

# IB FRENCH

year 2 / 2023-2024

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## TEACHING PHILOSOPHY & COURSE OVERVIEW

The aim of the IB French / Français B – Year 2 course is to improve students' language skills and prepare them for the IB exam.

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 in French and requires the student to be an independent and highly motivated learner. Students at both levels study the same themes and sub-themes. Students at the HL read two works on literature.

This year I will use strategies that adjust to individual student needs and learning styles as students further develop their communicative and cultural competency skills. I use a variety of authentic audio and video recordings and authentic written texts from newspapers, magazine articles, and literary texts in addition to our current textbooks. I strive to create contextualized and thematic lessons which incorporate interdisciplinary topics. A multitude of opportunities for collaborative interpersonal, interpretive, and presentational work are provided.

French will be used almost exclusively from the beginning and I require the students to do likewise. The course is designed to prepare students to use French in real-life settings. It will help students broaden their world view by comparing cultural products, practices, and perspectives with those of their own society and language.

Students will be exposed to a wide variety of written material including full length and excerpts from literary works, online publications, and media texts. **Reading** is the **foremost vocabulary builder**; it makes the language and culture come to life. A variety of techniques will be used to ensure that cultural concepts, new vocabulary and idiomatic expressions are being learned – from written assessments to question and answer periods, oral presentations and guided discussions. Students must analyze, summarize, and draw conclusions from the material they have read. Information and ideas are presented by students to their classmates in the forms of presentations as well as discussions in which students must defend the position they assume.

Students are presented with a variety of authentic **listening** activities each week. They watch films, videos, French news from TV5 and other French media. They listen to narratives, conversations, audio magazines, radio broadcasts and songs. Listening activities are followed by writing and speaking exercises that involve summarizing, giving an opinion, or answering questions based on the material.

Timed **writing** tasks, both in Interpersonal and Presentational modes, will take place throughout the semester. Students will write using a variety of formats and topics, in reaction to a text or information discussed or viewed, which will be evaluated for its content, organization, range and appropriateness of vocabulary and grammatical accuracy.

Students will participate in impromptu conversations and well as prepare **oral presentations**. They will be able to participate in group discussions, informal question and answer, informal conversation, and role-plays with other students. They will record practice speaking sections under time constraints to familiarize them with the exam environment.

Students are expected to research and present both written and audio excerpts, based on specified themes, to share and use for class activities. In addition, students will develop and write guided interpersonal dialogues.

## AHS COMMON SYLLABUS:

All elements of the AHS Common syllabus also pertain to this course.

## MATERIALS and SUPPLIES:

A notebook with dividers for Thematic Units.

Students will need colored pens and highlighters for organizing, corrections, and editing.

## TEXTBOOKS AND PRICES:

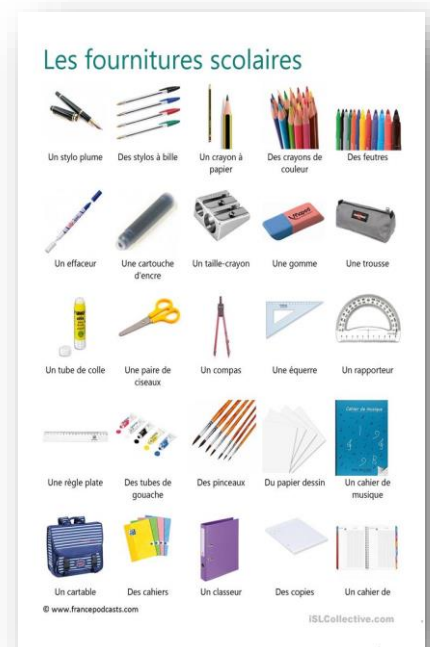


Thèmes, Vista Higher Learning, 2011

\$95.00

Une fois pour toutes, Addison Wesley Longman, 1993 \$49.97

Le monde en français, Cambridge University Press \$65.10



## SUPPLEMENTAL TEXTS:

A variety of materials will be used in this course. These include authentic texts such as newspaper & magazine articles, literary text and excerpts from novels or sources online, as well as movies videos, and music.

## INTERNET RESOURCES :

<http://www.tv5.org>

<http://www.radiofrance.fr>

<http://www.espacefrancophone.org>

<http://www.etudes-litteraires.com>

<http://www.rfi.fr>

<http://www.france24.com/fr/>

<http://www.France2.fr>

<http://www.lemonde.fr>

<http://www.radio-canada.ca>

## COURSE OUTLINE 2022-23

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
<b>Human Ingenuity:</b> Artistic Expressions & Entertainment (Music), French Cinema	<b>Human Ingenuity:</b> Media & Social Media, Language and Communications (Language Registers)
<b>Identities / Social Organization:</b> Health and Health Care Systems	<b>Experiences:</b> Vacation, Leisure time (sports, coffee & tea traditions), Traditions (social relationships, rites of passage: marriage, baccalauréat)
<b>Identities / Social Organization:</b> Politics and Justice, Values and Beliefs	<b>Identities / Experiences:</b> Migration, Values and Beliefs, Cultural Diversity,
<b>Experiences / Sharing the planet:</b> Urban life	<b>Social Organization / Experiences:</b> Educational system
<b>Experiences:</b> Celebrations and traditions, Life Stories	<b>Sharing the planet / Identities:</b> Linguistic diversity, la Francophonie



**The Five themes:**

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

Students will receive a plan with theme, resource materials, activities and assessments.

**Honor Code**

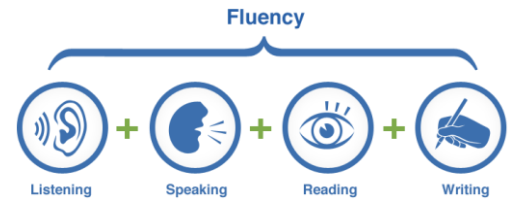
In addition to AHS Honor Code policy, all students in a World Language class should be aware that the use of Google translate, or any other translation assistance (computer or human), on *any* WL assignment or assessment, or is considered an honor code violation. Students are expected to submit work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

## EVALUATION CRITERIA:

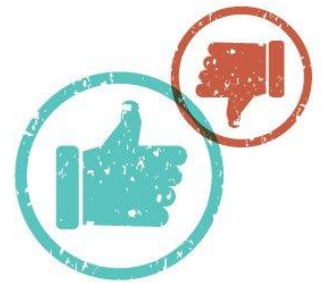
Students are responsible for meeting the requirements as outlined in the Expectations for IB Students agreement, which includes costs associated with missing an IB assessment (whether internal or external). IB assessment will be in the spring. The internal (oral) is scheduled for March while the external date is set by the International Baccalaureate Organization (IBO).



## EVALUATION

Students are trained to work with IB rubrics and use them to perform self and peer assessments. As testing approaches, students will practice test-taking techniques to become familiar with the different sections of the exam.

Homework is an important aspect of our learning experience. Grammar exercises, study of vocabulary terms, reading of literary and non-literary works prior to discussion, listening to audio reports, and writing reflective responses are all assigned to be completed outside of class. Students work collaboratively to discuss possible answers to the homework. I often collect and grade it.



Both semesters students will use *Une Fois Pour Toutes* in order to review grammar points and identify problem areas for targeted independent work later. Students will be assessed on grammar based on these practice activities.

Evaluation includes quizzes over vocabulary and grammar, as well as major IB-style performance-based assessments evaluating reading, listening, interpersonal and presentational speaking and formal and informal writing skills in a variety of contexts, often involving integrated skills. Evidence of communication skills includes prepared and spontaneous role playing, oral presentations, listening with note taking, oral and written responses to reading and listening passages, essays on literary and journalistic readings, and short notes and letters. These assignments are graded on IB or IB-style rubrics focusing on the ability to interpret and create messages appropriately, given the variety of topics, situations and registers of French, and the cultural context.

Class participation is crucial for this course. It is based on the student's daily use of French for incidental classroom communication as well as participation in discussions, role plays and all oral activities.

Graded work is assessed on accuracy, not completion.

## GRADING OUTLINE

Category	Weight	Type
<b>MAJOR</b>	55%	Tests, Speaking and Writing Assessments (IB Tasks), Midterm, Final
<b>MINOR</b>	35%	Vocabulary and Grammar Quizzes, Oral Presentations
<b>PRACTICE</b>	10%	Classwork, Homework

**RISE /** Tuesdays from 7:50 – 8:15

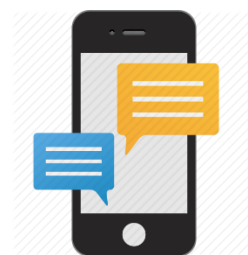
## LATE WORK POLICY

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.

## ABSENCE MAKE-UP PROCEDURES

Absence make-up procedures are fully outlined in the common syllabus. It is the student's responsibility to schedule the makeup of missed assessments.

Students will be expected to make up assessments during RISE (Tuesday mornings) and/or during the Anchor Time Testing lab.



*You should have some study buddies that you can use as contacts.*

## 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.

### 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.