IB French SL and HL Course Syllabus

French IV, V and VI
DP Levels I and II/Grades, 11 and 12
M. Currie
Highland Park Senior High School
Room: 1211

email: david.currie@spps.org
phone: (651) 744-3855

COMMUNICATION

Communicate in Languages Other Than English
Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

Gain Knowledge and Understanding of Other Cultures
Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

Course Summary

Each language course sequence prepares all learners to communicate effectively in the pluralistic society of the United States and look beyond borders to participate fully in the global community. A variety of cultural materials and technology provides learners with authentic experiences.

Year four builds on all learning from the previous years. More advanced practice refines the use of verb tenses and vocabulary as students participate in oral presentations and discussions, independent reading, and creative and directed writing. Extensive cultural materials provide greater depth in comprehension, communication and cultural understanding. This course sequence prepares students to meet the Minnesota Graduation Standard for World Language.
Students will …
• Speak, listen, read, and write in the French language
• Develop insight into the French language and culture
• Develop insight into their own languages and cultures
Gain direct access to information in the French language.

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 will 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.

Course Objectives: At the end of this course students are expected to demonstrate the ability to:

• communicate clearly and effectively in a range of situations
• understand and use accurately oral and written forms of the language that are commonly encountered in a range of situations
• understand and use a range of vocabulary in common usage
• select a register that is generally appropriate to the situation
• organize and express ideas with general clarity and some fluency
• structure arguments in a generally clear, coherent and convincing way
• understand and respond appropriately to written and spoken material of average difficulty
• assess some subtleties of the language in a range of forms, styles, and registers
• show an awareness of and sensitivity to, some elements of the cultures related to the language studied.
• understand and analyze works of literature written in the target language of study (required of HL students – standard level students will also be exposed)

Course Outline: The language B syllabus approaches the learning of language through meaning. Through the study of the core and the options at SL and HL, 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.

These are the CORE IB topics we will cover (Please note that as we move forward the IBO is changing these – the changes are noted later in the syllabus – and we will also work with the new themes in this course this school year)

Core/Tronc Commun:

Communication and Media/Communication et médias
How people interact, transmit and gather data for the purposes of information and entertainment. Possible topics: Bias in media, censorship, internet, social networks, press, radio and television.

Global Issues/Questions Mondiales
Current matters and future scenarios that have an impact at a regional, national and/or international level, bearing in mind that they need to be addressed from the perspective of the target language’s culture(s). Possible topics: Globalization, migration (rural–urban, or international), racism, prejudice, discrimination and poverty.
Social Relationships/Rélations Sociales

How people interrelate and behave—as members of a community, individually and in groups. Possible topics: celebrations, social and religious events, language and cultural identity, or self-identity, multilingualism, nationalism, patriotism, relationships (friendship, work and family).

Options/Les Options:

Cultural Diversity/La Diversité Culturelle

The ethnic, gender, racial, ideological and socio-economic varieties within a community of the target language / possible topics: how culture is learned beliefs, values and norms, culinary heritage, intercultural assimilation, inter-linguistic influence, language diversity, migration, population diversity, subcultures, verbal and non-verbal communication.

Customs and traditions/Les Costumes et Les Traditions

Social and/or traditional structures, social behaviors and stances, and taboos versus what are socially acceptable / possible topics: Cultural Fusion and Religion

Literary Works – This course will cover (but not limited to) the following literary texts:

1) NOVELS will include some of the following:

*Le Petit Prince* / ST-EXUPERY
*Oscar et La Dame Rose*
M. Ibrahim et les fleurs du Koran
L’étrager (A. Camus)
L’homme qui plantait des arbres

2) POEMS

“La Cigale et la Fourmi” / La Fontaine
Pour Faire le portrait d’un oiseau, déjeuner du matin,
Le dormeur du val, correspondances, l’invitation au voyage,
Pour Haïti and others.

Methodology

In the DP, teachers work collaboratively to develop a variety of techniques. Students take responsibility for their learning through individual and group work, addressing unit and guiding questions, expanding on their critical thinking skills, and building on their self-advocacy.

Methods of assessment

Students will engage in a summative assessment for most units, which will show knowledge of the content studied. Examples of summative assessment can include: exams, quizzes, projects and oral presentations. Summative assessments will represent 70% of the total student grade for each quarter of the course. Students will also engage in formative assessments for each unit, which will help students develop skills and knowledge, and indicate progress toward the summative assessments given. Examples of formative assessment can include: notes, homework, smaller in-class assignments, workbook, CD and DVD work. Formative assessments will represent 30% of the total student grade for each quarter of the course.
Grading and Reporting

DP Criterion
Students will be assessed at least four times during the yearlong course (eight times over two years) and will be a part of the over-all quarter/semester student grade.

Grading scale as per the Highland Park Sr. High grading scale pre-set on CAMPUS/schoology.

Late Work, Make-Up Work and Assessment re-takes
As per the Highland Park Senior High policy

A Partial List of Resources:

- *IB French B* (course companion) OXFORD
- *Tresors du Temps* GLENCOE
- *IB French Preparation* PEARSON
- *Le Monde en français* (Advance Materials)
- French dictionary or French/English dictionary or word reference.com
- Various Internet resources: articles, music, videos, etc.
- Newspapers in French from different French-speaking countries
- Various short stories, plays, poems and movies

Class Assessments: Assessments will be designed to prepare the students for the IB oral and written exams and will include but are not limited to the following activities and exercises:

a. Test and quizzes that will prepare the students for future IB examinations.

b. Communicative activities- group or individual presentations, interviews with teacher, interviews with other students, and role play.

c. Audio and Visual Activities- songs, movies, documentaries, news bulletins, commercials and exercises of grammar and vocabulary, TV 5 Monde, Radio Canada International – J’adopte un pays famille marocaine

IB REQUIRED Assessments: At the culmination of the IB program, students will be required to take various assessments as per IBO. Changes are coming in the types of assessments students will be required to take. Even though students will NOT encounter listening assessments for the 2017-18 school year on the IBO official exams, we will be practicing and piloting listening assessments that have an IBO focus.
**SPEAKING PART:** Internally assessed by the teacher and externally moderated by the IB. *(30% of final grade – IB GRADE)*

**A. Interactive oral activity: 10% of your final IB grade.** *(October - March)* **BASED ON CORE NOT EXTERNALLY MODERATED BY THE IBO**

This consists of three classroom activities based on the core and assessed by the teacher; it could be a debate, a play, watching and responding to a video. Three IO’s are given each year. The best one is selected by the teacher to be graded (averaged) with the individual oral.

**B. Individual oral: 20% of your final IB grade.** *(LATE MARCH)* **BASED ON OPTIONS**

Externally moderated by the IB.

The IBO is changing the format at HL for this exam. We will practice this new format.

**SL:** The student is shown TWO previously unseen photographs, with a title or caption, selected by the teacher. The student CHOOSES ONE of the photographs. Each photograph is related to different topics studied in class but based on the options.

**HL:** The student is shown a previously unseen photograph (ONLY ONE photograph), with a title or caption, selected by the teacher. The photograph is related to a different topic studied in class but based on the options.

Preparation time (15 minutes): The student prepares a presentation based on the photograph. He or she may write brief annotations (up to 10) in a small flash card.

**Part 1 – Presentation (3-4 minutes):** The student describes the photograph and relates it to the topic and the target culture(s).

**Part 2 – Discussion (5-6 minutes):** A discussion with the teacher based on the presentation follows. Discussion based on a topic from the other option studied may be introduced if that contributes to the interaction.

Students at HL (NEW FORMAT) will practice this style of IB oral --

A literature-based individual oral for HL assessment:

The language B HL individual oral assessment will have as its stimulus an extract from one of the literary works studied in class. The individual oral is divided into three parts:

**Supervised Preparation Time**

The candidate will be given a choice from two extracts chosen by the teacher, one from each of the literary works studied in class. The extracts would be up to approximately 300-words/character equivalent in length, be easily identifiable for the candidate and be a rich stimulus for discussion. The candidate will have 20 minutes to prepare his or her thoughts on the extract.

**Presentation**

– Part 1

The candidate would begin by making a brief presentation for up to 4 minutes about what they understand from the extract; discussing the events, ideas and messages in the extract itself.

**Follow-up questions –**

-- Part 2
A teacher-student discussion of the literary extract follows in which the teacher engages with the student in order to expand on the observations that the student has provided.

General discussion –
-- Part 3
The last section of the individual oral activity takes the form of a general conversation with the teacher using one of the syllabus’ five general themes as a starting point.

In language B the prescribed themes are illustrated with guiding principles and recommended topics, as follows:

<table>
<thead>
<tr>
<th>Themes</th>
<th>Guiding principles</th>
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<tbody>
<tr>
<td>Identities</td>
<td>The guiding principle of this theme is to explore the nature of the self and what it is to be human. Students could investigate the theme through a range of optional recommended topics such as: lifestyles, health and wellbeing, beliefs and values, subcultures, language and identity.</td>
</tr>
<tr>
<td>Experiences</td>
<td>The guiding principle of this theme is to explore and tell the stories of the events, experiences and journeys that shape our lives. Students could investigate the theme through a range of optional recommended topics such as: leisure activities, holidays and travel, life stories, rites of passage, customs and traditions, migration.</td>
</tr>
<tr>
<td>Human ingenuity</td>
<td>The guiding principle of this theme is to explore the ways in which human creativity and innovation affect our world. Students to investigate the theme through a range of optional recommended topics such as: entertainment, artistic expressions, communication and media, technology, scientific innovation.</td>
</tr>
<tr>
<td>Social organization</td>
<td>The guiding principle of this theme is to explore the ways in which groups of people organize themselves or are organized through common systems or interests. Students could investigate the theme through a range of optional recommended topics such as: social relationships, community, social engagement, education, the working world, law and order.</td>
</tr>
<tr>
<td>Sharing the planet</td>
<td>The guiding principle of this theme is to explore the challenges and opportunities faced by individuals and communities in the modern world. Students could investigate the theme through a range of optional recommended topics such as: the environment, human rights, peace and conflict, equality, globalization, ethics, urban and rural environment.</td>
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WRITING PART: externally moderated by the IB (70% of final grade)

C. Writing Assignment: Receptive and written productive skills.
20% of final IB grade. (HL can start as early as Oct. with SL starting in Dec.) DUE Early MARCH

SL: An intertextual reading of 3–4 texts/resources, followed by a written exercise of 300-400 words and a 100 word rationale. Dictionaries and reference materials allowed.

HL: Creative writing of 500–600 words plus a 150-word rationale, based on one of the literary texts read. Dictionaries and reference materials allowed.

D. Paper 1 (1 ½ hour) - 25% of final IB grade. (May)

SL: Text-handling exercises on four written texts, based on the core.

HL: Text-handling exercises on five written texts (one is literary in nature), based on the core.

E. Paper 2: Written productive skills (1 ½ hour) – 25% of final IB grade. (May)

SL: One writing exercise of 250-400 words. Students are given a choice of 5 possible topics or kinds of writing based on the options, to choose one of them.

HL: Two compulsory writing exercises.
    Section A: One task of 250–400 words, based on the options, to be selected from a choice of five.
    Section B: Response of 150–250 words to a stimulus text, based on the core.

Attendance and Tardiness / Make-up Work:

As per Highland Park Senior High guidelines for IB courses.

Students’ Conduct: Students should …

- familiarize themselves with and to adhere to the St. Paul Public Schools Student Code of Conduct. All school policies (including cell phones, etc…) will be enforced in this course.

- follow the guides of the school and the teacher with the understanding that all instructions are given for the benefit of the individual student and the learning community as a whole. Any successful learning experience requires mutual respect on behalf of the student and the instructor.

- Always be on time and prepared for the class with paper, pens, pencils and any other materials required by the teacher (construction paper, highlighters, etc.).

- Keep your binder organized and in good condition – it will be graded for organization and content.
- PLAGIARISM: You will write reports and essays in French that may require research. Plagiarism will not be tolerated in this class and will be reported to the IB Coordinator.

Examples of plagiarism in French class:
- Using the on-line dictionaries/translators to translate your documents.
- Printing off a document in French and turning it in as your own work.
- Pasting material into your document and turning it in as your own work.
- Having a native speaker or other person write the paper for you.

IX. Teacher’s Responsibilities: The teacher should...

- Design lessons with all kinds of learning styles in mind
- Maintain a positive and safe learning environment
- Uphold state, IBO, district, and school policies
- Objectively assess student progress
- Contact parents/guardians concerning student progress
- Help students in need of individual assistance

Prerequisite -- Successful completion of Fr I, Fr II and Fr III or equivalent. Students who successfully complete French IV will have the foundation to test STANDARD LEVEL as a junior. Students who successfully complete Fr V and/or VI will have the foundation to test Standard or Higher level as a senior.

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*Donations are welcomed and appreciated for any classroom supplies and for cooking activities – a $5.00 suggested donation per student for the school year would be very helpful. MERCI!*

Student Signature/Date  (PRINT FIRST LAST NAME)  
Parent Signature/Date