FRENCH 10 - IB MYP LANGUAGE ACQUISITION YEAR 5

TEACHER: *Ms. M. Battilana*

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Please refer to the class website often for daily homework, major assignments and tests.
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RATIONALE / COURSE DESCRIPTION

The aim of the French Language course is to provide students with opportunities to interact in the target language through comprehending spoken and visual text, comprehending visual and written text, communicating and using language; while creating a cultural awareness of the francophone world.

As one of Canada's two official languages, French is a vital part of the Canadian identity. Being able to communicate in both official languages opens the door to unique educational, travel, and career opportunities throughout Canada and the world.

Acquiring French skills deepens learners' understanding of the important relationship between language and culture, and allows students to transcend cultural boundaries and biases. As globalization increases, it is important that learners become aware that they are a part of a rich cultural and linguistic diversity. Developing linguistic and intercultural competencies increases students' ability to understand and communicate effectively with people from around the world.

As they learn to communicate clearly and effectively in French, students gain transferable skills and processes that contribute to their proficiency as communicators in English.

GOALS

Students are expected to

- *use French as a form of self-expression*

- *communicate with purpose and confidence in French*

- *explore a variety of French-language texts from around* la francophonie

- *appreciate the interconnectedness of language and culture*

- *expand their understanding and appreciation of other cultures*

- *deepen their understanding of their first language and of their own cultural identity*

- *understand the educational, travel, and career opportunities that learning an additional language offers*

INSTRUCTIONAL MATERIALS / RESOURCES

- Textbook: *Discovering French Nouveau Blanc 1*   Textbook website: www.classzone.com
- Various readers
- Multimedia Resources: movies, videos, images, websites, music etc.

Students must bring to class:
a binder with dividers, paper, pen / pencil, highlighters, eraser/whiteout
Useful study tools*: a bilingual dictionary / www.wordreference.com / Becherelle*

Unit Statements of inquiry

Themes will follow the units in *Discovering French Blanc 2*

Family and culture shapes our homes and traditions

Cultural context determines our definition of beauty

Time and place determine the people and qualities we admire

METHODOLOGY AND ASSESSMENT

This course will incorporate multiple ways of learning including discussion, presentations, lecture, project-based work, cooperative learning, reflection, group inquiry, and individual inquiry.

Assessment will be based on a variety of tasks (assignments, projects, presentations, quizzes, tests, etc.). The ministry curriculum core competencies and big ideas will be used along with the MYP criteria reflected in the rubrics. Refer to the MYP rubric on the last page.

Ministry curriculum core competencies and big ideas: https://curriculum.gov.bc.ca/curriculum/core-french/10

I have included a chart to help interpret the various marking systems

	0	Beginning	Developing		Accomplished
BC letter grade	I	F	C- / C	C+	B
MYP RUBRICS – used to assess individual tasks	0	1	2,3	4	5
MYP **FINAL** REPORT CARD MARK (0-7)	0	1	2,3	4	5

ACADEMIC INTEGRITY

Please refer to the white pages at the front of the student agenda to see all school policies.

Attendance and Assignments: Attendance and punctuality are mandatory.

All assignments should be best effort, good copy format and submitted on time.

Absences/Lateness:
It is the responsibility of the student to make up the missed work promptly. Assignments that are due can be submitted on the day of the student's return to school.

Pre-arranged absence:
If a student knows in advance that he or she will miss a class, arrangements should be made with the teacher to make up missed quizzes/ tests beforehand. Assignments must be submitted on or before the due date.

Family Holidays and Missed Work (as is written in Student Agenda):
"Rockridge" does not give permission for students to go on holiday during school time. If parents opt to take their sons/daughters out, it is their prerogative. Any work missed is solely the student's responsibility. Teachers are not expected to provide extra classes, make-up tests, or specific work to

be completed. Parents must be aware that absences, whether excused or not, may have a negative impact on achievement.

Homework: Regular study is strongly encouraged. The only way to learn another language is to continually practice and be exposed to the additional language. Listening to French is also important. Listen to French radio/TV or watch movies with the French soundtrack and/or subtitles.
Daily homework will generally be discussed in class where students should copy it into their agendas/calendars on a daily basis.

Academic Misconduct: All work submitted by a student should be his/her own work.

Translators: The extensive use of a translator will result in a failing grade on the given assignment. Translators may be used as one would use a French/English dictionary.

Peer Tutoring: Students in grades 10-12 may volunteer at lunch hours to tutor younger students. Any student may attend a peer tutoring session at lunch for extra help.

Les limites de mon langage sont les limites de mon univers.   Ludwig Wittgenstein
The limits of my language are the limits of my world.

This course outline is subject to change.

Language Acquisition Criteria for MYP – *Phase 4*

Criterion A: Comprehending Spoken and Visual Text

(0)	Beginning (1-2)	Developing (3-4)	Accomplished (5-6)	Exemplary (7-8)
I have not achieved a standard described by any of the descriptors to the right.	*I am able to:* • **have difficulty** constructing meaning from information or main ideas and supporting details; **not able** to draw conclusions • **have difficulty** interpreting conventions • engage **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **have difficulty** making a response to the text based on personal experiences and opinions. I show **limited** understanding of the content, context and concepts of the text as a whole.	*I am able to:* • construct **some** meaning and draw **some** conclusions from information, main ideas and **some** supporting details • interpret **some** conventions • engage **adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. I show **some** understanding of the content, context and concepts of the text as a whole.	*I am able to:* • construct **considerable** meaning and draw conclusions from information, main ideas and supporting details • interpret **most** conventions • engage **considerably** with the spoken and visual text by identifying **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. I show **considerable** understanding of the content, context and concepts of the text as a whole.	*I am able to:* • construct **extensive** meaning and draw conclusions from information, main ideas and supporting details • interpret conventions • engage **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. I show **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion B: Comprehending Written and Visual Text

(0)	Beginning (1-2)	Developing (3-4)	Accomplished (5-6)	Exemplary (7-8)

(0)	Beginning (1-2)	Developing (3-4)	Accomplished (5-6)	Exemplary (7-8)
I have not achieved a standard described by any of the descriptors to the right.	*I am able to:* • **have difficulty** constructing meaning by identifying stated information or main ideas and supporting details; **not able** to draw conclusions • **have difficulty** interpreting basic conventions including aspects of format and style, and author's purpose for writing • engage **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **have difficulty** making a response to the text based on personal experiences and opinions. I show **limited** understanding of the content, context and concepts of the text as a whole.	*I am able to:* • construct **some** meaning from stated and **some** implied information, main ideas and supporting details; draw **some** conclusions • interpret **some** basic conventions including aspects of format and style, and author's purpose for writing • engage **adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. I show **some** understanding of the content, context and concepts of the text as a whole.	*I am able to:* • construct **considerable** meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions • interpret **most** basic conventions including aspects of format and style, and author's purpose for writing • engage **considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. I show **considerable** understanding of the content, context and concepts of the text as a whole.	*I am able to:* • construct **extensive** meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions • interpret basic conventions including aspects of format and style, and author's purpose for writing • engage **thoroughly** with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. I show **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion C: Communicating

(0)	Beginning (1-2)	Developing (3-4)	Accomplished (5-6)	Exemplary (7-8)
I have not achieved a standard described by any of the descriptors to the right.	*I am able to:* make **limited** attempt to respond to spoken, written and visual text; responses are **often inappropriate** engage **minimally** in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance express **few** ideas and feelings, and communicate **minimal** information in simple and complex texts communicate with a **limited** sense of audience and purpose.	*I am able to:* respond to spoken, written and visual text, though **some responses may be inappropriate** engage **to some degree** in rehearsed and unrehearsed exchanges to share **some** ideas on topics of personal and global significance express **some** ideas and feelings, and communicate **some** information in simple and complex texts; ideas are not always relevant or detailed communicate with **some** sense of audience and purpose.	*I am able to:* respond **appropriately** to spoken, written and visual text engage **considerably** in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance express ideas and feelings, and communicate information in simple and complex texts; ideas are relevant and detailed communicate with a **considerable** sense of audience and purpose.	*I am able to:* respond **in detail** and appropriately to spoken, written and visual text engage **confidently** in rehearsed and unrehearsed exchanges to share a **variety** of **informative and organized** ideas on topics of personal and global significance **effectively** express **a wide range** of ideas and feelings, and communicate information in simple and complex texts; ideas are **relevant** and **developed**, and opinions are supported by examples and illustrations communicate with an **excellent** sense of audience and purpose.

Criterion D: Using Language

(0)	Beginning (1-2)	Developing (3-4)	Accomplished (5-6)	Exemplary (7-8)
I have not achieved a standard described by any of the descriptors to the right.	*I am able to:* **have difficulty** to write/speak using a range of vocabulary, grammatical structures and conventions; when speaking, use pronunciation and intonation with **many errors**, making understanding difficult organize **limited** information, and cohesive devices are not used make **minimal** use of language to suit the context.	*I am able to:* write/speak using a range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**; when speaking, use pronunciation and intonation with **some errors**, some of which make understanding difficult organize **some** information and ideas, and use a **limited** range of cohesive devices, not always **appropriately** use language to suit the context to **some degree**.	*I am able to:* write/speak making **good** use of a range of vocabulary, grammatical structures and conventions, **generally accurately**; when speaking, use pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility organize information and ideas **well**, and use a **limited** range of cohesive devices **accurately** **usually** use language to suit the context.	*I am able to:* write/speak **effectively** using a range of vocabulary, grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. When speaking, use **clear** pronunciation and **excellent** intonation, making communication easy organize information and ideas **clearly into a well-structured text**; use a range of cohesive devices **accurately**, adding **clarity and coherence** to the message use language **effectively** to suit the context.