



Course: French I- MYP Language B, French Foundation Level
Teacher: Donna Chisum
Grade: MYP Year 4 (Grade 9)

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
- 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:

Title	AOI	Question	Topic	Assessment
Introduction to French	Approaches to Learning	How do I learn to speak the French language?	Basic Vocabulary: French culture greetings, school,	Formal and informal assessments including class discussions and activities; individual, partner and group assignments; vocabulary quizzes.
My Family and Friends	Health & Social Education	How can I use French to learn and talk about myself and others? How can I use French to learn and talk about my family in a school environment?	Family members, School, Leisure activities, café foods	Formal and informal assessments including class discussions and activities; individual family presentations, partner and group assignments; oral reading, writing, listening and speaking activities; vocabulary and grammar quizzes and exams.
Let's have a party! Festival	Environments	How can I use French to wish someone a good time, and ask for help or advice? How can I use French to check if things have been done and what to do to prepare for a party or a festival?	French and other National Holiday terms: Describing a party/ festival.	Formal and informal assessments including class discussions and activities; partner and group assignments; reading, writing, listening and speaking activities; vocabulary and grammar quizzes and exams.
Food preparation Prepare a meal in Quebec	Health & Social Education	How can I use the French language to ask about food preparation, make requests, shop for groceries, and ask where things are?	Foods Following/making a recipe in French	Formal and informal assessments including class discussions and activities; individual, partner and group assignments; reading, writing, listening and speaking

				activities; vocabulary and grammar quizzes and exams.
School Classes and Sports	Health & Social Education Environments	How can I learn to ask about how something turned out using French? How can I use French ask information and express frustration? How do I describe the French course schedule and compare it to mine?	Course descriptions and computer terminology.	Formal and informal assessments including class discussions and activities; individual, partner and group work; reading, writing, listening, and speaking activities; vocabulary and grammar quizzes and exams.
A Typical Day	Community, Health and Environment Health & Social Education	How can I use French to talk about my routine, express patience, say when I do things, and make recommendation?	Family relationships and celebrations A typical daily routine	Formal and informal assessments including class discussions and activities; individual, partner and group work; reading, writing, listening, and speaking activities; vocabulary and grammar quizzes and exams.
Childhood activities	Community and Service Health & Social Education	How can I use French to talk about my childhood and tell about a past experience? How do I use French to compare life in the country to life in the city? How can I use French to describe life in the country?	Souvenirs of childhood	Formal and informal assessments including class discussions and activities; individual, partner and group work; reading, writing, listening, and speaking activities; vocabulary and grammar quizzes and exams.
A weekend Out Doors	Community & Service Health & Social Education	How can I use French to learn and talk about what happened, and describe circumstances. Use French learned to tell what you will do, and say what you would do then express how you wonder what will happen next.	Camping in Dakar	Formal and informal assessments including class discussions and activities; individual, partner and group work; reading, writing, listening, and speaking activities; vocabulary and

				grammar quizzes and exams.

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 discussions and activities, following examples, taking notes, completing vocabulary and grammar exercises, participating in reading and writing activities / listening and speaking activities, and observing and participating in cultural activities. Students will be involved in individual, partner and whole group activities that accommodate different learning styles.

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 Novice Low/Mid Students which are located at 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

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: Bien Dit Level I textbook and ancillary materials