

Diploma Programme subject outline – Group 2: language acquisition			
School Name	High Point Central High School	School Code	000875
Name of DP Subject	French Language B		
Level	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed one year <input type="checkbox"/>
Name of teacher who completed this outline	David Williams	Date of IB Training	June 2018
Date when outline was completed	August 2018	Name of workshop	FLIBS French B Workshop

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

<p>L'homme qui plantait des arbres – Jean Giono L'étranger – Albert Camus</p>

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, state standards), 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-to-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 “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="90"/> minutes In two weeks there are: <input type="text" value="5"/> classes		
Year 1	Historical Events (Options – Customs & Traditions)	Students will examine French geography, and important events in French history. We will attempt to place events in context, and to compare/contrast episodes with our own historical moments.	15 days	History terminology oral presentation	- <i>Trésors Du Temps</i> (excerpts) -video clips from web -selections from <i>Au Nom de la Liberté : poésies de la Résistance</i> - Authentic resources from French newspapers and magazines
	Sports (Options – Leisure)	Students will explore sports which are popular in France and in other Francophone countries. We will examine which sports are popular for watching, and which are popular for doing. We will examine the role of big sporting events in French life and culture. We will look closely at The French Open, Le Tour de France, Les Jeux Olympiques, La Coupe Du Monde. We will also look at regional differences in sports, and ethical questions.	15 days	Writing: Sports Camp brochure Speaking: debate “la corrida”	-Articles from French newspapers and magazines -Infographics -Selected songs and poems including “La corrida” by Francis Cabrel.

Drug Abuse (Options – Health)	Students will read articles that explain the legal and cultural realities of drug laws in France, and the changes that have occurred in the last 20 years. We will examine the philosophical questions around the issue. We will compare the attitudes of French society to those in America, and the legal implications of drug abuse in both countries. We will investigate the economic and health consequences for individuals and for the country at large.	15 days	Writing: Letter to legislator Speaking: React to anti-drug advertisements	-Articles from French newspapers and magazines -Infographics <i>-IB Course Companion</i>
Advertising (Communication & Media)	We will explore the roles of advertising, and the responsibilities that corporations have to their customers. We will examine new types of advertising, including social media and product placement. We will attempt to answer the question “how much advertising is okay? Is there such a thing as too much?” We will watch, critique, and compare/contrast French TV ads.	15 days	Writing: poster/publicité Speaking: publicité à la radio	-French TV ads -French print ads -French Twitter/Instagram/etc. ads - Articles from French newspapers and magazines -Infographics

	Global Warming, Climate Change, Natural Disasters (Global Issues)	We will research the impacts of global warming on Metropolitan France, but also on French territories around the globe, and on other Francophone countries. We will research what types of natural disasters are prevalent, and if those categories are changing, or if the intensity of disasters is changing. We will read a novel "L'homme qui plantait des arbres," and discuss climate change.	15 days	Writing: News report Speaking: Speech	- <i>L'homme qui plantait des arbres</i> – Jean Giono - Articles from French newspapers and magazines -Infographics - <i>IB Course Companion</i>
	Traveling (Options – Leisure)	We will discuss different methods of traveling, and the destinations of French/Francophone vacationers. We will examine the kinds of vacations that are popular, and the ability of French citizens to vacation extensively. We will explore destinations inside the French territories, and their amenities, and we will review some of these.	15 days	Writing: Critique/Review Speaking: React to video	- Articles from French newspapers and magazines -Infographics
Year 2	Nationalism, Patriotism, Fanaticism (Social Relationships)	We will examine the rise of fanaticism and nationalism across France. We will differentiate between		Writing: Letter to the editor Speaking: Discussion	- Articles from French newspapers and magazines -Infographics

		patriotism and nationalism, and discuss when one becomes another. We will discuss current events and issues, including the banning of the burqa, through the lens of international-mindedness. We will compare and contrast the immigrant/other experience in France versus America.			-Patriotic songs and poems (“Chez moi” by Black M, “Les Bâisseurs de France ” by Toma, etc.)
	Educational System (Social Relationships)	We will examine the structure, and the cultural underpinnings of the French education system. We will examine current efforts to reform the schools and the testing. We will examine the pathways available to French teenagers as they progress from middle school to high school, and through the bac exam. We will examine the rates of failure on the bac, and its importance. We will research the Grandes Écoles.	15 days	Writing: Brochure/information packet. Speaking: Town Hall meeting	- Articles from French newspapers and magazines -Infographics -“Education National” by Grand Corps Malade, etc. - <i>IB Course Companion</i>
	Press (Communications & Media)	We will explore the idea of a free press and its relation to overall freedom in a society. We	15 days	Writing: Editorial Speaking: Reaction to news report	- Articles from French newspapers and magazines -Infographics

		will examine the responsibilities of the press, and decide whether or not those responsibilities have changed fundamentally as new technologies have forged new media. We will compare/contrast the current French press with the current American press.			- <i>IB Course Companion</i>
	Diet and Nutrition (Options-Health)	We will discuss the important aspects of health specific to diet and nutrition in a modern western society. We will focus on the cultural shifts as Paris particularly embraces more of an American-style life, including fast food, or convenience foods. We discuss the impacts of processed food, and the rapid change in the weight of American and French youth. We will discuss the cultural importance of food and the resistance of some people to change their cultural view of meals and health.	15 days	Writing: Review of school cafe Speaking: Individual Oral	- Articles from French newspapers and magazines -Infographics

<p>The Environment & Sustainability (Global Issues)</p>	<p>We will focus on sustainable development, and man's impact on the environment. We will discuss new technology that allows man to reduce the effects of his presence on the earth. We will examine strategies to protect the environment from national parks, to regulations on agriculture, to introduction of new ideas.</p>	<p>15 days</p>	<p>Writing: Interview Speaking: Speech</p>	<p>- Articles from French newspapers and magazines -Infographics - <i>IB Course Companion</i> -Songs ("Aux Arbres Citoyens" by Yannick Noah, "Respire" by Mickey, etc.)</p>
<p>Food (Options – Customs & Traditions)</p>	<p>We will examine the roles of regional dishes in forming local/national identities. We will talk about terroir, and the idea that cuisine defines a link between a people and a place. We will explore the traditional roles and meals, and see if we can understand their contributions to a common culture. We will critique a restaurant, and investigate Lyon's role in modern French gastronomy.</p>	<p>15 days</p>	<p>Writing: Journalistic critique Speaking: Vlog</p>	<p>- Articles from French newspapers and magazines -Infographics -Sample menus and cookbook entries</p>

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.

We will describe the assessment requirements in August of year 1 and again in August of year 2. We will distribute rubrics along with our scaffolded grading scales.

The written assignment will be introduced in detail at the end of December, so that SL students will have time to choose a topic and begin finding resources over winter break. We will have completed a long list of written tasks in advance of this time, so that students will have had ample practice with a variety of text types and content. We will require students to submit their work by February 27 so that we have time to address any problems of format before uploading before the deadline.

The interactive oral assignments will be completed in the fall/winter of year 2, after many practice activities throughout year 1. The students will be familiar with interactive formats (debates, discussions, etc.) as well as the rubrics for marking their contributions. The activities will be concluded in advance of the beginning of work on the individual oral assignment.

We will practice individual oral activities beginning in the fall of year 1, and continuing through all units until winter of year 2. As we conclude our unit on Diet and Nutrition, we will schedule and conduct interviews for all year 2 students. We will complete all interviews March 26-29, so that we may have all grades entered with plenty of time to upload samples for moderation.

We will prepare for Paper 1 and Paper 2 during the entire 2 year arc of this course. In the spring of year 2, we will begin to practice for paper 1 in a more dedicated way, with activities from past tests, and from the *IB Course Companion* to serve as timed practice texts. We will continue to review and practice on all class days until the examination day.

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 the lesson plan)
Food	Our exploration of the French language is provides extensive opportunities for ties with TOK. As one example, in our Food unit, we explore French food and cuisine via customs and traditions. To do that, we must learn a French vocabulary that refers to gastronomy, cuisine, and food traditions in a different manner than we do in American Standard English. We will examine this new vocabulary, and the differing cultural approaches as we attempt to answer this question: "Do you think differently in different languages?" Is this separate vocabulary necessary to understand the thoughts of French people as they think about food? Do the words that they use signify a different way of thinking about food?

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)
Educational System	As we explore the French educational system, we will see many similarities with our own approach to education, and several notable differences. As a writing assignment, students will complete a research project about Les Grandes Ecoles. Students will be guided through the research process to insure that they have a good plan, that they explore a variety of sources in the target language, and that they find appropriate material to include. They will be coached on correct attribution of sources, and how to use source information without plagiarizing. The end result will be an pamphlet/booklet to serve as a recruiting document for one of the Grande Ecoles.

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 analyze 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 the attribute(s) of the IB learner profile
Nationalism, Patriotism, and Fanaticism	In particular, we will discuss the rise of nationalism in France, across Europe, and of course here in the United States. We will have many authentic, timely resources which talk about the reception of immigrants in the respective countries. We will talk about the role of terrorism, and the banning of the burqa in France. The students will see that the relationship that we have with many of our poorer neighboring countries is directly analogous to the relationship that France has to its African neighbors. Students will be able to see that our countries and cultures share similar problems and prejudices, which we must work to conquer.

7. Development of the IB learner

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
Press	In our investigation of the press, we will tackle the question of reliability and trustworthiness of the press. As technology has deregulated the barriers to a seemingly legitimate news-like presence, and as politicians decry oppositional viewpoints as “fake news,” we as citizens must be inquirers and thinkers. We must investigate news sources for signs of bias and legitimacy, we must exercise our curiosity to find out more information before simply believing every fantastic thing that we hear. And as we engage our curiosity to discover more information, we must think deeply to analyze our findings. We must be able to evaluate patterns of coverage and extreme positions and decide what level of trust would be appropriate for a source.

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.

We have internet access, which provides the vast majority of our materials and resources. We use the internet to insure that our resources and materials are authentic, timely, and varied.

When we identify a need for a resource (dictionaries, novels, etc.), we can request and receive them.