**Curriculum**

**IB French Y2 HL and SL**

**Course Overview**

Students who enroll in this course will possess a strong command of the language and considerable proficiency in listening, reading, speaking, and writing. A variety of authentic texts will be used to allow students to respond confidently and convincingly to a variety of written and spoken materials and develop a true appreciation and awareness of Francophone peoples and cultures. This course continues to explore the Francophone World using a thematic approach to the core topics of Social Relationships (Y1), Global Issues and Media and Communication, 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. Through the study of two works of literature, the HL students will broaden their strategies for reading and their skills of interpretation and analysis. 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. Students will learn to communicate to a specific purpose 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 the core texts, songs, literary texts, news articles, and popular films.

**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**:

**Benchmarks**

This course is the second year IB French B course. This course will enable students to:

1. understand and use a wide range of vocabulary (2,3)

2. understand and use the language they have studied in a range of contexts and for a variety of purposes, including the oral presentation of material and the production of various texts for specific purposes. (1,3)

3. Express ideas with general clarity, accuracy and fluency. (3)

4. Be able to follow a conversation between native speakers (2)

5. Develop students’ intercultural understanding (4)

6. By accessing authentic sources, students will develop the capacity to

understand and analyse moderately complex spoken and written material

(films, articles, literature, poetry) (2,4)

7. encourage, through the study of texts and through social interaction, an

awareness and appreciation of the different perspectives of people from

other cultures and comparisons with their own culture(s) (4, 5)

8. develop students’ awareness of the role of language in relation to other areas

of knowledge (6)

9. develop students’ awareness of the relationship between the languages and

cultures with which they are familiar (4,5)

10. develop strategies for independent understanding of and appreciation for the target language. (6)

11. provide the opportunity for enjoyment, creativity and intellectual

stimulation through knowledge of an additional language. (1,6)

**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)

**Specific Performance Indicators**

By the end of this course students will be able to:

* Write and present an interview
* Compare and contrast literary selections
* Synthesize a number of sources to write a response in an appropriate text-type (written task SL)
* Write a diary entry
* Create a pamphlet or poster related to issues for young people
* Give an oral presentation on Francophone heroes (interview, panel of experts, dialogue or skit) and respond appropriately to the questions presented afterwards
* Synthesize a number of sources to write a formal essay or give a short speech
* Discuss different aspects of family relationships
* Consider different aspects of relationships between parents, children and grandparents
* Present a 3-4 minute presentation and answer follow-up questions
* Write a formal letter seeking employment or a formal letter of complaint
* Create a newspaper article
* Write a letter to the editor
* Compose a letter to a friend or close family member
* Give or write a formal speech   
  Write an email and a blog
* Write a positive or negative critique of a film
* Write a guide (set of instructions or advice)
* Write a formal essay presenting a balanced argument
* Write a structured personal response to an opinion [HL only]
* Write an editorial [HL only]
* Compose a creative response to a work of literature (HL only)
* Read three source articles and respond using an IB text type (SL only)
* Recognize cultural diversity in the Francophone world

**IB French B Y2 Technology Standards / 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 to communicate with teacher and amongst themselves. (TS 2.1, 2.2, 5.2, 6.1, 6.2)

7) 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)

**Unit based Peformance Indicators**

**The Individual and Society**

**National Identity and Symbols of France**

**Students will be able:**

* to use adjectives to describe themselves in poetry format
* to develop a vocabulary base specific to the topic studied
* to reflect on one's own culture and the significance of that culture to others / to clarify one's own cultural values
* to identify and briefly describe regional characteristics of France
* to name and locate on a map important regions of France
* explain the historic background of objects and symbols and how they came to represent underlying beliefs and values of the target culture
* to identify French symbols and famous people
* to structure, write and perform of an interview of a famous French person
* to present information to the class and answer classmates' questions
* to summarize orally and in writing the main points of magazine or newspaper articles
* to discuss the action of the film La Vie en Rose using new vocabulary
* to appreciate the major events in the life of Edith Piaf
* to write a film critique
* to use adjectives to describe themselves in poetry format
* to write a formal letter regarding a change in their national anthem
* to write a speech

**Global Issues**

**Globalisation and its effects**

* to discuss life as an expatriate
* to identify qualities of the ideal expat
* to identify and discuss challenges faced by expats
* to write a guide for individuals or families who plan to move abroad
* to respond to video documents about child labor in Morocco
* to write a written task based on violence in schools (SL only)

**Global Issues**

**The Environment, Food and Water, Health**

* to develop a vocabulary base specific to the topic studied
* to discuss a song/view a song video about the consequences of our pollution on the environment
* to participate in an interview between the mayor of an Atlantic coast town and a property developer
* to argue for and against nuclear power
* to produce and participate in interviews and presentations on various topics using topical vocabulary, appropriate and varied tenses and advanced grammatical structures
* to understand and respond to a documentary on coral reefs orally and in writing

**Global Issues - Terrorism**

* To listen to and understand songs on the theme of terrorism (le Pays va Mal and Manhattan-Kaboul)
* To write a paragraph about child soldiers
* To read articles and answer questions on piracy (African coast)
* To participate in discussions about national and international defense
* To write a formal letter to the Chief of the French Army in praise of soldiers' work.

**Global Issues Exclusion and Integration**

* to develop a vocabulary base specific to the topic studied
* to gain an understanding of racism in France over time
* to read articles and excerpts from various sources on the theme of racism
* to create and dramatize and interview (journalist and Tunisian immigrant)
* to watch and answer questions on video reports about: an Afghan refugee, a Rom family, a homeless resident of Paris
* to become familiar with the work of the Fondation Abbé Pierre

**Media and Communication: Advertising and Publicity**

* to read and answer questions on an analysis of a print advertisement
* to explore different advertising campaigns (Perrier, Cartier, Samsung)
* to present an advertisement to the class and provide analysis and commentary
* to explore the link between advertising and obesity

**Media and Communication: Dangers of the Internet**

* to create and do a survey on use of the internet by TASIS Students
* to decipher French texting language and to write a 10 line text using SMS language
* to look at an image and identify the issue being raised; to practice writing captions for images
* to create a text (letter to a friend, speech, advice guide, tract for parents) about the dangers of social networks.

to participate in a debate about the pros and cons of online media and its access for adolescent users.

**Option: Customs and Traditions**

* to participate in a discussion designed to share stereotypes /superstitions of the students' home cultures.
* to discover Christmas traditions of Monaco and compare with their own country
* to write their opinion on the controversy of Foie Gras
* To research ancestral customs in Africa and present them to the class (persecution of albino children in Mali
* to react and analyse an image of a family meal in Africa
* to discuss the custom of marriage as an institution - out of fashion or not?
* to write a creative narrative based on the custom of arranged marriage
* to research, with a partner, 3 customs and traditions of a francophone country and prepare a presentation which includes images and music from that country

**Literature- used for HL Written Task creative response**

Monsieur Ibrahim et les Fleurs du Coran (Schmitt)

Review of Le Petit Prince (St. Exupéry) (read in Year 1

**Exam Revision**

* to review examination strategies for Paper 1 (text handling) and Paper 2 (written production HL and SL and personal response (HL only)
* to complete past IB papers as revision for May exams

**Assessments**

**Unit 1: The Individual and Society**

**French Symbols and Cultural Identity**

* Interactive Oral Presentation: Francophone Heroes
* Interview: French celebrity
* Oral exposés of current events
* Reading questions
* Autobiographical Poem
* Film Critique
* **Writing Assignments** **/Text Types:**
* Diary entry
* Informal Letter
* Email

**Unit 2: Globalisation and its effects**

* **Discussion questions on video documents**
* **Oral exposé on a humanitarian organisation**
* **Guide de recommandations expat living**
* **Written task Practice: Violence in schools (SL only)**
* **Written task Practice: Matin Brun (HL only)**
* Reading Comphrension questions
* IB and AP Style Listening, Reading and Writing assessents

**Unit 3: The environment, Food and Water, Health**

* Text Type: Newspaper article or Brochure
* OIA: discussion on song about the environment
* Questions and Discussion on Coral Reef
* Vocabulary assessment - Enviroment Vocabulary
* Article: Nuclear Power (for or against)
* P1 HL May 2000 Text A: brochure environnement
* P1SL May 2002: Text C: Pollution/antarctique
* Oral: Forum: les transports publics devraient-ils être gratuits (P2 HL Nov 2005)
* Série de conseils: P2 SL Nov 2003 pour aider vos camarades à limiter leur consommation d'eau
* Réponse écrite: Lettre formelle au Maire, éoliennes P1 HL Nov 2006
* Oral: Etes-vous coupable (DAB p. 52)
* OIA: (based on P2 HL Nov 2004): "Les conséquences du bruit sont sous-estimées dans notre société" Pour ou contre ce point de vue

**Global Issues: Terrorism**

* Paragraph on Child Soldiers
* Discussion on topical world events related to terrorism
* Formal Letter to Chief of French Army

**Exclusion and Integration**

* Vocabulary Quizzes
* Text Type and Role Play (OIA): Interview (Tunisian metro worker)
* Interactive Oral Activity: employé dans le métro de Paris
* Reading Comprehension Questions
* Written Assignments
* Grammar quizzes and tests

**Media and Communication: Advertising and Publicity**

* Analysis of a print advertisement
* Presentation of an advertisement to the class with analysis and commentary

**Media and Communication: Dangers of the Internet**

* Creation of a survey on use of the internet by TASIS Students
* Writing: 10 line text using SMS language
* Description of an image and identification of the issue being raised. Write practice captions for images (practice individual oral)
* Paper 2 practice: Write a (letter to a friend, speech, advice guide, tract for parents) about the dangers of social networks.
* Debate: pros and cons of online media and its access for adolescent users.

**Option: Customs and Traditions**

* Discussion designed to share stereotypes /superstitions of the students' home cultures.
* Writing: Opinion on the controversy of Foie Gras (HL only)
* Present ancestral customs in Africa to the class (persecution of albino children in Mali
* Image: react to and analyse an image of a family meal in Africa
* Discussion of the custom of marriage as an institution - out of fashion or not?
* Writig: creative narrative based on the custom of arranged marriage
* Presentation: 3 customs and traditions of a francophone country which includes images and music from that country

**Core Topics**

**Unit 1:The Individual and Society**

**Symbols of France and Cultural Identity**

* Symbols of France
* French Celebrities or 'Heroes'
* National identity and patriotism
* National anthems
* Individual identity
* Giving one’s life for one’s country
* Essential Grammar

**Unit 2: Global Issues (1)**

* The Environment
* Our planet in danger
* The state of the planet
* Issues of water supply and consumption
* Recycling, Conservation
* Renewable Energy sources and nuclear power
* Global Warming
* Essential Grammar

**Unit 3: Global Issues (2)**

* Food supply and health
* Hunger in the world
* Genetically modified foods as an alternative
* Health issues and ‘global’ illness
* Essential Grammar

**Unit 4: Integration, Beliefs, Values and Traditions**

* Racisme - définition
* History of racsim in France
* Les "Sans Papiers"
* Racism in France
* Immigration and integration
* Essential Grammar

**Unit 5: Linguistic Diversity**

* Why choose French?
* The Francophone World
* Bilingualism: Advantages and Handicaps
* The relationship between language and identity
* Essential Grammar

**Unit 6: Media and Communication - The internet and its dangers**

* Adolescents and the internet
* Dangers of internet use
* The impact of the internet and SMS on language
* Social Networks
* Vigilance and the internet
* Essential Grammar

**Unit 7 : New Technologies**

* Mobile phones and every day life
* Living with technology
* Other new technologies
* Robots
* Essential Grammar

**Literature**

* Monsieur Ibrahim et les Fleurs du Coran (Schmitt)

L’Homme Qui Plantait des Arbres (Giono)

**Specific Content**

Descriptive representation of representational cultural object/evaluation of its cultural importance

**Unit 1: The Individual and Society**

* **French Symbols and Cultural Identity**
* **Individual Identity**
* Regional Geography of France
* Symbols of France
* French Celebrities or Heroes
* National identity and patriotism, giving one's life for one's country
* **Reading**:'Un Américain à Paris"
* **Film:** La Vie en Rose
* **Song:** Champs Elysées (Dassin)
* Vocabulary: Descriptive adjectives, geography
* Vocabulary for Film Critique
* Grammar: Present indicative, imperative, genders, articles, adjectives
* Writing: Speech to peers about focusing efforts on peace, not war
* NS Written response to visa application (Mme Bâ)

**Unit 2: Globalisation and its effects**

* Concept of globalisation
* Expatriation and more open borders
* Rights of the Child and Child Labor (focus on Morocco)
* World Poverty
* IB Reading: Suisse ou Italiaen N09
* Writing: Personal response NS
* **Grammar:**
* Past tenses: passé composé, imparfait, plus que parfait,
* Linking words

**Unit 3: Global Issues - The Environment**

* Consequences of our Actions on the Earth
* Our Planet in Danger; the State of the Planet
* Issues of Food and Water Supply and consumption
* Recycling, Conservation
* Coastal Development in France and its effects
* Climate Change - effect on ski resort
* Renewable energy sources and nuclear power

**Writing:**

* Article: P1 SL May 2007, Newspaper article for school newspaper explaining the consequences of the use of plastic bags
* Brochure: P2 HL Nov 2006: Changez le monde, un geste à la fois
* Speech [for and against]: P2 SL May 2002: Votre école organise un débat sur le thème: "Le réchauffement de la planète n'est pas une fatalité."
* IB reading: NS Quel avenir pour la Terre M09; N08 NM Commerce Equitable
* Lettre formelle à la Mairie: "Vous arrivez dans une ville de province où on ne fait aucun effort pour recycler les déchets domestiques. Ecrivez une lettre à la municipalité pour exprimer votre inquiétude et suggérer certaines mesures à prendre".
* Brochure: P2 HL Nov 2006: Changez le monde, un geste à la fois
* **Vocabulary: l'environnement**
* **Grammar**: Present and Past Conditional, Si-clauses, Devoir
* Faire + inf: Au Point 113
* se faire + inf

**Unit 4: Global Issues - Terrorism**

* Child Soldiers
* Songs: Le pays va mal, Manhattan Kaboul
* Piracy - Somalia
* France - National defenses (Events of Friday 13 November 2015)
* Reading: Médecins sans frontières NM N04

**Unit 5: Global Issues: Integration, Beliefs, Values and Traditions**

* Racisme - définition
* Being black in France
* Being the 'other one', the outsider in today's society
* Les "Sans Papiers"
* Racism in France : Refugees, Les Roms
* Immigration and integration [Song Là-bas, Goldman]
* Vidéos: Sac à Dos [Kamron, Patrick, Famille Roumaine]
* **Readings**
* Etre né de mariage mixte (DAB 77)
* Page d'accueil d'un site web: P2 HL May 2002: pour une association contre le racisme
* Un Sac de Billes (excerpts)

**Grammar**:

* Faire + inf: Au Point 113
* se faire + inf
* Present Subjunctive
* Past Subjunctive

**Unit 6: Media and Communication - The internet and its dangers**

* Adolescents and the internet: habits
* Dangers of internet use: effect on language
* The impact of the internet and SMS on language
* Social Networks
* Vigilance and the internet: risks and behaviors to avoid
* Reading: Piratage: Etes-vous un cyberbandit? NM N05
* Essential Grammar

OR

**Media and Communicaion - Advertising and Publicity**

* Analysis of print advertisements
* Online Advertising: Samsung, Perrier, Cartier, ADIA
* Presentation of advertisements chosen by students
* Links between advertising and Obesity
* **Grammar Review:**
* Personal Pronouns
* Disjunctive/Stressed Pronouns
* Relative Pronouns
* Negative Expressions

**OPTIONS: (Y1)**

* **Les Loisirs: Révision**
* Les Voyages
* La Lecture
* Le Cinéma
* Lecture: Une nouvelle discipline qui réunit l'art et le sport extrême NS N09

**OPTION: Customs and Traditions**

* Stereotypes
* Superstitions
* Ancestral Customs in Africa
* Marriage (traditional and arranged marriages)
* Customs and traditions of a francophone country (student presentations)

**Literature- used for HL Written Task creative response**

* Monsieur Ibrahim et les Fleurs du Coran (Schmitt)
* Review of Le Petit Prince (St. Exupéry) (read in Year 1)
* **Exam Revision for end of year exams**

**Resources**

* Une Fois Pour Toutes
* Français B (Delvallée, pub. Pearson)
* French B Course Companion (Oxford)
* IB Skills and Practice French B (Abrioux, Chrétien, Fayaud)
* IB French B Revision Guide (OSC)
* Handouts and activities prepared or created by the teacher
* Authentik Magazine
* Websites: www.tv5.org, lepointdufle.net, www.rfi.org, tvfranceinfo, the day.co.uk

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