

Diploma Programme subject outline—Group 2: language acquisition

School name	Ela Green School	School code	060876
Name of the DP subject <i>(indicate the language)</i>	French B		
Level <i>(indicate with X)</i>	Higher <i>(not applicable for languages ab initio)</i>	<input type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>
			Standard completed in one year * <i>(not applicable for languages ab initio)</i>
	<input type="checkbox"/>		<input type="checkbox"/>
Name of the teacher who completed this outline	Uthraa.K	Date of IB training	02 November 2022
Date when outline was completed	05/12/22	Name of workshop <i>(indicate name of subject and workshop category)</i>	Language B Generic (cat 1)

* 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.

L'étranger – Albert Camus
Le silence de la mer, Vercors

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 List the main resources to be used, including information technology if applicable.
			On 45 minutes. In 4 classes.		
Year 1	Festivals and Traditions (Options – Experiences)	Students will explore various known and unknown traditions and festivals in France and India. They will research and find about the similarities and differences between these two countries.	11 weeks	Students will complete two writing tasks about the festivals and traditions learnt in this unit. The text type should be personal letter and proposal.	Articles from French and Indian newspapers and magazines . De bouche a oreille
	Media and Culture: The History of French Cinema Le Camera-Style: Film in Modern France Clichés in Modern cinema Advertising	This unit will begin with an examination of the history of film and cinema. Students will learn to examine films as an expressive art form rather than entertainment. La Nouvelle Vague will be introduced, as well as vocabulary that students will continue to use to write about and discuss other topics which will be illustrated in selected films. Students will also learn essential structures for expressing opinions written and orally, i.e. I think that, I assume that, I doubt, In my opinion, I believe that, etc. This unit will include a review of language structures, strengthen topics learned in the year prior, and focus on the register, use of pronouns, and selection of tenses. Students will examine the role of advertising.	11 weeks	Students will be formatively and summatively assessed on their comprehension as well as their oral and written responses to material presented in class. Students will be expected to choose a French movie of their choice, watch it in French, and determine whether it does or does not fall into generalizations	Cinema for French Conversation Discovering French: Rouge LeMonde.fr: movie reviews Cinéfil.com: Movie Trailers and reviews Selected films from Les Frères Lumières: La Sortie de l'Usine à Lyon ; Serpentine

	<p>Social Issues:</p> <p>Family Relationships Education Friendship My role in Society</p>	<p>Throughout this unit, students will examine societal roles; specifically those of students, friendships, and family relationships. Students will examine their own role in society and make comparisons between their role, their society and those of Antoine Doniel and Julien in Les 400 Coups and Au Revoir les Enfants</p>	<p>11 weeks</p>	<p>about French cinema in comparison to American films.</p> <p>Students will be formatively and summatively assessed on their comprehension as well as their oral and written responses to material presented in class. Students will write their own poems mimicking the style, choosing words with double meanings and imitating the tone of the serious poem. Students will write letters to/from the two sets of friends from the two films in class</p>	<p>Discovering French : Rouge Les 400 Coups, François Truffaut Au Revoir Les Enfants, Louis Malle</p>
	<p>Societies: From real to imaginary</p> <p>Contes de Fée The ideal society Infinite possibilities: Writing Language and thought Translation</p>	<p>Students will discuss universal societal ideals and their representation in children’s stories and fairy tales. They will examine multiple types of imaginary societies in Le Petit Prince. They will examine the characters in each society and discuss the metaphors that these characters and societies represent.</p> <p>Students will examine these created societies and discuss the role of thought and knowledge and the ways of knowing described in each. They will examine the limitless ability of writing to create infinite places and people and ideal vs. reality. They will also examine the passé simple tense used to express past events in a literary work.</p>	<p>11 weeks</p>	<p>Students will practice writing in styles that illustrate the differences between youthful tones and professional and more formal styles of writing</p> <p>Students will be formatively and summatively assessed on their comprehension as well as their</p>	<p>Discovering French: Rouge La Belle et La Bête Other selected French fairy tales Le Petit Prince, Antoine de St. Exupéry</p>
<p>Year 2</p>	<p>Nationalism, Patriotism, Fanaticism (Social Relationships)</p>	<p>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. We will compare and contrast the immigrant/other experience between different countries.</p>	<p>11 weeks</p>	<p>Students will be formatively and summatively assessed on their comprehension as well as their oral and written responses to material presented in class.</p> <p>Writing: Letter to the editor</p> <p>Speaking: Discussion</p>	<p>Articles from French newspapers and magazines Infographics Patriotic songs and poems (“Chez moi” by Black M, “Les Bâisseurs de France ” by Toma, etc.)</p>

	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.	11 weeks	Students will be formatively and summatively assessed on their comprehension as well as their oral and written responses to material presented in class. Writing: Brochure/information packet. Speaking: Town Hall meeting	Articles from French newspapers and magazines -Infographics -“Education National” by Grand Corps Malade, etc.
	Food (Options – Customs & Traditions)	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.	11 weeks	Students will be formatively and summatively assessed on their comprehension as well as their oral and written responses to material presented in class. Writing: Journalistic critique Speaking: Vlog	Articles from French newspapers and magazines -Infographics -Sample menus and cookbook entries
	Press (Communications & Media)	We will explore the idea of a free press and its relation to overall freedom in a society. We 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 Indian press.	11 weeks	Students will be formatively and summatively assessed on their comprehension as well as their oral and written responses to material presented in class. Writing: Editorial Speaking: Reaction to news report	

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.

Internal and external assessment requirements will be introduced at the beginning of the 2-year course. Students will be prepared for both assessments over the full length of the course and will regularly have opportunities to practise and take mock and past examination papers

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/courses.

Topic	Link with TOK (including description of lesson plan)
Food	Our exploration of the French language 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 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 ensure 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.

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)
Nationalism, Patriotism, and Fanaticism	In particular, we will discuss the rise of nationalism in France, across Europe, and of course here in India. 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 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 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
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 sufficient reference books in the library. We will be subscribing to a few French magazines and comics.

