural contexts. They also explore object pronouns like le, la, and les.</p> <p>Focus on verbs, learning how to identify them and distinguish them from nouns. They study the present, past, and future tenses, with particular emphasis on regular -er verbs in the third person of the present tense, using examples like manger (to eat) and parler (to speak).</p> <p>Students learn to form plural nouns by adding -s, while also recognizing exceptions such as nouns ending in -eau or -al. They practice making adjectives feminine by adding -e, with attention to irregular cases like beau → belle. This helps students build foundational skills in French pronunciation, grammar and sentence construction.</p>	<p>Reading:</p> <p>The learner can read very short, simple texts and find specific, predictable information in simple everyday material.</p> <p>Spoken Interaction:</p> <p>The learner can communicate in simple tasks requiring a simple and direct exchange of information.</p> <p>Spoken Production:</p> <p>The learner can describe in simple terms aspects of their background, immediate environment and basic needs.</p> <p>Writing: The learner can write short messages and fill in forms with personal details.</p>
G3	<ul style="list-style-type: none"> Students learn to identify characters, settings, and key information in both narrative and informational 	<p>Listening: The learner can understand expressions and vocabulary related to areas of most immediate relevance (e.g., very basic</p>

	<p>texts. They develop inferencing skills by making predictions and exploring character relationships and motivations. Thematic vocabulary is introduced, and students make comparisons between past and present contexts (e.g., school today vs. the past). They build phonetic awareness by writing words based on sounds, including complex phonemes, and apply basic spelling rules. Students recognize complete sentences, use questions and negations, and identify subjects, verbs (conjugated and infinitive), and personal pronouns. Grammatical skills include forming plurals and feminines, ensuring agreement within noun phrases and between subjects and verbs. They categorize nouns, determiners, and adjectives, and begin working with verb tenses—especially mastering the present tense of regular -er verbs. Vocabulary development includes alphabetical order, dictionary use, word families, synonyms, antonyms, multiple meanings, and distinguishing literal from figurative language.</p>	<p>personal and family information, shopping, local geography, employment).</p> <p>↔Reading: The learner can read short, simple texts and find specific, predictable information in everyday material such as advertisements, prospectuses, menus, and timetables</p> <p>↔Spoken Interaction: The learner can communicate in simple and routine tasks requiring a direct exchange of information on familiar topics and activities.</p> <p>↔ Spoken Production: The learner can use simple connected sentences to describe their background, immediate environment, and matters in areas of immediate need.</p> <p>↔Writing: The learner can write short, simple notes and messages relating to matters of immediate need and simple personal letters.</p>
G4	<ul style="list-style-type: none"> ↔Students learn to understand narrative texts by identifying the narrator, setting, characters, and 	<p>↔Listening: The learner can understand the main point in short, clear, simple messages and announcements.</p>

	<p>sequence of events. They follow storylines, recognize character roles, and analyze how events are linked. They also explore communication contexts by identifying the speaker, audience, purpose, and emotions conveyed.</p> <p>Grammar instruction focuses on sentence types, punctuation, verb-subject identification, and use of pronouns, nouns, determiners, and adjectives. Students begin verb conjugation by identifying tenses and learning present-tense forms of regular -er verbs and common irregular verbs (e.g., <i>être</i>, <i>avoir</i>, <i>aller</i>).</p> <p>They apply rules of agreement for gender and number across sentence elements. Vocabulary development includes dictionary use, word families, prefixes and suffixes, synonyms, antonyms, and literal vs. figurative meanings.</p> <p>In writing, students practice narrative skills by completing or continuing stories, using appropriate tenses and structure, with emphasis on past-tense narration.</p>	<p>Reading: The learner can read and understand straightforward factual texts on subjects related to their field and interests.</p> <p>Spoken Interaction: The learner can handle short social exchanges, even though they may not understand enough to keep the conversation going independently.</p> <p>Spoken Production: The learner can describe in simple terms aspects of their background, immediate environment, and matters in areas of immediate need.</p> <p>Writing: The learner can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but', and 'because'.</p>
G5	<ul style="list-style-type: none"> Students build narrative comprehension by identifying the narrator, setting, characters, and their relationships. They follow the plot by recognizing 	<p>Listening: The learner can understand the main points of clear standard speech on familiar subjects related to work, school, leisure, etc., when articulated slowly and clearly.</p>

	<p>events, character actions, and their sequence, while also interpreting the story's mood or atmosphere.↔</p> <p>They explore communication by identifying the speaker, audience, context, and emotions in both spoken and written exchanges.↔In grammar, students learn to identify sentence types (statements, questions, negatives), use proper punctuation, and recognize verbs, subjects, and pronouns. They practice verb conjugation in the present and imperfect tenses for regular and common irregular verbs, and are introduced to the passé simple in the third person.↔In writing, students strengthen narrative skills by continuing stories, writing endings or fairy tales, and using past tenses appropriately.</p>	<p>↔Reading: The learner can understand texts that consist mainly of high-frequency everyday or job-related language.</p> <p>↔Spoken Interaction: The learner can deal with most situations likely to arise when travelling in an area where the language is spoken.</p> <p>↔Spoken Production: The learner can describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans.</p> <p>↔Writing: The learner can write simple connected texts on topics that are familiar or of personal interest</p>
Arabic	Advanced	Standard
Pre-K and Kindergarten	An fun introduction to the Arabic language focuses on the alphabet, letters and sounds. The students learn through songs, dance and hands-on activities.	
G1	<p>General Objectives:</p> <ul style="list-style-type: none"> • Develop basic listening and speaking skills. • Recognize and write Arabic letters. • Build foundational vocabulary and simple sentence 	<p>The Objectives at the end of the course:</p> <p>↔That the child becomes accustomed to hearing the sounds and bells of the Arabic language.</p> <p>↔That the student pronounces the letters correctly, taking into</p>

	<p>structures.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> ● Identify and pronounce individual Arabic letters and their sounds. ● Read basic words (2–4 letters). ● Write letters and simple words with correct formation. ● Express ideas using short oral sentences. ● Understand simple spoken and written texts. 	<p>account the articulation points of the Arabic letters.</p> <p>Correct.</p> <p>↔To become familiar with the shapes and directions of Arabic letters so as to be able to read and write them in accordance with the Arabic letter characters.</p> <p>↔Acquire a linguistic vocabulary appropriate to age and environment, consisting of a number of words and phrases.</p> <p>Simple.</p>
G2	<p>General Objectives:</p> <ul style="list-style-type: none"> ● Reinforce basic reading and writing skills. ● Use simple Arabic in everyday situations. ● Improve listening comprehension. <p>Key Skills:</p> <ul style="list-style-type: none"> ● Read full sentences and short texts fluently. ● Write complete simple sentences with basic structure. 	<p>↔The most important objectives at the end of the course:</p> <p>↔Pronounce the sounds of the Arabic language correctly.</p> <p>↔Recognize letters, distinguish them aurally and visually, and draw them correctly, especially similar ones.</p> <p>↔Write letters, syllables, and words correctly, considering the characteristics of each letter.</p> <p>↔To use new vocabulary and expressions in their expressions,</p>

	<ul style="list-style-type: none"> • Differentiate between questions and statements. • Use pronouns and question words appropriately. <p>Identify the m</p>	<p>contributing to the development of their linguistic vocabulary.</p> <p>↔To learn moral and social values that enable them to interact positively with their school, family, and social environment.</p>
G3	<p>General Objectives:</p> <ul style="list-style-type: none"> • Deepen reading and comprehension abilities. • Learn foundational grammar (nominal and verbal sentences). • Strengthen writing and oral expression. <p>Key Skills:</p> <ul style="list-style-type: none"> • Read and understand a variety of short texts. • Write short, coherent paragraphs. • Use punctuation marks correctly. • Analyze simple texts for meaning. • Distinguish between nominal and verbal sentences. 	<p>The most important objectives at the end of the course:</p> <ul style="list-style-type: none"> - Listen carefully to the sounds of the Arabic language. - Recognize letters and distinguish them both aurally and visually. - Pronounce simple Arabic letters, words, and expressions. - Correctly write letters, words, and simple expressions. - Acquire a dictionary that allows them to form expressions and sentences related to the most important units studied, such as home, school, and the market. - Learn moral and social values that allow them to interact positively with their school, family, and social environments.
G4	<p>General Objectives:</p>	<p>The most important objectives at the end of the course:</p> <p>↔The student should be able to read words and sentences in short texts.</p>

	<ul style="list-style-type: none"> ● Enhance writing techniques (narrative, descriptive). ● Understand and analyze story and informational texts. ● Learn more complex grammar rules. <p>Key Skills:</p> <ul style="list-style-type: none"> ● Write narrative and descriptive texts. ● Analyze characters, events, and themes in stories. ● Use linking words to connect ideas. ● Recognize sentence components and active/passive voice. ● Engage in independent reading. 	<p>⇐Have a linguistic background that allows them to:</p> <p>⇐Understand the meaning of vocabulary and sentences in the text.</p> <p>⇐Use it in your conversations.</p> <p>⇐Use it in their written expressions.</p> <p>⇐Learn moral and social values from texts.</p>
G5	<p>General Objectives:</p> <ul style="list-style-type: none"> ● Use Arabic to express ideas and identity. ● Write extended texts with clarity and coherence. ● Apply grammar in various contexts. <p>Key Skills:</p> <ul style="list-style-type: none"> ● Produce longer and structured written texts (story, opinion, description, dialogue). ● Analyze texts in terms of meaning, structure, and style. 	<p>The most important objectives at the end of the course:</p> <p>⇐The student should be able to read words and sentences in short texts.</p> <p>⇐Have a linguistic background that allows them to:</p> <p>⇐Understand the meaning of vocabulary and sentences in the text.</p> <p>⇐Use it in conversations.</p> <p>⇐Use it in written expression.</p> <p>⇐Learn moral and social values from texts.</p>

	<ul style="list-style-type: none">● Apply spelling, grammar, and punctuation accurately.● Identify text types (narrative, informational, instructional, persuasive).● Develop discussion and debate skills.	
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