**Curriculum**

**IB French B Y1**

**Course Overview**

Students who enroll in this course will possess a strong command of grammar and considerable competence in listening, reading, speaking, and writing. This course continues to explore the Francophone World through the core topics of Social Relationships (Y1), Global Issues and Media and Communication (Y1), to which are added 2 options which are selected in collaboration with students. These options are selected from the following: Health, Cultural Diversity, Customs and Traditions, Leisure and Science & Technology. In the first year IB French B students will complete the Leisure option. This course emphasizes the use of language for active communication. Through the study of two works of literature, HL students will broaden their understanding of French-speaking cultures and will also develop their strategies for reading and their skills of interpretation and analysis in preparation for a written task.  Students continue to work on the development of oral and written expression in order to be able to express themselves accurately and resourcefully in French, using correct register and format for a variety of written text types which include: formal/informal letters, journal entries, articles, interviews, speeches etc.  Course materials include news articles, popular songs, literary texts, and films as well as interactive oral activities, personal research and presentations.

**Department Standards**

**Communication:**

1. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
2. Understand and interpret written and spoken language on a variety of topics. (Interpretive)
3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

**Cultures:**

1. Demonstrate an understanding of culture through the study of the relationship among practices, perspectives, and products.

**Comparisons:**

1. Demonstrate an understanding of the nature of language and culture through comparisons of the language studied and their own.

**Connections and Communities:**

6. Use the language to connect with other disciplines, access information through authentic language sources and experience language and culture in multiple settings.

**Benchmarks**:

This course is the first year of the IB French B course. At the end of this first year, students are expected to demonstrate an ability to:

1. understand and use the language in a range of contexts and for a variety of purposes, at a level of above average difficuty (1,3)

2. Select a register, style, form and vocabulary that are generally appropriate to the situation (1, 3, 6)

3. express ideas with general clarity and some fluency. (1,3)

4. develop students' intercultural understanding (4, 5)

5. through the study of texts and through social interaction, encourage an awareness and appreciation of te different perspectives of people from other cultures and from francophone cultures. (4,5)

6. develop students' awareness of the relationship between the French language and francophone cultures with which they are familiar. (4,5)

7. develop students' awareness of the role of language in relation to other areas of knowledge. (6)

8. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language (1,2,3,4,5,6)

9. provide students with a basis for further study, work and leisure through the use of an additional language (1,2,3,4,5,6)

**Performance Indicators**

GENERAL PERFORMANCE INDICATORS (number in parentheses relates to the Course Benchmarks)

* communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding (1, 2)
* use language appropriate to a range of interpersonal and/or cultural contexts (1, 2)
* understand and use language to express and respond to a range of ideas with accuracy and fluency (1,3)
* organise ideas on a range of topics, in a clear, coherent and convincing manner (1, 3)
* understand, analyse and respond to a range of written and spoken texts (1,4,6,7)
* understand and use works of literature written in the target language of study (HL only). (1, 6)
* use a variety of resources, language experiences, and strategies to derive and negotiate meaning more independently (10)
* Apply information gained through active listening or reading to a different context (2,10)
* Make presentations on course related topics (2,3)
* Write in a variety of forms for multiple purposes, incorporating sophisticated linguistic structures (2,3,6)
* Notice and explain the relationship between the perspectives and cultural practices of Francophone countries [internal assessment] (7,9)
* Examine the role and importance of various events and activities within the culture studied (7, 9)
* Compare the perspectives, practices and products of people in different culture (5,7, 8, 9)
* Identify and use abstract idiomatic expressions that have no equivalent in another language in order to construct meaning and create language (6,7)
* Use and extend language proficiency and cultural knowledge through the use of technology (4,6,7)
* Use a variety of resources, language experiences, and strategies to derive and negotiate meaning more independently (10,11)

**MFL Technology Performance Indicators**

**These performance indicators relate to the TASIS Technology Standards**

1) Students use authentic language websites to listen to news bulletins. They will use the information to complete worksheets focusing on both language and content. A language production assignment may follow (debate, poster, written task). (TS 3.2)

2) Students will conduct authentic interviews with an unseen partner using the technology in the language lab. Recordings are saved as MP3 files. (TS 2.1,6.1)

3) Students will listen to thematically linked songs and complete cloze exercises for comprehension and vocabulary development. (TS 2.1, 6.1)

4) Students will access a wide variety of French language websites to practise grammar structures taught in the course. Exercises are interactive and provide a variety of types of practice. These exercises allow for differentiation and for students to select the challenge level of each exercise. (TS 2.1, 6.1)

5) Students will use TV5, Radio France International, and TVFrance24 to listen to news updates. Worksheets are completed to practise particular skills related to specific news items: development of a holistic understanding; paraphrasing of selected viewpoints; definition and use of vocabulary specific to broadcast theme, production of a document of a particular text type related to the news item (formal letter, speech, tract, brochure, etc.) (TS 2.2,

6) Students will use email in the target language to communicate with the teacher and amongst themselves. (TS 2.1, 2.2, 5.2, 6.1, 6.2)

7) Students will use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. (TS )

8) Students will access a communication platform such as Google Drive to access their homework and turn in assignments. (TS 2.1, 5.2, 6.1, 6.2)

9) Students will participate in a long term cultural project, a Francophone country will be selected in September by each student. Students will be required to research aspects of their country tied to course themes and will present to the class at regular intervals. Themes to be studied include: aspects of daily/contemporary life, songs, education, leisure activities, holidays, health issues. (TS 1.2, 3.1, 3.2, 3.3, 4.1, 4.2)

**Assessments**

By the end of IB Year 1 students will have developed skills to:

* Interview a classmate and present to the class
* Create a brochure to motivate young people to act (N04HL)
* Read and understand articles related to course themes.
* Write a diary entry describing a difficulty family situation
* Write a guide: How to get along with your mother/ your father
* Write a blog entry reacting to a negative article about life in a single parent family
* Write a blog article about friendship
* Write a magazine article on the dangers of bullying
* Listen to a song and complete cloze exercise: "Je pars" Joe Dassin
* Vocabulary and grammar tests (Une Fois Pour Toutes)
* Tape recordings in the language lab
* Write Formal and Informal letters
* Make Oral presentations
* Teach their classmates 'how to do' something
* Read Le Petit Prince and complete a project on this book
* Give a presentation: A French regional dish and custom
* Complete written assignments: Diary entry, Blog, Newspaper or Magazine article, Movie Review
* Research and Present health issues in the francophone world
* Give Presentation on a French musical figure (classical,jazz or popular) and an example of his/her music)
* Written assignment: qualities of an excellent teacher
* Interview: journalist defending traditional education and an avant garde teacher
* Newspaper article: Paper or Digital?
* News paper article: pros and cons of electronic readers (Kindle)
* Presentation: advantages and disadvantages of internet collaboration
* Blog Entry: How I use my mobile phone
* Advertising: Presentation of a francophone advertisement
* Article: Power of social networks. Should we beware of them?
* Written assignment: Recommendations for parents bringing up multilingual children
* Written assignment: witness account of discriminatory event (Hodder, 249)
* Reading comprehension assessments on poetry and short stories
* Poetry: Le message (Prévert), Demain dès l'aube (Hugo)
* Short stories: Le Petit Nicolas (Les carnets, Clotaire a des lunettes); La Dernière Classe (Daudet).
* Complete Grammar quizzes on the following topics:
* Review of genders
* Indefinite, Definite and Partitive articles
* Expressions of Quantity
* Adverbs
* Present Indicative
* Imperative
* Passé composé
* Imparfait
* Plus Que Parfait
* Futur simple et Futur antérieur
* The verb "devoir"
* Present and past conditional
* Use of si clauses
* Present and past Subjunctive
* Adverbs and adjectives
* Pronouns: direct and indirect object, y, en, relative pronouns, interrogative pronouns, demonstrative pronouns
* Negative expressions
* IB and AP style reading comprehension exercises
* Semester examinations

**Core Topics**

Adolescence and Personal relationships

* Friendship
* Parent - adolescent relationships
* Parental Roles
* Rights and Responsibilities of Young People
* Social behavior and taboos
* Diary entry
* Essential Grammar

Education

* The French education System
* The role of student and teacher
* The French Baccalaureate
* Value of Education
* Role of Education in the Francophone World
* The Role of Technology in Education
* Essential Grammar

Leisure

* Leisure activities and Past times
* Reading
* The French tradition of La Bande Dessinée (Tintin)
* Cinema and Music
* French Holidays
* Travel and Tourism
* Food: good and bad habits
* Essential grammar

Health and Dependency (time permitting)

* French traditional eating habits and typical dishes
* Changes to the French diet and attitude to food
* Alimentary disorders
* Lifestyle Choices
* Dependency: Video Games, alcohol, drugs, smoking
* Aids
* Doping in Sport (cycling)
* Popular French sports
* Le Tour de France

Le Petit Prince (St. Exupéry)

* Essential grammar and vocabulary

Media and Communication

* Mobile phones
* Text messaging
* Language of Technology
* SMS
* Effects on spelling and communication
* Advertising

Cultural Diversity

* Multicultural society
* Cultural identity
* Multilingualism
* Racism

**Specific Content**

**Adolescence and Personal Relationships**

* Types of adolescent relationships (with peers, with siblings, with parents)
* Challenges of single parent families
* Characteristics of the modern French family
* Rights of young people in the Francophone world
* Role of Grandparents
* Effect of negative relationships
* Identification of roles that men and women play in society
* Discussion of domestic violence and violence in the school setting
* Cyberbullying and intimidation
* Excerpts from Le Petit Nicolas (Sempé et Goscinny)
* |"Deux amis" (Maupassant)
* Au Revoir Les Enfants (Film)
* Essential grammar

Education

French education system and its options

* The French Baccalaureate
* Film: "Les Choristes" and associated assignments
* Education in the Francophone world (Africa)
* Role of Technology in education: advantages and disadvantages
* "La Dernière Classe" Daudet
* Essential grammar and vocabulary

**Leisure**

* Travel and tourism
* Benefits of sport on health and well being
* Popular sports in France
* Television and other digital pastimes
* Characteristics of a good tourist
* Reading
* Cinema and Music in the Francophone world
* Essential Grammar

Media and Communication

* The Press and its role
* Reality television
* Violence on Television
* The Internet
* Mobile phones
* SMS
* Text Messaging
* Effects on spelling and communication
* Advertising
* Traditional advertising
* Advertising on the internet
* Propaganda
* Social networks
* Influence of advertising on the young

Cultural Diversity

* Definition of multicultural society
* Multiculturalism in Canada
* UNESCO- Declaration universelle sur la diversité culturelle
* Chansons:
* Understanding the roots/sources of one's cultural identity
* Identification of factors contributing to cultural identity
* Multilingualism - an advantage?
* Language learning
* Forms of racism
* How to fight against Racism

**Resources**

* *French B*, (Hodder)
* Français B Delvallée
* Tout Droit 2nd ed., Hares and Mort, John Murray
* *Une Fois Pour Toutes*, (Pearson);
* *Le Petit Prince,* (St. Exupéry);
* *Le Petit Nicolas,* (Sempé et Goscinny)
* Bien Lire, Bien Écrire, (Advance Materials).
* Films: Au revoir les Enfants, Intouchables, Entre les Murs or Etre et Avoir, Kirikou et la Sorcière
* Websites frequently used: lepointdufle.net, quizlet.com, conjuguemos.com, TV5.org (7 jours sur la planète), youtube.com, http://www.francetvinfo.fr/