



# FRENCH LANGUAGE & LITERATURE

GRADES 6 – 10

MYP 1 - 5

# French MYP curriculum objectives: Grades 6 - 10

## **General aim :**

- ▶ develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- ▶ engage with text from different historical periods and a variety of cultures
- ▶ explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- ▶ explore language through a variety of media and modes

## **Analysing:**

- ▶ analyse content, context, language, structure, technique and style of text(s) and the relationships among texts
- ▶ analyse the effects of the creator's choices on an audience
- ▶ justify opinions and ideas, using examples, explanations and terminology

## **Organising:**

- ▶ employ organizational structures that serve the context and intention
- ▶ organize opinions and ideas in a sustained, coherent and logical manner
- ▶ use referencing and formatting tools to create a presentation style suitable to the context and intention.

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## **Producing text:**

- ▶ produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ▶ make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- ▶ select relevant details and examples to develop ideas.

## **Using language:**

- ▶ use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- ▶ use appropriate and varied vocabulary, sentence structures and forms of expression
- ▶ write and speak in a register and style that serve the context and intention
- ▶ use correct grammar, syntax and punctuation
- ▶ spell and pronounce with accuracy
- ▶ use appropriate non-verbal communication techniques

Grade	Topics	Books & texts
6	<ul style="list-style-type: none"> <li>- Monstruous creatures in fairy tales → Why are heroes facing monsters? → How to tame the dark part in ourselves?</li> <li>- Poetry : How does the poet create a new world?</li> <li>- Adventure novels: which values does the adventure novel convey?  + we will be reading and studying « Le Petit Prince » de St Exupery</li> </ul>	<ul style="list-style-type: none"> <li>- Selection of myths and legends – texts, illustrations, audio and video</li> <li>- Selection of poems</li> <li>- Mark Twain, <i>Les Aventures de Tom Sawyer</i>/ Rémi Chayé, <i>Tout en haut du monde</i>/ Antoine de St Exupery, <i>Le Petit Prince</i></li> </ul>
7	<ul style="list-style-type: none"> <li>- Discovering the world and oneself: → how did explorers help to get a better understanding of the world?</li> <li>- Chevalery novels: what makes a person a hero? Why do heroes and the idea of heroism still fascinate people nowadays?</li> <li>- Utopia : between fairy tales and fantasy. Why invent imaginary worlds?</li> </ul>	<ul style="list-style-type: none"> <li>- Marco Polo, <i>Le livre des merveilles</i>. C. Colomb, <i>la découverte de l'Amérique</i>.</li> <li>- <i>Les romans de Chrétien de Troyes</i>. Homère, <i>L'Odyssée</i>. M.Yousafzai, <i>Moi Malala</i></li> <li>- Jonathan Swift, <i>Les voyages de Gulliver</i>. Jacques Prévert, <i>le roi et l'oiseau</i>.</li> </ul>

# Syllabus – Grades 6 & 7

Grade	Topics	Books & texts
8	<ul style="list-style-type: none"> <li>- Love poetry: exploring expressions of love, analysing and interpreting love poems, looking at literary representations of relationships</li> <li>- Individual and society : a confrontation of values?</li> <li>- Advertisements: exploring content critically, analysing target audience and methods of persuasion</li> <li>- How to better inform people and better look for information</li> </ul>	<ul style="list-style-type: none"> <li>- Selection of love poetry and songs (Rimbaud, Baudelaire, Louis Aragon, Pablo Neruda, etc)</li> <li>- Pierre Corneille, <i>Le Cid</i>. Victor Hugo, <i>Les Misérables</i>.</li> <li>- Selection of advertisements – visual, textual and audio</li> <li>- Selection of articles, extracts, videos etc</li> </ul>
9 & 10	<ul style="list-style-type: none"> <li>- Biography &amp; autobiography → how and why should one write about oneself?</li> <li>- Satire and denunciation of society's flaws → how can fiction and drama be a weapon against dictatorship and wars?</li> <li>- Dystopian novels: exploring the science - fiction genre</li> </ul>	<ul style="list-style-type: none"> <li>- Selection of extracts + song + reading of an autobiography</li> <li>- G Orwell, <i>1984</i>. Anouilh, <i>Antigone</i>. Ionesco, <i>le roi se meurt</i>. E. Schwartz, <i>le Dragon</i>. E. E. Schmitt, <i>l'enfant de Noé</i>.</li> <li>- Pierre Boulle, <i>La planète des singes</i></li> </ul>

# Syllabus – Grades 8, 9 & 10

# Honours programme

## ► Requirements

- Consistently high standard of written and oral expression in French.
- Ability to communicate understanding and interpretation of texts in clear, effective written French.
- Ability to analyse and evaluate literary devices and stylistic choices
- Clear focus in the presentation and organisation of written and spoken tasks.
- Demonstration of continued commitment and effort in the completion of classwork and homework

## ► Areas of focus

- Relationships between texts, readers and writers
- The functions of texts across geographical space and historical time
- Aspects of intertextuality
- Thinking critically about, responding to, producing and performing texts
- Building awareness of how texts are understood in relation to form, content, purpose and audience
- Building awareness of how texts are associated with social, historical and cultural contexts

# Classwork, homework and extra material

During class we will use French textbooks like *Fleurs d'encre*, *l'attrape-livre*, *le livrescolaire*, etc and a range of other materials (novels, plays, anthologies, extracts, videos, music, websites, handouts).

When extra materials are used in class or needed for homework, I will upload them as a file or link on Google Classroom.

The Google Classroom stream is divided by unit/topic and each post indicates if it is 'material' (study resources) or an assignment (homework)

Homework will be posted as an assignment on Google Classroom. Homework assignments will include an explanation, any necessary resources and the deadline for completion.

I will indicate whether the homework must be submitted digitally on Google Classroom or if it can be completed in the students' notebooks or in another format.

Homework will be given once or twice a week. Short assignments might be for the next lesson. Longer assignments will be for the next week.

# Responsibilities and communication

## PUNCTUALITY

Students are expected to be **punctual** and to **bring everything they need** into the classroom at the beginning of the lesson.

## ORGANISATION

Students need to bring their **school diary, subject notebook, laptop, pencil case and any texts** we are studying to class

## HOMEWORK

Students are expected to **submit homework by the deadline**. If they need an extension, they can speak to me or contact me on Google Classroom to agree a new deadline. Failure to complete homework will be noted and may impact results.

## ABSENCE

If a student is **absent**, they must **check Google Classroom** to see what they missed in class. It is their responsibility to complete the work and to contact me on Google Classroom in case of questions

## CONDUCT

Students should treat their classmates and teacher with respect and consideration. They should take part in class activities to the best of their ability and without disrupting others

## COMMUNICATION

**Students** can contact me on **Google Classroom**

**Parents** can contact me **by email** and I will respond during school hours.

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