

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## IB French B SL Year 2

<b>Board Approval Date: October 20, 2022</b>	<b>Course Length: 2 Semesters</b>
<b>Grading: A-F</b>	<b>Credits: 5 Credits per Semester</b>
<b>Proposed Grade Level(s): 12</b>	<b>Subject Area: Elective Elective Area (if applicable): World Language</b>
<b>Prerequisite(s): “C” or better in IB French B SL year 1</b>	<b>Corequisite(s): N/A</b>
<b>CTE Sector/Pathway: N/A</b>	
<b>Intent to Pursue ‘A-G’ College Prep Status: Yes</b>	
<b>A-G Course Identifier: (e) Language other than English</b>	
<b>Graduation Requirement: No</b>	
<b>Course Intent: Site Specific Program (if applicable): IB</b>	
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### COURSE DESCRIPTION:

Language B SL year 2 is the second half of the two-year Language B course designed to further students’ study of the target language and culture and to develop mastery of the target language, to enable them to communicate effectively in a range of situations. It is intended for those who have chosen to further develop their proficiency in all four language skills: listening, speaking, reading, and writing and to prepare them for the Internal and External assessments at the end of the second year of the course. The Internal Assessment is a one-on-one speaking assessment conducted with the teacher and recorded for moderation by IB. The External assessments are the Paper 1 and Paper 2 exams. Paper 1 focuses on the productive skill of writing, in response to a given prompt. Paper 2 assesses the receptive skills; listening

and reading. The IB Language B syllabus comprises three interconnected areas: language, themes and texts. Students will have the opportunity to develop the ability to communicate successfully in the target language, as evidenced through receptive, productive and interactive communicative skills across a range of contexts and purposes. Students study material related to five themes as set by the IB Language B subject guide. The five prescribed themes; Identities, Experiences, Human ingenuity, Social organization, and Sharing the planet are addressed equally over the two years of IB Language B SL course. Students will be able to understand and produce a variety of text types in the target language. The course guides the students to explore culture and events in both contemporary and historical settings and to examine products and practices of the target culture with regard to their perspectives. The course emphasizes the use of the target language for active communication.

#### **DETAILED UNITS OF INSTRUCTION:**

<b>Unit Number/Title</b>	<b>Unit Essential Questions</b>	<b>Examples of Formative Assessments</b>	<b>Examples of Summative Assessment</b>
<b>1. Family and Generations (Themes: Social Organization, Identities, Experiences)</b>	How well can different generations understand each other? Is the generation gap inevitable? What can help generations connect and understand each other? What can we learn from our families and our family history?	*Vocabulary and grammar warm-ups *Quizzes and online activities to review key vocab and structures *Reading and listening activities taken from course textbooks *Dictation exercises Practice interview with a partner, writing questions, transcribing responses	*Family album with multiple generations, including description of family members, family traditions and what they have learned from their family members - both immediate family and from the older generation. Including transcription in French of an interview with an older family member, asking them about their past.
<b>2. Science and Technology (Theme: Human Ingenuity)</b>	What place does technology have in our society? What are the benefits and drawbacks of technology? What are we able to do with technology that we could not do before?	*Vocabulary and grammar warm-ups *Quizzes and online activities to review key vocab and structures *Reading and listening activities taken from course textbooks *Fortune teller dialogue: telling the future of a classmate *Picture narration related to technology and its place in our lives	*“Car of the Future” or Robot/machine of the Future invention and presentation, including features, capabilities, what the new technology will be able to do for the consumer.

<b>3. Escape and Fun (Theme: Experiences, Human Ingenuity)</b>	<p>What is the importance of leisure and of getting away?</p> <p>What role does danger and risk play in amusement, such as extreme sports?</p> <p>How do people benefit from sports and leisure activities?</p>	<p>*Vocabulary and grammar warm-ups</p> <p>*Quizzes and online activities to review key vocab and structures</p> <p>*Reading and listening activities taken from course textbooks</p> <p>*Vacation portfolio (to be done in parts over the course of the unit) for francophone countries including various tourist options: eco-tourism, major cities, etc. - presentation to the class about their country of choice, to be used as part of the summative prompt</p>	<p>*Paper 1 practice, writing prompt - based on all of the vacation portfolios in the class: Where would you go, what would you do there to escape and to have fun, and why did you choose this destination?</p>
<b>4. Natural Riches (Theme: Sharing the Planet)</b>	<p>Is it possible to preserve natural environments that are still intact?</p> <p>What is the toll that humans have had on the natural environment?</p> <p>What is the importance of our natural riches and how can we work to protect them?</p>	<p>*Vocabulary and grammar warm-ups</p> <p>*Quizzes and online activities to review key vocab and structures</p> <p>*Reading and listening activities taken from course textbooks</p> <p>*Nature walks around campus with questions, to record answers orally with digital recorder</p> <p>*Reading comprehension from text “Les Richesses du Pacifique” (to be also used as a guide/example for their summative project)</p>	<p>*Brochure about the riches of Rancho Cordova and our local environmental concerns, using the subjunctive to discuss what it is necessary to do to protect the environment</p>
<b>5. Internal Assessments and Exam Prep</b>	<p>How do you identify which text type is appropriate for a writing prompt?</p> <p>How do we determine the appropriate register to use?</p> <p>What strategies will help you succeed in the internal and external assessments?</p>	<p>*Text type identification</p> <p>*Text type features and selection of correct text type based on prompt</p> <p>*Formal vs. informal register selection and use</p>	<p>*Past papers for test prep (Reading and Listening), writing prompts from past papers, Practice Individual Oral (3-4 minute presentation with follow-up discussion)</p>

## **ESSENTIAL STANDARDS:**

### **Speaking**

Students will be able to give an oral presentation for 3-4 minutes with limited (10 min.) preparation time (Communication 4.3, 4.6; Settings 4.0)

Students will be able to ask and respond to questions and initiate complex, unrehearsed conversations (Communication 4.1, 4.4; Cultures 4.0, 4.2)

### **Reading Comprehension**

Students will demonstrate an understanding of the main idea and key details in authentic text such as recipes, news articles, websites, blogs, short stories and literary excerpts (Communication 4.5)

Students will be able to summarize main ideas/perspectives and draw inferences from multiple text types (Structures 4.0)

### **Writing**

Students can write 250-400 words connecting ideas using appropriate vocabulary for the task, multiple tenses, idiomatic expressions, and a variety of grammatical structures (Communication 4.0, 4.6)

Students can demonstrate writing in multiple formats and for a variety of audiences, can develop and present their ideas clearly and logically, providing details and relevant examples (Structures 4.1; Settings 4.0)

### **Listening**

Students can demonstrate an understanding of a variety of authentic sources (music, podcasts, film interviews, news radio) from a variety of different dialects (Communication 4.2, 4.5)

Students can identify main ideas and key details in listening excerpts and can draw inferences to respond to a variety of comprehension questions. (Structures 4.0)

## **RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:**

### **Link to Common Core Standards (if applicable):**

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.actfl.org/sites/default/files/news/AligningCCSSLanguageStandards.pdf>

### **Link to Framework (if applicable):**

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://drive.google.com/open?id=1-3ausbuLhecLx9HsJkPbYWSITxVccOZt>

### **Link to Subject Area Content Standards (if applicable):**

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://drive.google.com/open?id=1j2gD3d5i6HdKwlaYjnK-kbI9eINksBur>

### **Link to Program Content Area Standards (if applicable):**

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://drive.google.com/open?id=1-3ausbuLhecLx9HsJkPbYWSITxVccOZt>

## **TEXTBOOKS AND RESOURCE MATERIALS:**

### **Textbooks**

<b>Board Approved</b>	<b>Pilot Completion Date (If applicable)</b>	<b>Textbook Title</b>	<b>Author(s)</b>	<b>Publisher</b>	<b>Edition</b>	<b>Date</b>
<i>New textbook that is aligned with the revised IB curriculum for French. With the approval of this outline, this text will be added as board approved curriculum.</i>		<i>Panorama francophone 2</i>	Daniele Bourdais, Sue Finnie	Cambridge University Press	2nd	2/21/2019
Yes		<i>Imaginez</i>	Cherie Mitschke	Vista Higher Learning	2nd	1/1/2012
<i>This is the newer edition of already approved text. This new edition is aligned with the revised IB curriculum for French, and this course revision updates the approved text to this new edition.</i>		<i>French B</i>	Christine Trumper, John Israel	Oxford University Press	2nd	6/19/2018

### **Other Resource Materials**

Bourdais, Danièle and Finnie, Sue. Panorama francophone 2 Workbook. Cambridge: Cambridge University Press, 2019. Mitschke, Cherie. Imaginez Student Activities manual. Boston: Vista Higher Learning, 2012. Coffman Crocker, Mary E., ed. Schaum's Outline of French Grammar. 4th ed. New York: McGraw-Hill, 1999. Coffman Crocker, Mary E., ed. Schaum's Outline of French Vocabulary. 2nd ed. New York: McGraw-Hill, 1999. White, Renée. Barron's French Grammar. New York: Barron's Educational Series, Inc. 2007.

### **Supplemental Materials**

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

*Realia: videos, DVDs, CDs, magazines, newspapers (Le Monde, Le Figaro) etc. Internet: podcasts, blogs, online French newspapers such as [www.lefigaro.fr](http://www.lefigaro.fr), [www.lemonde.fr](http://www.lemonde.fr), [www.leparisien.fr](http://www.leparisien.fr), Websites such as TV5, francebis.com, YouTube for videos, francais interactif (University of Texas), Duolingo etc. Leveled French Readers: Carmen, Les Miserables, Brandon Brown series, and excerpts from books such as: Le Petit Prince, Le Petit Nicolas.*