



**Course:** French II- MYP Language B, French Foundation Level  
**Teacher:** Cindy Leonard and Donna Chisum  
**Grade:** IB MYP Year 4, 5 (Grade 9, 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:**

Being an inquirer, knowledgeable, principled, open-minded, caring, balance, reflective, a risk-taker, and a communicator.

**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>My Family and my Friends</b>	<b>Social Education; Environment</b>	How can I use my Language B skills to describe those around me?	<b>Human relationships</b>	Formal and informal assessments including an oral presentation, group discussions, written activities and written exams. <i>MYP Criteria A &amp; B</i> Choose a celebrity and describe that celebrity to the class in a 1 minute presentation without using any proper nouns.
<b>Going to a Party in Paris</b>	<b>Social Education; Environment</b>	How can I use Language B to talk about my favorite holidays? How can I use Language B to write an e-mail inviting a friend to a party?	<b>Celebrations</b>	Formal and informal assessments discussions, written activities and written exams. <i>MYP Criteria C&amp;D</i> Write an e-mail to your friends inviting them to a party. Tell them what you're celebrating, the location of the party, the time and date of the party, and what you'd like them to bring.
<b>Let's Get Cooking!</b>	<b>Social Education; Environment</b>	How can I use my Language B skills to talk about food from another country? How can I use my Language B skills to properly interpret a story about	<b>The Cuisine of Quebec</b>	Formal and informal assessments including group work, discussions, written activities and written exams. <i>MYP Criteria E</i> Read about the adventure of le Petit Nicolas when he

		shopping for food in France?		goes out shopping for food with his somewhat egotistical father.
<b>High School</b>	<b>Social Education; Environment</b>	How do my Language B skills enable me to understand a different educational system? How can I use my own Language B skills to talk about my school day?	<b>Education</b>	Formal and informal assessments including class discussions, written activities and written exams. <i>MYP Criteria A &amp; B</i> Talk about your Monday schedule this year at school. As you talk, be sure to include how you feel about each course. Who are your teachers? What do you do at lunchtime? How much time do you spend at home studying? Use transitional words.
<b>Daily Routines</b>	<b>Social Education; Environment</b>	How can I use my Language B skills to describe my daily routine in French? How can my language B skills allow me to talk about what I did yesterday in French?	<b>Reflexive Verbs</b>	Formal and informal assessments including class discussions, written activities and written exams. <i>MYP Criterion C &amp; D</i> Write a paragraph describing what you did yesterday before coming to school and then what you did after leaving school.
<b>The Good Old Days</b>	<b>Environment; Social Education</b>	Using my Language B skills, how can I describe what I used to do when I was younger?	<b>Childhood memories</b>	Formal and informal assessments including group work, discussions, written activities and written exams. <i>MYP Criteria A &amp; B</i> Talk to us about your childhood in French. Tell us what you used to do, whom you used to play with, what you used to think. Then tell us about one memorable incident in your childhood.

<b>The Great Outdoors</b>	<b>Environment</b>	Using my Language B reading skills, how can I figure out where I'd like to go camping in francophone Africa?	<b>Camping</b>	Formal and informal assessments including presentations, group work, discussions, written activities and written exams. <i>MYP Criterion E</i> After reading a French description of various campsites in francophone Africa downloaded from the Internet, write a paragraph in English citing the reasons you chose a particular site.
<b>Are You in Good Shape?</b>	<b>Health Education</b>	Using my Language B skills, how can I talk about my health? How can I talk about any pain I might be having? How can I talk about exercising?	<b>Health</b>	Formal and informal assessments including presentations, discussions, written activities and written exams. <i>MYP Criterion A &amp; B</i> Tell us about the last time you got really sick and what you do now to enjoy good health.
<b>The Great Outdoors</b>	<b>Environment</b>	Using my Language B reading skills, how can I figure out where I'd like to go camping in francophone Africa?	<b>Camping</b>	Formal and informal assessments including presentations, discussions, written activities and written exams. <i>MYP Criterion E</i> After reading a French description of various campsites in francophone Africa downloaded from the Internet, write a paragraph in English citing the reasons you chose a particular site.
<b>Let's Relax!</b>	<b>Human Ingenuity Social Education</b>	Using my Language B skills, how can I talk movies and TV programs I've seen and books I've read?	<b>Leisure</b>	Formal and informal assessments including presentations, discussions, written activities and written exams. <i>MYP Criterion C &amp; D</i> Write a

				criticism of a TV program, a movie or a book that your classmates might be interested in hearing about.
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**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 2; Practice/Writing Audio Video Workbook- Holt, Rinehart & Winston; Cahier de Vocabulaire et Grammaire Workbook and Cahier d'Activites – Holt, Rinehart & Winston, Newspaper, Magazine and Internet Articles;**