

**FRANCAIS 6AP/6-IB/7-IB 2011**  
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FIRST QUARTER

Structures:

- L'accord du participe passé
- L'expression de l'opposition et de la concession
- Review of basic tenses and expansion of compound tenses
- The subjunctive in adjective clauses, past subjunctive, and the subjunctive in adverb clauses
- Demonstrative Pronouns

A. Questions mondiales: weeks 1-6

1. Réchauffement de la planète, changement climatique et catastrophes naturelles

Textes:

- o *Le recyclage en France: on croule sous les déchets*
- o *Les Vaches et l'effet de serre*
- o *La Difficile Gestion des déchets radioactifs*
- o *Le changement climatique: une réalité*

Objectives:

Students will be able to

- Identify and present information on how to protect the environment
- Interpret materials on environmental issues and events using pictures, articles, newspapers, and broadcasts discussing specific environmental issues

2. Racisme, discrimination et préjugés

Texts:

- *Le racisme expliqué à ma fille* – Tahar Ben Jelloun
- *l'Enfant noir* – Camara Laye
- *La rue cases negres* – Joseph Zobel

Objectives:

Students will be able to

- Assess, debate and evaluate global issues relating to racism, discrimination and prejudice

B. Communications et medias: weeks 7- 9

- Readings

- o *La fin des livres*

- o *La mauvaise surprise Kindle*
- o *Les pièges du Web*
- o *L'internet tuera-t-il la télé de papa?*
- o *Etes-vous un cadet de cyberspace?*

- Articles

- o *Brancher ses parents sur Internet*
- o *Les 10 commandements pour un Facebook sans risque*
- o *Les ados, virtuoses de la communication*

## 1. Partialité des medias

Objectives:

Students will be able to:

- Examine, discuss, and interpret changes in modern media culture
- Assess and analyze the influence of the modern media

## SECOND QUARTER

Structures:

- Compound and literary tenses
- Reflexive constructions
- Les registres de la langue
- Passive Voice
- Idioms/Expressions/Proverbs

Texts:

- *Le silence de la mer* – Vercors (Français 6)
- *Candide* – Voltaire (Français 7)

Readings

- o *La dernière classe*
- o *La République, ses symboles et ses emblèmes*

## C. Communications et medias (continued): weeks 1-3

### 1. Internet/téléphone/sensationnalisme dans les medias

Objectives:

Students will be able to:

- Identify, interpret, and exchange information about modern media and technology
- Appraise and examine sensationalism in the media and the effect of modern media and technology on the global population

D. Relations Sociales: weeks 4-9

1. Nationalisme, patriotism et fanatisme
2. Langue et identité culturelle ou identité propre

Objectives:

Students will be able to:

- Identify, interpret, and exchange information about current and historical examples of nationalism, patriotism and fanaticism
- Compare various situations regarding nationalism, patriotism, and fanaticism

**Individual presentations IB students; group presentations all students.**

**Internal assessments IB students**

**Individual presentations-IB students weeks 8-9**

NOTES

The themes for this course are overarching themes that encompass both the AP and IB curriculum. The themes will be the same for French 6 and 7, but the assessments, and reading requirements will vary for the AP-6, IB-6, and IB-7 students.

For our work on grammatical structures, we will be using *The Ultimate French Review and Practice*, a workbook, as our primary source.

For our preparation for the IB exam, we will be using *Le monde en français*, a textbook specifically designed to prepare for the IB French exam. AP students will be using *AP French: Preparing for the Language and Culture Examination*, which is an interactive workbook designed to prepare students for the new AP French Language and Culture Exam.

*Clés de l'Actualité* was a weekly magazine published until recently for French high school students. It contains a four-page section called *Dossier* which is an in-depth study of personalities, themes, and various aspects of society.

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.

All items listed on this syllabus are subject to change.

**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