

FRANÇAIS 5H/IB-5 2011  
PREMIER TRIMESTRE  
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## FIRST QUARTER

### QUESTIONS MONDIALES

Réchauffement de la planète, changement climatique et impacte de l'homme sur la nature  
weeks 1-5

#### Objectives

Students will be able to

- identify and present information on how to protect the planet both orally and written
- Interpret materials on environmental issues and events using pictures, articles, film, video-clips and poetry

#### Textes

- Planète en danger
- Éveiller les consciences environnementales
- Les écoguerriers
- Le syndrome du Titanic (ainsi que le film)
- Avec les Verbs limitons l'automobile pour faire respirer la ville

#### Structures

- L'accord du participe passé
- La connexion entre les noms, les verbes et les adjectifs
- Phrases conditionnelles

Racisme, discrimination et préjugés

weeks 6-9

#### Objectives

Students will be able to

- Define racism and discuss its presence in our world both now and in the past
- Interpret materials on racism using articles, film, poetry, slogans, Internet
- Discuss global issues relating relating to racism, discrimination and prejudice

#### Textes

- *Le racisme expliqué à ma fille-Tahar Ben Jelloun*
- SOS Racisme

## Structures

- Compléments d'objets directs et indirects
- Subjonctif et les conjonctions
- Accord des adjectifs et des noms

## SECOND QUARTER

### RELATIONS SOCIALES

#### Nationalisme, patriotisme et fanatisme

weeks 1-5

#### Objectives

Students will be able to

- Discuss social movements, colonialism and the Resistance
- Interpret materials on the history of strikes in France, the independence of Algeria and the Resistance during World War II.

#### Textes

- Mai 68
- La révolte des enfants algériens le 11 décembre 1960
- Les Roms en France
- *Liberté*- poème de Paul Éluard

#### Structures

- Pronoms relatifs
- Temps composés

#### Les relations familiales

weeks 6-9

#### Objectives

Students will be able to

- Discuss family relationships and family life in French-speaking countries
- Become aware of celebrations and traditions in the Francophone world

#### Textes

- L'Afrique du nord et le Liban
- Natacha Atlas
- Articles de Clés de l'actualité (ancien journal lycée)

## Structures

- Pronoms démonstratifs et possessifs
- La négation

The themes chosen for this course are based on the new programs for the IB and AP tests. In addition to the above readings, we will be watching several films or excerpts of films and video-clips connected to these themes.

## Activities included in the course are

- Formal and informal letter writing
- Individual and group oral presentations
- Debates
- Essay writing
- Journal entries
- Listening activities

The readings used in the course come from multiple sources, including, but not limited to *Imaginez, le français sans frontières, Allons au-delà!, Le Monde en français* and *Clés de l'actualité*, a student newspaper published, until recently, in France.

During each period of the syllabus, students will participate in activities, written, oral and auditory, consistent with the Program of Studies and the IB syllabus. For example, they will write compositions and textual analyses as well as do interactive reading exercises. *Essays will be written during class time.* There will be extensive vocabulary expansion work at this level.

For the work that students are expected to do at this level, a French dictionary is an indispensable tool. Students should have one available for reading assignments, etc. The use of a dictionary will not be allowed during the writing of compositions or during tests or exams. Available English versions of materials we are reading are NEVER allowed in class.

All students are expected to use French as their language of communication during the entire class period every day.

**Evaluation** will be based on oral presentations, class discussions, listening comprehension, homework, group activities, debates, tests, quizzes, essays, critical analyses, summaries, and personal reflections.

The **MYP** objectives for foreign languages incorporate, within the framework of the areas of interaction, the four skills fundamental to language learning: speaking, listening, reading and writing, as well as intercultural awareness.

## **REASSESSMENTS**

The following procedures will be used for reassessments:

1. Students will need to attend a 30-minute reteach session at lunch on a pre-determined day following the return of an assessment. **Please note--student needs to bring lunch because the session does not allow for time to go pick up lunch. YOU MUST ATTEND THE ENTIRE SESSION TO BE ALLOWED TO MAKE UP THE ASSESSMENT.**
2. The reassessment will occur at lunch generally two days after the reteach session. **This will be the only opportunity for a reassessment.**
3. All reteach/reassess sessions will be held in room A-216 and will begin at 11:05. Students arriving after 11:05 will not be admitted.
4. **The reassessment grade will always replace the original grade.**
5. Any student who has completed the original task/assessment, completed the required assignments, and attended the reteach session may be reassessed regardless of their original grade on the task/assessment.

### *Make-up Work*

- 1) It is your responsibility to make up all missed work
- 2) If you are in school, arrive late or depart early and miss class you are expected to stop by to get the assignment or get it from Edline.
- 3) If an assessment has been announced and you were there for the announcement but are absent the day before the assessment, you will be expected to take it with the class.
- 4) If you are absent on the day of an assessment, you have as many days plus one as you were out to make it up.

## **GRADING**

Grading scale will be as follows:

90-100 A

80-89 B

70-79 C

60-69 D

Below 60 E

We will be using total points and the following percentages:

**90%** assessments including tests, quizzes, oral presentations, writing assignments, graded homework, projects (15-20 formative assessments, 6-8 summative assessments)

**10%** work for completion

