



**Course:** French III- MYP Language B, French Standard Level  
**Teacher:** Cindy Leonard and Donna Chisum  
**Grade:** IB MYP Year 5 (Grades 10)

### **Course Description**

#### **Our aims are:**

- enable the student to use language(s) effectively as a means of practical communication, providing a sound base of communication skills necessary for future study, work and leisure
- enable the student to understand the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components
- enable the student to develop an appreciation of a variety of literary and non-literary texts from authentic materials
- offer insight into the cultural characteristics of the communities where the language(s) is (are) spoken
- encourage an awareness and understanding of the perspectives of people from other cultures
- promote involvement with different communities, where relevant
- provide access to varied sources of information
- foster curiosity, a lifelong interest and enjoyment in language learning

#### **You will begin to embody the IB Learner Profile as you display the following qualities:**

inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced and reflective.

**At the core of the MYP program is the unit/ guiding question and the areas of interaction (AOI's):** There are five AOI's: approaches to learning, community and service, health and social education, human ingenuity, and environments. For every unit, there will be a guiding/unit question and an area of interaction that will provide a framework and give our classroom a context. The areas of interaction are the fuel that fires our intellectual pursuit. The following are our units:

<b>Title</b>	<b>AOI</b>	<b>Question</b>	<b>Topic</b>	<b>Assessment</b>
<b>Review- Grammar and Vocabulary</b>	<b>Approaches to Learning</b>	How do we learn language? How do we acquire language? How does learning a second language help me with learning in other subjects?	<b>Daily Activities and Special Events</b>	Grammar and Vocabulary Quizzes
<b>The World of Work</b>	<b>Community Service; Environment</b>	How do my Language B skills widen my opportunities for employment?	<b>Jobs</b>	Formal and informal assessments including an oral presentation, group discussions, written activities and written exams. <i>MYP Criteria A &amp; B</i> Conduct a job interview with another student
<b>Storytelling in francophone Africa</b>	<b>Human Ingenuity</b>	In what ways does Language B allow me to express myself? How are francophone folktales different from American stories? How are they similar?	<b>The Arts</b>	Formal and informal assessments discussions, written activities and written exams. <i>MYP Criteria C&amp;D</i> Write an original fairy tale
<b>Human Relationships</b>	<b>Environment</b>	How do I see human relationships differently if I view them through another language and culture?	<b>Love and Friendship</b>	Formal and informal assessments including group work, discussions, written activities and written exams. <i>MYP Criteria C &amp; D</i> Write a portrait of your ideal life twenty years from now indicating what you have done to achieve solid relationships with others.
<b>The Natural World</b>	<b>Environment</b>	How do my Language B skills enable me to understand different environments when I'm travelling?	<b>Vacations and Travel</b>	Formal and informal assessments including class discussions, written activities and written exams. <i>MYP Criteria A &amp; B</i> Talk about your vacation plans telling us where you'd like to go, what you're

				planning to do and what your friends have suggested you bring with you
<b>The News Media in France</b>	<b>Social Education</b>	How can I garner information while living abroad? How can my Language B skills help me to broaden my understanding of international current events?	<b>The Press</b>	Formal and informal assessments including class discussions, written activities and written exams. <i>MYP Criterion E</i> Read a French magazine article and answer questions about it
<b>Our Planet</b>	<b>Environment; Health and Social Education</b>	Using my Language B skills, how can I improve my understanding of Man's impact upon his environment? What power can language B give us to communicate environmental issues to the world?	<b>Ecology</b>	Formal and informal assessments including group work, discussions, written activities and written exams. <i>MYP Criteria C&amp;D</i> Write an article imagining how the world will be in fifty years indicating how our current environmental problems have been either resolved or worsened.
<b>Politics</b>	<b>Community and Service Social Education</b>	Using my Language B skills, how can I convince others of my point of view?	<b>Elections</b>	Formal and informal assessments including presentations, group work, discussions, written activities and written exams. <i>MYP Criteria A&amp;B</i> In a general class debate, present your political views in French and illustrate them with concrete illustrations from cited material.
<b>The Arts</b>	<b>Human Ingenuity</b>	How can I deepen my appreciation of various francophone artists especially those of the Impressionist Era?	<b>The French Impressionists</b>	Formal and informal assessments including presentations, discussions, written activities and written exams. <i>MYP Criterion E</i> Read an article about a current French artist and answer questions about it.

**At the end of the year, the following IB MYP specific objectives will be covered:**

- communicate information, ideas and opinions
- demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts
- identify main ideas and supporting details and draw conclusions from spoken and written texts
- understand and appropriately use structures and vocabulary
- request and provide information in both spoken and written contexts
- engage actively in oral production using comprehensible pronunciation and intonation
- take part in formal and informal communications

**The methodology or the “how” we will learn:**

Students will learn through a variety of research based instruction methods including: participating in classroom discussion, taking notes, doing vocabulary and grammar exercises, creating and presenting dialogues, and observing and participating in cultural activities.

**Tulsa Public Schools also follows the Oklahoma PASS Objectives in World Languages which are in line with the ACTFL national standards. These include the following guidelines for the Intermediate Low and Mid Students which are located at [www.actfl.org](http://www.actfl.org) .**

**Standards for Foreign Language Learning**

- **Communication**-Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- **Cultures**-Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

- **Connections**-Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

- **Comparisons**-Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- **Communities**- Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**Assessment is the term used to measure the students' demonstrations of learning:**

There will be summative assessment projects and tests to show what they have learned. These will be assessed using the IB MYP criteria:

**Oral communication**

Criterion A Speaking and listening	message and interaction	Maximum 8
Criterion B Speaking	language	Maximum 8

**Writing**

Criterion C Writing	message and organization	Maximum 8
Criterion D Writing	language	Maximum 8

**Reading comprehension**

Criterion E Reading	comprehension	Maximum 16
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For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0.

The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.

It is intended that oral skills, writing skills, and reading comprehension and interpretive skills are equally weighted, hence the need to double the final level for criterion E when determining final grades at each certification level.

During the year each of these criteria will be measured at least twice, not necessarily at the same time. Because this is criterion based assessment you are not measured against others – it is not normative. All work will be compiled in a **portfolio**.

**Resources and materials:** Textbook Bien Dit 3; Practice/Writing Audio Video Workbook- Holt, Rinehart & Winston; Cahier de Vocabulaire et Grammaire Workbook and Cahier d'Activites – Hot, Rinehart & Winston, Newspaper, Magazine and Internet Articles;