

## Diploma Programme subject outline—Group 2: language acquisition

<b>School name</b>	Worthington Kilbourne High School	<b>School code</b>	007119
<b>Name of the DP subject</b> <i>(indicate the language)</i>	French B		
<b>Level</b> <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/> <i>(not applicable for languages ab initio)</i>	Standard completed in two years <input type="checkbox"/>	Standard completed in one year * <input type="checkbox"/> <i>(not applicable for languages ab initio)</i>
<b>Name of the teacher who completed this outline</b>	Sandrine White	<b>Date of IB training</b>	October 6-7, 2018
<b>Date when outline was completed</b>	September 6, 2018	<b>Name of workshop</b> <i>(indicate name of subject and workshop category)</i>	French B category 2 Shaker Heights, Cleveland, Ohio

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

### 1. If you will be teaching language B higher level, identify the two works of literature to be studied.

- 1) Le Petit Prince (Antoine de St Exupéry)
- 2) Oscar et la dame rose (Eric-Emmanuel Schmitt)

### 2. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject.
- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

	Topic (as identified in the IB subject guide) <i>State the topics in the order you are planning to teach them.</i>	Contents	Allocated time	Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
			One class is <input type="text" value="50"/> minutes. In one week there are <input type="text" value="5"/> classes.		
Year 1	Social Organization	<b>Social Relationships:</b> definition and importance of a friendship; role of the family in the development of the individual; Generation gap; marriage, common-law union, PACS; family benefits;	August -October	<p><b>Written receptive skills</b> (reading) = literature, ads, essays, newspaper articles, brochures, set of instructions, letters, comic strips. We will stress the need to use context, cognates and grammatical structures to figure out meaning. We will also address the importance of making reading visible by annotating the text and highlighting key words and/or roadblocks.</p> <p><b>Oral receptive skills</b> (listening)= interviews, radio, songs, videos and internet broadcasts, podcasts. We will stress the importance of taking notes while listening and accepting that it's acceptable not to understand every word.</p> <p><b>Written productive skills</b> (writing) = interviews, letters, articles, poems, fables, narratives, cloze activities, compositions, summaries, blogs, brochures, set of</p>	<p><b>Textbooks:</b> French B Course Companion 2<sup>nd</sup> edition (Oxford); Le monde en français 2<sup>nd</sup> edition (Cambridge); Français B Livre de l'étudiant (Pearson); French B for the IB Diploma (Hodder); La France au quotidien (PUG); French B - A comprehensive preparation (IBID)</p> <p><b>Magazines:</b> Chez nous (Scholastic level 4); Phosphore (Bayard); 1jour1actu (Milan); GeoAdo (Milan)</p> <p><b>Online media:</b> France Info; Ici TF1; RFI, RTL; Rdio-Canada; Le Point; Le Soir; Le Vif/L'Express; France2 jt; apprendreTV5monde; C'est pas sorcier;</p> <p><b>Vloggers:</b> Cyprien; Norman;</p> <p><b>Novels:</b> Le Petit Prince (Antoine de Saint-Exupéry); Oscar et la dame rose (Eric-Emmanuel Schmitt); Le Petit Nicolas (René Goscinny); No et moi (Delphine de Vigan);</p>

	Human Ingenuity	<p><b>Scientific Innovation:</b> How do developments in science influence our lives; TGV, Concorde, Ariane, Concours Lépine; medical innovations; GMO, cloning.</p> <p><b>Communication and Media:</b> Advantages and disadvantages of the use of mobile phones and of communicating through SMS texts and twitter; living up to Facebook; Impact of information technology on society:</p>	November - December	<p>instructions. We will focus on the conventions required for each type of text. We also emphasize the importance of making advance graphic organizers.</p> <p><b>Oral productive skills</b> (speaking) = presentations, description of pictures and events, summarizing and expressing opinions based on a literary excerpt. We will focus on speaking clearly and regularly on a variety of topic for students to develop some fluency.</p> <p><b>Interactive skills</b> = skits, debates, group discussions. The target here is for students to not only present their ideas in a non-rehearsed activity but also to react and respond appropriately to the person talking to them.</p> <p><b>Formative assessment:</b> daily informal observations, questioning, homework feedback, small quizzes, self and peer assessments, daily conversations; listening comprehensions; practice presentations, spontaneous interactive activities, models of sections of IB assessments.</p>	<p><b>Short Films:</b> Emilie Muller; J'attendrai le suivant; Paris je t'aime; Dépendance;</p> <p><b>Mini-series:</b> Extra; Fais pas ci, fais pas ça;</p> <p><b>Films:</b> Les Intouchables; Les Choristes; Le Petit Nicolas; Rue Cases Nègres; Welcome; La Famille Bélier; Entre les Murs; Bienvenue chez les Chtis; Jean de Florette; Au-revoir les Enfants; Patients; Oscar et la dame rose;</p> <p><b>Comédies musicales:</b> Le Petit Prince; Notre Dame de Paris</p> <p><b>Songs:</b> La chanson des Restos du Coeur; Carmen (Stromae); Papoutai (Stromae); Mon frère (Maxime le Forestier); Né quelque part (Maxime le Forestier); Parler à mon père (Céline Dion); C'est bon d'être seul (Eddy Mitchell); Plus rien (les Cowboys Fringants); Respire (Mickey 3D); Vert de colère (Pierre Perret); Là-bas (Jean-Jacques Goldman); Ouvrez les frontières (Tiken Jah Fakoly); Mon Pays (Faudel); Saint-Denis (Grand Corps Malade); Regarde-moi (Soprano); Cassette video (Lynda Lemay); Le sens de la vie (Tal); Ma philosophie</p>
	Identities / Social Organization / Experiences	<p><b>Le Petit Prince</b> (Antoine de St. Exupéry) : How do we form our identity and find the meaning of our lives through experiences and relationships; importance of making connections; use and misuse of language to communicate; futility of power and vanity; personal responsibility for people we love;</p>	January - March		

	Sharing the Planet / Social Organisation	<b>The environment:</b> Environmental issues currently challenging our world and how to overcome these challenges; ecological footprint; recycling and waste sorting; global warming; food wasting; COP21; desertification; environmental laws; nuclear energy;	April -May	<b>Summative assessment:</b> Unit tests, final exams, writing of types of texts; debates, skits, projects, IPAS, oral presentations, literary discussions; listening comprehensions; mock IB assessments.	(Amel Bent); Le sixième sens (Grand Corps Malade); Sacré Charlemagne (France Gall); Éducation nationale (Grand Corps Malade); Les Blues de l'instituteur (Grand Corps Malade); Adieu M. le professeur (Hugues Aufray);  <b>Skyping</b> with students from France and Belgium (met during our trip to France or hosting students)
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Year 2	Identities / Experiences	<p><b>Subcultures:</b>  assimilation, integration and insertion; impact of French secularism on immigrants; mixed unions; indifference of the modern world toward minorities; status of Maghrébins, Roms and Syrians in France; stereotypes; unemployment;</p> <p><b>Migration:</b> waves of French migrations; reasons and consequences of migrations; Sarkozy law; Front National; François Hollande program; Emmanuel Macron immigration bill;</p>	August - October	<p>The different formats of writing will be taught/reviewed in details (<b>types of texts</b>)</p> <p><b>Interactive</b> activities will be performed.</p> <p><b>Individual Oral</b> assessment will be administered.</p> <p><b>Past IB exams</b> will be used for practice.</p> <p><b>Papers 1 and 2</b> will be completed.</p>	
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	<p>Human Ingenuity / Identities / Social organizations</p>	<p><b>Artistic expressions:</b>  How do <b>arts</b> help us see the world with different perspectives;  Visual arts (Monet, Van Gogh, Renoir, Seurat);  Poetry (Prévert); Fables (Jean de la Fontaine);  Slam poetry (Grand Corps Malade);  Patrimoine culturel;</p> <p><b>Health and well-being:</b>  Where does our perception of <b>beauty</b> come from? How does our ideal of beauty influence our daily lives? What ideas and images do we associate with healthy lifestyles? How does it reflect on our mental well-being? Criteria of beauty in various cultures; external beauty vs internal beauty; role of the medias and selfies in the creation of our body image; bullying; fast foods and obesity; healthy eating in schools;</p> <p>Health care system in France; compulsory health insurance; governmental reimbursement; Carte Vitale smart card system; PUMA (automatic right to healthcare for all French legal residents, including foreigners);</p>	<p>November</p>		
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	Identities	<b>Health and well-being</b> <i>Oscar et la Dame Rose</i> (Eric-Emmanuel Schmitt): How does illness affect our identity and how we form our relationships? Importance of communication between doctors, patients and parents; right of children to know about their medical status; compassion without lying; expressing one's identity through letters; role of friendship, faith and religion;	December - March		
	Social Organisation	<b>Education:</b> Education systems around the French-speaking world; Comparison of French, Belgian and American school systems; conseil de classe; baccalauréat; challenges facing modern schools; absenteeism and truancy; violence and bullying in schools; gifted education; cheating; summer school work;	April – May		

### 3. IB Internal and external assessment requirements to be completed during the course

Briefly explain how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

Throughout the school year and the summer, I will gather a variety of resources related to the various IB themes that have been selected.

In 11<sup>th</sup> grade (IBY1), I will start by discussing the different characteristics of the IB learner profile. I will introduce to students the themes and subthemes of French B. I will also distribute the list of types of texts that we will be studying over the two-year program. As we go through specific types of text, we will discuss the criteria for each of them and see samples from IB sites;

We will be constantly practicing interactivities activities through conversations, small groups discussions, debates.

We will be reading a variety of texts and listening to a variety of audio and we will practice IB-types of readings and listening.

We will read our first novel and start practicing the new oral individual presentations and discussions based on the literature.

In 12<sup>th</sup> grade, we will continue to practice all of the above, but also formally complete the IB assessments.

We will read our second novel to be ready for the Oral Individual by the end of first semester.

Reading, writing and listening will be practiced through former IB exams during the second semester.

Papers 1 and 2 will be taken in May according to the timeline published by the IBO.

### 4. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Topic	Link with TOK (including description of lesson plan)
Sharing the Planet (Meaning of words and conceptual understanding)	Students will analyze the different translations of vocabulary words relating to the environment such as global warming. They will discuss how they can figure out which is the correct word to use by examining the context. The audience, purpose and message of the text can also help in choosing the best word. Students will then brainstorm a list of vocabulary words in English and use a English/French dictionary to find the best translation of these words based on a specific context. They will learn that the first translation offered by the dictionary is often not the correct one. Finally, students will create sentences using those words correctly. Students will realize that translation from one language to another requires interpretation based on the context.

## 5. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
Human Ingenuity (technology)	Students will complete an IPA (Integrated Performance Assessment) on the topic of social media through the song "Carmen" by Stromae. The first task is for them to brainstorm what type of social media they use and in what context (thinking skill); they will then discuss with a partner the role of specific social media in their lives (social skill and communication skill in French). They will look for infographics about the use of these social media in French-speaking countries and the USA (research skill) and list similarities and differences. They will then listen to the song (Carmen) and answer some questions about it. They will end by creating another verse of the song.

## 6. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
Immigration	<p>We will discuss the challenges faced by immigrants. After watching the film "Welcome" by Philippe Lioret, students will discuss how they would react to living far away from their family. They will debate whether they would like to live in a different country or would rather stay in their home town. In small groups, they will create a skit imagining the reaction of their parents when they announce they are moving far away. They will also write a letter from a family member who just moved in a different country and has difficulties adapting to the new culture. Students will end by listing the similarities and the differences between their own culture and the culture of that other country. Students will explain how getting familiar with another culture can help them gain a greater respect for people from another country and maybe change their perspective toward their own culture as well.</p> <p>I would like to note that international mindedness is at the heart of teaching French B. Throughout every theme, we constantly compare and contrast the French culture with other French-speaking cultures and with our own culture.</p>

## 7. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Relationships: role of the family in the development of the individual (Social relationships)	Through analyzing various family structures across different international cultural norms, students will evaluate the impact of the various traditional and non-traditional families to become knowledgeable inquirers who can empathetically and caringly reflect upon society in an open-minded fashion. This study will help students to become more knowledgeable about differing social structures and their impact on the individual. Students will be challenged to embrace a variety of social structures that may have been foreign to them before beginning the program.

## 8. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Briefly describe what plans are in place if changes are needed.

A variety of electronic sources will be utilized in class to bring culturally and linguistically authentic materials into the classroom. The electronic sources will include websites, podcasts, video broadcasts, video conferencing, mp3s, digital recorders, Smart Board / Mimio / Elmo and online texts. Each global language classroom has been provided with a cart of chrome books and the vast majority of our students have phones that can access the Internet. Thus, we can use any of the following and more: Quizlet, Kahoot, Poll Everywhere, word reference, Linguee, Google Classroom, Skype, Voice Memo, ScreenCastify.

Moreover, the school and local libraries will provide additional resources for the classroom.

We have class sets of former IB textbooks (Pearson : *Français B – Livre de l'étudiant*) and of *La France au quotidien* (by Rolle Roesch).

All of these resources are available at this time at our school.

However, since the Language B curriculum has changed, we will need to purchase a new textbook based on this new curriculum (first examination in 2020). At this time, however, only one French one has been published.

Although digital articles are readily available for our students, few authentically French paper magazines can be found. It would be useful to get a year-long subscription of magazines from France, such as Phosphore (Bayard) or GeoAdo (Milan).

