

IB FRENCH

year 1



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- B.A., International Affairs, The American University of Paris, 1990
- M.A., Political Science, concentration in International Relations, Georgia State University, 1997

RISE :

Tuesdays 7:50 - 8:15

Web Resources:

www.french-rozei.weebly.com

[VHL Supersite](#)

Microsoft Teams



The game of boules, also called pétanque, is often played in town squares and parks throughout France.

COURSE DESCRIPTION

IB French B is a language acquisition course developed at two levels—standard level (SL) and higher level (HL) - for students with considerable background in the target language. While acquiring a language, students explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding. The



class is conducted mostly in French and requires the student to be an independent and highly motivated learner.

Students at both levels study a common core and options.

Students who continue to Year 2 may be eligi-

ble for the Seal of Biliteracy on their high school diploma.

Materials for Class

- Pencils or Pens (blue or black only!)
- Fun color pen for corrections
- Two dry erase markers to be left in class
- Composition notebook
- Loose-leaf notebook paper
- Binder with dividers
- Highlighters - pink, green, purple blue and yellow.



AHS Common Syllabus

All elements of the AHS Common Syllabus pertain to this course.

Grading

Major	50%
Minor	40%
Practice	10%

Expectations

Students are required to come to class everyday with their activity books, notebook(s), writing utensils and all homework assignments. Homework will be assigned frequently. Regular homework completion is EXTREMELY important for student success in a second language and should be taken seriously. Students are also expected to review class notes and/or vocabulary daily in addition to these written assignments.

Graded work is assessed on accuracy, not completion.

Target Language Participation: Participation is an essential part of a Foreign Language class. In order to build their communication skills, students should use the vocabulary, expressions and grammatical structures that they are learning during class time. Habitual use of English, which takes away from acquiring the target language (a primary goal) will hinder a student's ability to develop their language skills.

Absence Make-up Procedures are fully outlined in the common syllabus. It is the student's responsibility to schedule the makeup of missed assessments. It is expected that missed assessments will be taken during RISE (Tuesday) and/or during the Anchor Time Testing Lab.

Late Work Policy: Assignments and assessments turned in or completed late will earn a maximum of a 75% (graded for accuracy) and after 10 school days, the grade will remain a zero. It is not recoverable, except for major assessments.

Classroom Rules: Students are expected to have the appropriate materials, arrive promptly and behave in a respectful manner. The basic expectations in this class include:

1. Be on time and ready to learn.
2. Respect yourself, others & property.
3. Follow directions and procedures

and stay on task.

4. Conduct yourself with dignity.
5. Cell phones or other personal communication devices are expected to be turned off and in your backpack, silenced, during class time. They may only be used with explicit teacher approval. Infraction of this policy will result in confiscation of the device.
6. Students will not be excused from class to retrieve necessary items once class has started.
7. Plan to use the restroom and get water before arriving in class.

Consequences:

1. Verbal warning.
2. Parent contact.
3. Detention and referral to team for discussion.
4. Office referral.

Steps 1—3 may be collapsed or re-ordered depending on infraction.

Honor Code

In addition to AHS Honor Code policy, all students in a World Language class should be aware that the use of Google translate, or any other translation assistance (computer or human), on *any* WL assignment or assessment, or is considered an honor code violation.

Students are expected to submit work that is reflective of their own capabilities and demonstrates their use of what has been learned in class. Copying someone else's work (from Google Translate, a computer app or device, another student, or someone that speaks the language) are expressly prohibited.

Teachers will state when students are permitted to use Word Reference, dictionaries or other sources for assistance and to what extent they may use these. In the absence of these explicit permissions, students are expected to submit work according to the WL Honor Code policy.



Textbook

D'accord! 2 and 3
(Vista Higher Learning)

Replacement Cost:

Book: \$95.00

Workbook: \$45.00

Le monde en français
(Cambridge University Press)
\$65.10



Le Petit Nicolas is a much beloved children's book series that has been made into a cartoon series as well as motion pictures.



Units of Study

- Review of French 3
- Urban & Rural Environments
- Media and Culture
- Educational System, Leisure Time
 - Migration
- Customs and Traditions
- Politics & Government

COURSE OUTLINE

The language B syllabus approaches the learning of language through meaning. Through the study of the 5 required themes and various sub-themes at SL (standard level) and HL (higher level), plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills. Students develop their communication skills by considering the conceptual understandings of context, audience, purpose, meaning and variation.

The 5 themes are divided over two years (year 1 / junior and year 2/senior).

Year 1 / Junior	Year 2 / Senior
<p>Human Ingenuity: Media and Culture: French Cinema, Music</p> <p>Experiences / Sharing the planet: Urban life</p> <p>Identities / Experiences: Migration, Values and Beliefs, Cultural Diversity</p> <p>Social Organization / Experiences: Educational system, Leisure time</p> <p>Experiences: celebrations and traditions</p>	<p>Experiences: Vacation, Leisure time (sports, cafés), Family, friends, my role in society, rites of passage (marriage)</p> <p>Social Organization : Government and politics, justice and ethics, Professions and Social Engagement</p> <p>Human Ingenuity: Social Media & Technology</p> <p>Sharing the planet / Identities: Linguistic diversity, Conflicts, Rights</p>

Theme	Guiding principle	Optional recommended topics
Identities	Explore the nature of the self and what it is to be human	Lifestyles Health & well-being Beliefs and values Subcultures Language and Identity
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives	Leisure activities Holidays and travel Life stories Rites of passage Customs and traditions Migration
Human ingenuity	Explore the ways in which human creativity and innovation affect our world	Entertainment Artistic expressions Communications and media Technology Scientific innovation
Social Organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests	Social relationships Community Social engagement Education The working world Law and order
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world	The environment Human rights Peace and conflict Equality Globalization Ethics Urban and rural environment