

### **Purpose**

The purpose of studying French is to be able to communicate with, understand, and respect other people and their cultures.

### **Beliefs**

We believe that anyone can learn a foreign language. We believe that speaking more than one language is a skill that makes us more capable and respectful global citizens in today's world.

### **Essential Questions**

- What is Culture? How important is it to learn a foreign language?
- Would you know about the world if you had no language or means of communicating with other people?
- How can I learn about communities and cultures through foreign language?
- Nowadays is learning a foreign language a luxury or a necessity?
- Does language influence culture or vice versa?
- Why is it important to understand another person? Why is it important to make oneself understood?
- Do you lose your culture if you are forced to learn another language?
- Are stereotypes positive or negative?
- Does learning another language help me learn about myself and my own culture better?
- Why is knowledge of languages other than English essential?
- Why does the I.B. require me to take language B?
- Not speaking languages other than yours is a handicap. Do you agree?
- What does it mean to be bilingual or multilingual?
- What is the meaning of fluency versus proficiency?
- What connection does culture have with language?

### **Course Goals and Objectives**

The student will be able to understand essential content about concrete or abstract subject matter in a more complete text format, including technical discussions and debates. The student will be able to communicate with more spontaneity and ease of expression when dealing with a native French speaker. He will be able to express himself in a clear and detailed manner on an ever-increasing range of subjects, produce an opinion on current topics of interest and show the advantages or disadvantages of different possibilities. The student will be able to actively participate in a discussion, make commentaries, express a point of view clearly, provide and react to hypothetical situation, defend his opinions, react to another person's arguments. He will be able to speak with ease and efficiency; begin or continue a conversation at correct moment and bring a conversation to a close; adapt himself to a different style of conversation; give feedback after any type of conversation or discussion; be able to use a variety of connectors to efficiently link parts of discussion together, both orally and in written form.

## Teaching Strategies and Resources

### A. Strategies

1. The language of instruction and communication between teacher and students will be French. This method is called the “Direct Method”. Immersion creates healthy mental tension that elicits constant cognitive engagement and offers students the best opportunity to develop and refine their French.
2. Besides receiving direct instruction illustrating grammar concepts, the students will learn by actively engaging each other and the teacher in conversations, analyzing articles and creating a variety of the own authentic, French documents.

### B. Resources

1. *Alter Ego 3*, Hachette  
*Le Français par les textes 2*, Presses Universitaires de Grenoble  
*Civilisation progressive de la Francophonie*, CLE International  
*Grammaire progressive du français*, CLE International
2. [www.conjuguemos.com](http://www.conjuguemos.com) online practice activities
3. Authentic documents will be used throughout to complement the text and serve as an indispensable source of expressions and vocabulary enrichment. With the Internet as an open source for everyone, both teacher and students will be involved in the selection of some of this material.
4. International Baccalaureate Language B Course Guide – students will receive portions of this guide that pertain directly to them (e.g. Assessment criteria). The teachers will use this mainly as a “background” resource for long term planning.
5. *Le Petit Prince*, Antoine de Saint-Exupéry, Folio Junior

**Assessment** – all students may expect the following

- A. Formative assessments (e.g.: 2 or 3 quizzes per chapter, homework, small projects).
- B. Unit assessments: 3 or 4 chapter tests will all include a speaking and written component
  1. All unit assessments are cumulative
  2. IB Assessment criteria will be used for oral exams and short essays.
  3. The same comprehensive semester exams are given to all students.
- C. Grading – French is a living language and therefore oral and written components are equally stressed. Grades will be divided 50% oral and 50% written.

50% Tests (oral and written)

25% Quizzes and pop quizzes (oral and written)

25% Homework/Class participation (oral and written)

Writing assignments, papers, projects and presentations can fall under any of the above categories depending on the demand of the task. Students will be notified of the value of these tasks when they are assigned. All tests, quizzes, papers, homework, etc. can be graded either orally or in written form. Each quarter will reflect the following: listening comprehension, speaking ability, class participation, effort and attendance become part of daily assessment.

### **Classroom Policies**

- All electronic devices must be turned off or they will be confiscated.
- Laptops may **only** be used with teacher permission.
- No gum chewing.
- No eating in class. Only drinks with a lid are permitted in class.
- Keep backpacks out of the aisles. If you can leave it in your locker, please do so.

### **Absence, Tardiness and Extra Help**

- A. **Absence:** You are responsible for getting any notes from the day(s) you were absent. You will be given the necessary time to complete any homework that was assigned while you were absent. Please see me to know what you missed. If you are absent the day before a test, but knew when the test was going to take place, you are responsible for taking it. If you are absent on the day of a test, the test will be taken the day you return. **It is your responsibility to find me** and arrange to take the test.
- B. **Tardiness:** Be on time for class. There are numerous interruptions throughout the year and we have a lot of material to learn. We need to take advantage of every minute for learning. Arriving on time for class will help you and your classmates to do so. Thanks!
- C. **Extra help:** you may come see me to review what we've learned, go over assignments you missed or just spend a little extra time practicing oral communication. I am available period(s) \_\_\_\_\_ and on \_\_\_\_\_ from 3:15 to 4 o'clock. If you are coming for extra help, you need to arrive on time.

### **Materials**

- Pen or pencil
- Binder with dividers
- Textbook(s) and workbook
- Any other text we are currently working on
- Agenda book

## Learning for Life

- a. To learn a new language means to acquire new habits of mind that require repeated personal use. The teacher will assume a minimum daily practice of 30 minutes outside of class even when no official assignment is given. In addition to written homework, students should spend at least 10 minutes every night studying the vocabulary and grammar we are currently working on, as well as reviewing previously learned material.
- b. Students should always have their material.
- c. We are an IB World School and plan for the success of all students. We will expose students to the civilizations of some of the 50 French-speaking countries of the world as well as that of France. More importantly, a new language means a bigger, richer, more exciting world for the rest of one's life. That is the real goal!



Parler français, c'est simple comme bonjour!