 

MYP Language acquisition: French I – phase ONE

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Course Area: World Languages

Course Length: 2 Semesters ( 2020 -2021)

Level: High School

**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

International Baccalaureate Middle Years Program Aims – Language B Acquisition : French

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to

experience and learn. These aims suggest how the student may be changed by the learning experience.

An overarching aim of teaching and learning languages is to enable the student to become a critical and

competent communicator. Other aims include gaining proficiency in another language, develop respect for a

diversity of languages, develop communication skills, develop multi-literacy skills, develop an appreciation

for both literary and non literary texts, develop the idea that language is a vehicle for thought, offer insight to

cultural characteristics where the language is spoken, encourage an awareness for people from other cultures

and foster enjoyment of life long learning of another world language.

Course Summary

Year one introduces the basic skills of listening, speaking, reading, and writing through thematically designed units. Topics include home, school, family, and daily and leisure activities. Learning the structure of the

language enables students to move from memorization to creating with the language. In addition, students explore the culture, history and geography of French-speaking societies.

Students will …

• speak, listen, read, and write in the French language;

• develop insight into the French language and culture;

• develop insight into their own languages and cultures; and

• gain direct access to information in the French language.

## Units of Study

Unit 1: Faisons connaissance – Getting acquainted

Guiding Question: How and why do I meet and greet people differently in my culture/language and in the culture/language I am studying?

Unit 2: La vie courante – Everyday life in France

Guiding Question: How is everyday life in France different/same when compared to the USA?

Unit 3: Qu’est ce qu’on fait – Daily activities

Guiding Question: How are leisure pastimes different/same when compared to the USA?

Unit 4: Le monde personnel et familier – People and possessions

Guiding Question: How do French people talk about people and possessions – how do the French view materials different/same when compared to the USA

## Texts *Discovering French Nouveau Bleu* by Valette and Valette; and other supplementary materials as assigned

Methodology

In MYP, teachers work collaboratively to develop a variety of techniques, focusing on critical

thinking and reflection. Students take responsibility for their learning through individual and

group work, addressing global contexts, expanding on their critical thinking skills, and building

on their self-advocacy.

Methods of assessment

Students will engage in a summative assessment for each unit, which will show knowledge of the

content studied. Examples of summative assessment can include: exams, quizzes, projects and

oral presentations. Summative assessments will represent 70% of the total student grade for each

quarter of the course. Students will also engage in formative assessments for each unit, which

will help students develop skills and knowledge, and indicate progress toward the summative

assessments given. Examples of formative assessment can include: notes, homework, smaller inclass

assignments, workbook, CD and DVD work. Formative assessments will represent 30% of

the total student grade for each quarter of the course.

Grading and Reporting

MYP Criterion

In this class, students will complete a variety of IB MYP assessments such as quizzes, unit tests, and oral

presentations. Assessments like these give students a chance to show their understanding and skills, and in turn,

these assessments give teachers useful information, which can be shared with students and families to help improve

learning. Students are evaluated in four different areas with IB MYP rubrics for this class:

Criterion A Comprehending spoken and visual text

Examples include: quizzes and test, Projects, Quick writes and quick talks and oral work and listening to CD’s

Criterion B Comprehending written and visual text – same as for criterion A

Criterion C Communicating in response to spoken written and visual text – same as for criterion A

Criterion D Using language in spoken and written form – same as for criterion A

IB MYP rubrics use an 8-point international scale, with 8 representing “excellent achievement” and 1 representing

“limited achievement.” These assessments will be NOT be counted toward students’ grades in the class. Parents & guardians,

please ask your student to share their rubrics with you.

Grading scale -- as per the Highland Park Sr. High grading scale

Late Work, Make-Up Work and Assessment re-takes -- as per the Highland Park Senior High policy

Additional Classroom Expectations – see the document – “Google Meet Expectations” posted on schooology

Materials Needed / Supply List:

Note book – exclusively for French Folder – exclusively for French

Loose-Leaf/College-Ruled Paper Pens/Pencils

Charged iPad Textbook – can be checked out from the school

Classroom Expectations:

**Respect**

Yourself

Students

Staff

Ideas

Be Helpful and Ask for Help

**Responsibility**

Participation

Be on time – in your assigned seat with all materials OUT and ready to go

Follow Directions

Organization

Listen Carefully

Extra Assistance:

I am available to help students most afternoons and at other times when necessary. Please let me know when you would like to meet. Send an e-mail, and I will set up a google meet. Remember I do have office hours posted on my web page – for French ONE – office hours are by appointment only – on Fridays from 2:00 – 3:00

Cheating, Plagiarizing, Stealing, Etc.:

As per the Highland Park grading policy

Prerequisite: None

This course also uses the International Baccalaureate Middle Years Program as a platform for ALL instruction.

Students who successfully complete French I, French II, French III and French IV will have the foundation to test STANDARD LEVEL in the International Baccalaureate Diploma Program as a senior.

* “For specific daily projects and homework please check your child’s student planner
* For the status of assignment completion and class grades please see Schoology

Student Signature/Date Parent Signature/Date

PRINT FIRST/LAST NAME