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Room 239

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French Grade 6 - MYP Level 1

I. Course Description

The 6th grade program covers a general overview of and introduction to French language and culture. Students will begin to build skills in listening, writing, speaking, and understanding the instructional lessons delivered in the target language. Gradually, the students begin to use the target language to respond, ask questions, make requests, manipulate and discuss the lesson elements. Reading and writing skills are gradually developed and serve to support the speaking and listening skills.

At the end of the course, students with a passing grade will be recommended for MYP level 2 French in 7th grade. Methods of learning include oral participation, language lab work, partner exchanges, written assignments, educational games, research projects and videos. Appreciation for other culture in particular is promoted. It addresses the ACTFL 5Cs of the standards for foreign language: Communication, Cultures, Connections, Comparisons, and Communities. The units taught in 6th grade French support the three fundamental concepts of the International Baccalaureate Middle Years Program:

Holistic learning – students discover ways in which French is related to all other subjects.

Intercultural awareness – through their study of French, students gain knowledge of other cultures through the study of the language.

Communication – students communicate in languages other than English through listening, speaking, reading, and writing in various cultural contexts.

In addition, throughout this course we explore ways and examine topics that provide opportunities for our students to develop the traits contained in the Learner Profile. Each teacher examines their unit designs, classroom practices, assessment policies & practices, and management & leadership activities to assure that their attention is focused on the processes and outcomes of their students' learning.

II. The study of French, MYP Level 1, consists of 10 units. The focus of these units and their assessments is subject to change. These units include:

Unit 1 – Qui es tu? Who are you? (2 weeks) –

Line of Inquiry –How does learning a foreign language teach us new perspectives?

Global Context: Personal and Cultural Expression

Assessment Criteria: Criterion A: In a summative assessment, students perform a brief dialogue in which they practice cultural verbal and non-verbal cues.

Key & Related Concepts –Communication; Message, meaning, audience, word choice

Unit 2 – Où dans le Monde? Le monde francophone/Where in the world? The French speaking world (3 weeks)

Line of Inquiry – How does respect for cultural history promote tolerance in our community?

Global Context: Globalization and sustainability

Assessment Criteria: Criterion C: Students learn colors and research French-speaking countries and reinforce geographical knowledge. Students select one French-speaking country and research information to create a presentation and a passport of a “student” from that country. Students present their country to the class. Students will understand a reading of information about a French-speaking country.

Key and Related Concepts-Culture; Context

Unit 3 – Qu'est-ce une école?/What makes a school? (3 weeks)

Line of Inquiry – What do I need to be successful in school? How do schools in the target culture work?

Global Context: Identities and relationships

Assessment Criteria: Criteria A and B: Students will create a visual representation of their lockers. The students will label the different school supplies within their locker and then present their creations to the class.

Key & Related Concepts – Connections; Meaning, Audience, Word Choice

Unit 4 – Qu'est-ce que je porte?/ What do I wear? (3weeks)

Line of Inquiry How does my knowledge of geography and climates help me to navigate the communities around the world.

Global Context: Orientation in space and time

Assessment Criteria: Criterion C: Students will choose a country to visit in a French speaking country. The students will then create a presentation of the different outfits they will wear according to the climate(s) and times of year.

Key & Related Concepts – Creativity; Function, Context, Word choice

Unit 5 – Qu'est-ce que je fais maintenant?/What do I do now? (2 weeks)

Line of Inquiry How does the concept of time and the clock differ in English and French? How do we talk about our daily routine?

Global Context: Orientation in time and space

Assessment Criteria: Criterion B: Comprehending written and visual text. Students study the similarities and differences of daily routines in different cultures. Students study the 24-hour clock and create a poster detailing their daily schedule.

Key & Related Concepts – Connections; Function, patterns

MYP Cross-Curricular Unit – La faim et la pauvreté extreme/Hunger and Poverty (1 week)

Line of Inquiry –What is my personal responsibility in the fight against hunger?

Global Context: Globalization and sustainability

Assessment Criteria: The unit concludes with persuasive writing project in which students create posters in French to raise awareness about the problems of hunger and poverty around the world.

Key & Related Concepts – Connections; Audience, meaning

Unit 6 – Le Corps/The Body (2 weeks)

Line of Inquiry – How do we talk about our body in French?

Global Context: Identity and Relationships

Assessment Criteria: The students study the names for body parts in French and create a monster collage. Students write descriptive paragraphs about their monster creations.

Key & Related Concepts – Creativity; Audience, message

Unit 7 – Ma famille à moi!/ My Family (3 weeks)

Line of Inquiry –Who are family members? What does a family look like in different countries?

Global Context: Identity and Relationships

Assessment Criteria: Criterion C: The students will demonstrate evidence of learning by talking and sharing pictures about their families. Students will use language that will allow them to express their relationship with their family.

Key & Related Concepts – Communication; Meaning, context, accent

Unit 8 – Où habitez-vous, mes amis les animaux?/ Where do you live my animal friends? (3 weeks)

Line of Inquiry – Do animals speak French? How does my knowledge of science help me learn French? How does my knowledge of French help me learn science?

Global Context: Globalization and sustainability

Assessment Criteria: Criterion C--Communicating in response to spoken, written and visual text. Students will learn about animals and their habitats and demonstrate the knowledge acquired in a final presentation (i.e. a documentary video or book).

Key & Related Concepts – Connections; Audience, function, purpose

Unit 9 – Qu'est-ce qu'on mange?/What shall we eat? (2 weeks)

Line of Inquiry – How does culture influence what we eat and how we behave during meals in France and the U.S.?

Global Context: Personal and cultural expression

Assessment Criteria: Criterion D—Using language in spoken and written form. Students make a menu based on research of authentic French restaurants and create a skit at a café/restaurant.

Key & Related Concepts – Culture; Meaning, structure, patterns

*IB/MYP Assessment Criteria language has changed slightly and will be updated throughout the year.

IV. Methodology

A number of methodologies are used in 6th grade French classes. Students will work individually or as a member of a team. They will receive direct instruction or will have to research and report on their learning. They will read, write, use oral presentations to express themselves, role play, work in small groups. Students will ask/answer questions and participate in projects.

V. Methods of assessment

A wide variety of assessments are used to gauge the success of Ridgeview students. These assessments can be formative or summative. At Ridgeview, assessment is viewed as a continuous process that allows students, parents and teachers to have the best and most accurate information about student achievement. In this class, teachers utilize formative forms of assessment to determine student understanding. These assessments occur often during each unit. At the end of each unit or instructional period a summative assessment is utilized to gauge student understanding. The summative assessment is either a test, an essay, performance task, or a project assessed against the MYP criteria which allows the student, parents, and teacher to better understand student progress throughout the program.

VI. Grading policy including the use of MYP criteria

Ridgeview Charter School adheres to the Fulton County grading policy. Traditional grade reports are sent home every 6 weeks. As an International Baccalaureate Middle Years Program school, RCS will use the program's assessment criteria to report student progress. The students will be assessed at least once per semester against each of the three criteria. Reports of these scores will be sent at the end of each semester. Additionally, **students' letter grades will be calculated using the following percentages: Major Assessments (15%), Performance Based Assessments (30%), Final Common Assessment (Exam) (15%), Classwork (15%), Homework (5%), and Projects (20 %).**

VII. Excused Absences/Make-Up Work

Students who are **in class for instruction** but absent on test or quiz day are expected to take the test or quiz on the next day of class attendance. In case of an excused absence, assignments received prior to absence are due upon return to class. Homework and class work policy due to an excused absence will follow the Ridgeview Handbook guidelines. **It is the student's responsibility to ask for and obtain the assignments at the appropriate time (ideally before school upon the day of return).**

VIII. Late Work Policy

Students 10 % off 1st day past due, 10 % off 2nd day past due, 10 % off 3rd day past due, 10% off 4th day past due, 5 plus days past due – Student earns a 50% when the assignment is completed and turned in.

IX. Reassessment Policy

Students will be provided multiple opportunities for reassessment. This can occur during class time, before school, working lunch, or after school. Please have your student check with his/her teacher about tutorial times as well as reassessment opportunities.

X. Academic Integrity

Cheating and academic fraud will not be tolerated. Ridgeview considers academic misconduct to be any act that can give unfair academic advantage to a student, his grades, or his records. Such acts include lying, stealing, and cheating. Cheating is any dishonesty, written or verbal, tacit or implied. This includes any collusion, sabotage, falsification, or involvement in giving or receiving unauthorized help. This dishonesty includes, but is not limited to the following: Academic Fraud (“recycling” work, taking credit for another’s work, use of Google translator or other electronic translation tools), Plagiarism (cut and paste, Cliffs/Sparks Notes or other guides) and Electronic Cheating (text messaging, using electronic devices or calculators without permission). A more specific list is included in the Academic Integrity Policy for Ridgeview Charter School. Cheating and Academic Fraud will result in a ZERO on the assignment and an Honor Code violation. All major assignments must have the following signed honor code statement at the end of the work: “I have neither given nor received aid on this assignment.”

Documentation guidelines may also be found at www.mla.org (for MLA).

XI. Office Hours

School-wide, teachers are available either on mornings from 8:25-8:45 a.m, or afternoons, from 4:10-5:15 p.m., but please be aware that students should obtain a pass in advance and/or **make an appointment** with their teacher to ensure that he/she is available to help.

Useful resources to study and play in French (please use and let me know what you like best!)

No text exists for the 6th grade French level 1 course. Resources are teacher-produced. Please see below for some excellent web sites for language learning:

<http://www.bbc.co.uk/languages/french/lj/>

<http://gailhyatt.com/>

http://www.primaryresources.co.uk/mfl/mfl_french.htm

www.classzone.com

<http://www.education.vic.gov.au/languagesonline/french/french.htm>

www.quia.com

<http://lexiquefle.free.fr/learn-french.htm>

<http://www.languagesonline.org.uk/>

<http://www.frenchteacher.net/Y7/Y7index.htm>

<http://www.mflresources.org.uk/#frppt>

Les Jeux (Games and grammar practice. Sites with ** are the best!)

[English-French Translation Games](#)

<http://www.languagesonline.org.uk/>

<http://www.education.vic.gov.au/LanguagesOnline/>

[Learn French with Lexique Fle](#)

<http://www.quia.com/>

<http://www.tapis.com.au/index.asp>

[BBC French](#)

[Cartoonito](#)

www.classzone.com (this is the site published by the MYP level 2 and 3 textbook)

[Cluewords](#)

[Digital Dialects](#)

General

[Brainpop](#) (French version!)

[The French Learning Website](#)

[FSLActivites](#)

[Gail Hyatt](#)

[Internet4Classrooms - French](#)

<http://www.lsfrench.com/beginners2.html>

[MaisondeQuartier](#)

[To Learn French](#)

[Momes.net](#)

[Primary Resources](#)

[Wordle](#)

Les Chansons (Songs)

[FLE Chansons](#)

[SingDanceLaugh](#)

Les Dictionnaires (Dictionaries)

<http://dictionnaire.tv5.org/dictionnaire>

<http://dictionnaire.reverso.net/>

Videos

<http://parlons-francais.tv5monde.com/>

<http://www.flevideo.com/index.php>

<p>I have read and understand all the policies and procedures. I agree to keep this page in my notebook at all times for reference.</p> <p>X</p> <hr/> <p>Student Signature</p> <p>Date ____/____/____</p>	<p>I/We have read all the policies and procedures. I/We understand our student's responsibilities and know how to contact (Teacher name) if I/we have any concerns.</p> <p>X</p> <hr/> <p>Parent Signature</p> <p>Date ____/____/____</p> <p>Phone Number:</p> <p>_____</p> <p>Parent Email Address:</p> <p>_____</p>
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